NOTICE OF MEETING

Meeting 05/2019 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 3 September 2019 in the Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23). Members who are unable to attend are asked to notify Alyssa White at the above address.

The agenda for this meeting is below.

Alyssa White
Manager Governance (Senate & Academic Board)

AGENDA

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

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Respect is a core value of the Academic Board
6 QUESTION TIME
Questions to the Vice-Chancellor and Chair of the Academic Board.
Chair, Vice-Chancellor & Principal / Chair

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
7.1 Assessment Procedures 2019
7.2 Admissions Pre-requisite Standards – Mathematics Adjustments
7.3 Student Charter 2019

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
8.1 Science and Board of Interdisciplinary: Bachelor of Science and Bachelor of Advanced Studies
8.2 Education Strategy and Board of Interdisciplinary Studies: Implementing a Reduced OLE Credit Point Requirement for Dalyell Scholars
8.3 Science: Bachelor of Animal Veterinary Bioscience and Bachelor of Food and Agribusiness

9 REPORT OF THE GRADUATE STUDIES COMMITTEE
9.1 Education Strategy & Board of Interdisciplinary Studies: Sydney Professional Certificate streamlined approval process
9.2 Engineering: Master of Transport
9.3 Engineering: Master of Professional Engineering, Master of Professional Engineering (Accelerated)
9.4 Science: Doctor of Veterinary Medicine
9.5 Science: Master of Clinical Psychology
9.6 Research Education: Researcher Graduate Qualities
9.7 Research Education: HDR Coursework Exemptions Model
9.8 Business: Master of Human Resource Management and Industrial Relations

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE
10.1 Course Reviews – Sydney Business School
10.2 Course Reviews – Faculty of Arts and Social Sciences

11 GENERAL BUSINESS

Respect is a core value of the Academic Board
I hereby give notice of my intention to move the following motions at the next meeting of Academic Board on Tuesday 3 September:

We move that University rules governing elections to Academic, Faculty and School Boards be amended as follows, and that these amendments be recommended to the relevant governance bodies from Academic Board (Senate in the case of [1] and [2] and the University Executive in the case of [3]):

(Motion 1)
That Clause 6(1) of the Election Procedures Rule 2017, which applies to Academic Board, Faculty and School elections, be amended as follows:
The *hotlink [see below] used in 6(1) (a) to be correctly formatted (currently does not work), and Clause 6 (1) be amended as follows:
(1) The Returning Officer will publish notice of nominations and a forthcoming election
(a) on the University’s official notice board at *sydney.edu.au/secretariat/noticeboard.shtml; (b) and both of:
(i) any University publications addressed to the relevant electorate, including but not limited to the University News, Staff News or Student News; or
(ii) by notice directly to each person eligible to vote, in the following format, for both nominations and elections: three subject-specific emails, the first of which to be sent two calendar weeks prior to the opening of the nomination period, the second of which to be sent the day before nominations open, and the third of which to be sent as a reminder, at least four working days before the close of nominations.

(Motion 2)
An additional sub-paragraph be inserted under Paragraph 1 of PART 5 (ELECTIONS) of the UNIVERSITY OF SYDNEY (ACADEMIC BOARD) RULE 2017 as follows:
(c) No nomination or election period will take place during July or December, periods of University recess.

(Motion 3)
Clauses 9.2 and 10.2 of the UNIVERSITY OF SYDNEY (GOVERNANCE OF FACULTIES AND UNIVERSITY SCHOOLS) RULE 2016 include the following additional paragraphs:
(3) Nomination and election dates are as stipulated in Part 5, Paragraph 1(c) of the Academic Board Rule 2017.
(4) Notice of nominations and elections must be provided in accordance with the Election Procedures Rule (2017), Clause 5.

Bronwyn Winter & Chris Hartney

11.5 Any other business verbal

Next meeting: 2:00pm – 4:00pm, Tuesday 5 November 2019
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)
UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

The Chair welcomed Professor Duncan Ivison as Acting Vice-Chancellor, noting that Dr Spence was unable to attend. Professor Simon Bronitt was welcomed as the new Head of School & Dean of the Sydney Law School, replacing Professor Cameron Stewart. New representatives of SUPRA were also welcomed: Yanning Bai (Co-President), Xiner Yuan (Education Officer) and Wang Di (HDR student).
2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items

Members were advised that no additional items had been starred.

The Chair advised that the University Policy Manager had identified several additional minor amendments that need to be incorporated into course and Faculty resolutions for Items 8.4, 9.6, 9.7 and 11.2; subject to the incorporation of these amendments, all unstarred items were resolved as presented.

Resolution AB2019/4-1
The Academic Board resolved as recommended with respect to all unstarred items.

2.2 Minutes of Previous Meeting

Resolution AB2019/4-2
The Academic Board approved the minutes of the previous meeting held on 4 June 2019 as a true record.

2.3 Business Arising

The Chair drew the attention of members to the confidential feedback circulated with the agenda relating to the discussion of Open Access at the 16 April meeting of the Academic Board.

Resolution AB2019/4-3
The Academic Board noted the update report on its discussion of Open Access at its meeting of 16 April 2019.

2.4 2019 Membership of the Academic Board

This proposal was approved as presented.

Resolution AB2019/4-4
The Academic Board approved changes to membership of the Board, as presented.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Academic Board Emerging Risk Discussion

The Chair introduced this discussion by informing members that TEQSA has adopted a risk-based approach to its evaluation of universities and have recently released a position paper specifically focussed on academic risk. It is important for both the Academic Board and the University to have the matter on its radar.

Lynn Ko (Risk Manager in the Vice-Principal (Operations) Portfolio) led the Academic Board through a presentation relating to possible areas of academic risk that have been identified by the Chair of Academic Board and Chairs of several of its committees in collaboration with the Risk Management team and colleagues from the Education Portfolio. Members were informed that the types of risk identified are possibilities which, if realised, may have an adverse outcome on the achievement of the institution’s objectives, and it is vital that the University is aware of potential and emerging risks to enable us to develop mitigation strategies. A number of possible risks have been identified and were discussed at the most recent meeting of the Academic Standards & Policy Committee; Ms Ko emphasised that the risks presented were neither exhaustive nor comprehensive, but serve as an indication of the types of risk that might usefully be on the Academic Board’s radar. A number of risks were then briefly presented to the Academic Board, with online tool Mentimeter used to capture member’s immediate trend assessment (increasing risk, steady or decreasing).

In discussion, a number of members expressed concern that the presentation assumed that the identified areas are risks; that members were being asked to provide an uninformed assessment of risk trends based on a very superficial summary of the issues identified; and that we had commenced discussion of mitigation strategies for risks that have yet to be
discussed and agreed. The Chair and Ms Ko emphasised that the risks included in the presentation: were identified by the Chair and other senior participants in the Academic Board and the academic space more generally; had been discussed at the Academic Standards & Policy Committee; and were a mechanism for commencing a discussion of academic risk. The possibility was mooted that it may be more useful for the Board to be presented with risks individually to allow a deeper exploration of each at greater leisure, and the matter was referred back to the Academic Standards & Policy Committee and Academic Quality Committee for further refinement.

Resolution AB2019/4-5
The Academic Board provided input into the mitigation status and trends in emerging risks to the work of the Academic Board.

3.2 Coursework for Higher Degrees by Research

The Director, Graduate Research provided members with a contextual overview of the rationale for the introduction of mandatory coursework for HDR award courses, before exploring the details of the proposals included in the agenda as Items 9.10 and 9.11. He informed members that the majority of PhD graduates now seek employment outside the academy, so the nature of the graduate qualities required by a PhD graduate are evolving to include a greater focus on non-academic skills such as engagement, communication, cultural competence, influence and articulation of the research process and outcomes than might be obtained solely through the preparation of the thesis. As well as augmenting the skills obtained or developed by a candidate during HDR study, data suggests that thesis submission times are also improved through completion of targeted coursework in the early stages of candidature. The model presented requires students to undertake a minimum volume of learning during candidature, at no additional expense to themselves.

In discussion, several members explored the nature and purpose of the PhD, with a call to emphasise the "discovery of new knowledge" rather than employment readiness as a primary driver. The Director, Graduate Research expressed the view that the HDR process is a holistic one of creating a researcher who can discover new knowledge and contribute, and that the PhD is increasingly a gateway to non-academic careers. The ability of coursework to both facilitate research and enable development of the candidate as a whole was broadly supported by the Academic Board, and the proposals to enable this change were endorsed as presented (see Items 9.10 and 9.11 below). The possible impact of coursework on completion times was also discussed, with comparisons made between the Australian PhD and structures and timeframes at international institutions.

Members were advised that although the mandatory completion of coursework will not take effect until 2021, students can undertake coursework units of study now and in 2020 via the special permission process.

The Chair thanked the Director, Graduate Research for his presentation.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair addressed members regarding several matters:

French Review
Members may recall that the Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers – the French Report – was published recently. This Report contains a model code, based on eight Principles, as well as a definition of Academic Freedom. The Chair advised that he has asked Professor Hanrahan, as Chair of the Academic Standards & Policy Committee, to convene a small working party to examine the extent that the Policies, Procedures, Standards and Guidelines of the Academic Board are consistent with those Principles.

National CABS Conference
Members were advised that the University of Sydney will be hosting the National Meeting of Chairs and Secretaries of Academic Boards and Senates (CABS) on 23 and 24 October this year.

Elections
Notices of elections for staff and students to membership of faculties, faculty boards, University schools and University school boards have been published recently. Anyone wishing to nominate is directed to contact the Secretariat to obtain a nomination form.

Staff Departures
The Board was advised that this is Associate Professor Jennifer Barrett ’s last meeting as Director of the Culture Strategy. Members received (as item 11.4) the Report from the Joint UE / Academic Board Culture Taskforce, established in March 2017. Members noted that the purpose of the paper is to point a way forward for continuation of the work on the institution's culture. However, the paper also highlights the incredible amount of work Associate Professor Barrett and her team have completed over the past 2 years. The Chair recognised the University’s debt to Associate Professor Barrett and her team for their herculean contribution to the institution, and the Board acknowledged this contribution by acclamation.

Members were also informed that this is the last meeting of Dr Matthew Charet as Executive Officer to the Academic Board. Observing that many have benefitted from his wisdom and counsel, the Chair took the opportunity to thank him and wish him well in his new endeavours, which the Board confirmed by acclamation.

Finally, members were advised that this is also the last Academic Board meeting for Vice-Provost, Professor Colm Harmon, who is moving to the University of Edinburgh. Since moving here in 2012, Professor Harmon has made a fantastic contribution to the institution as Head of the School of Economics in FASS and, more recently, as Vice-Provost. Members of the Board joined with the Chair in thanking Professor Harmon for his contribution and wishing him well.

Resolution AB2019/4-6
The Academic Board noted the General Report of the Chair.

4.2 Student Members’ Report
The President of the SRC noted that Dalyell scholars have received confirmation of changes to the OLE credit point requirements for their award courses, and thanked the Acting Registrar and Academic Director, Education Policy and Quality for enabling this. Members were advised that this change is contingent on the approval of the Academic Board, via a proposal that is yet to be submitted. Mr He also thanked the Business School for its speedy remediation of a number of Semester 1 examinations, which have now been satisfactorily resolved.

The new representatives from SUPRA introduced themselves and members welcomed them to the Academic Board.

Resolution AB2019/4-7
The Academic Board noted the report of the student members of the Academic Board.

4.3 Honours and Distinctions
Members noted the honours and distinctions circulated with the agenda.

Resolution AB2019/4-8
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 107/2019: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

4.4 2020 Meeting Dates
The 2020 meeting dates were approved as presented.

Resolution AB2019/4-9
The Academic Board approved the 2020 committee meeting dates, as presented.
5 REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL

Taking the written report as read, the Acting Vice-Chancellor provided invited the Deputy Vice-Chancellor (Indigenous Strategy & Services) to provide an addendum regarding the Vice-Chancellor’s advice on the development of the Indigenous strategy. Members were informed that the Wingara Mura strategy – first developed in 2011 – has been extended into a multi-decade plan, including workforce development and a specifically Indigenous research strategy, both of which are in advanced stages of development and discussion by the University Executive. In discussion, the Acting Vice-Chancellor was encouraged to take advantage of opportunities to develop a relationship with the Indigenous communities in Westmead as the University’s activities there expand; the Deputy Vice-Chancellor (Indigenous Strategy & Services) advised that Rebecca Halliday has recently commenced as Director of Indigenous External Relationships Development and will focus on developing relationships with Local Area Land Councils and the wider community.

Members were also informed that the University leadership will be undertaking an off-campus retreat in the first week of August.

In discussion, the relative benefits of the University seeking a relationship with an external provider of micro-credentials was explored, with one member expressing concern that the goals of a corporate partner with a profit motive may compromise both the University’s goals and its integrity. The Acting Vice-Chancellor advised that these concerns have been raised and discussed, and as the University does not currently have internal capacity to develop and support online modules in volume it has been agreed that we explore external provider options. The University is conscious of the need for diligence in developing an appropriate contract structure, the need for strong academic control of content, and of buy-in and participation by academic staff. The Deputy Vice-Chancellor (Education) has also been working in this space to build our internal capacity for development and delivery, and it was suggested that she be invited to address the Board at a future meeting.

Resolution AB2019/4-10
The Academic Board received and noted the Report of the Acting Vice-Chancellor.

6 QUESTION TIME

Professor Fekete sought clarification as to the possible impact of changes within the Provost portfolio, observing that the current Provost will be moving into a new Senior Deputy Vice-Chancellor role in the near future and a new Provost has been appointed. The Acting Vice-Chancellor indicated that the Senior Deputy Vice-Chancellor will assume key responsibility for oversight of the Sydney Operating Model project, which the current Provost is managing in addition to his core duties, and that there is no expectation that other aspects of the Provost role will transition to this new position.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2019/4-11
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 25 June 2019, as presented.

7.1 Academic Board Standing Orders

The Chair of the Academic Standards and Policy Committee advised that these Standing Orders have arisen as a low-priority outcome of the 2016-2017 Review of the Academic Board, and are designed to provide parameters for meeting procedure and protocol. It is proposed that they will apply to the Academic Board from the next meeting, and committees are also free to adopt them if they wish.

The proposal was approved as presented.

Resolution AB2019/4-12
The Academic Board approved the proposal to introduce the Academic Board Standing Orders, for adoption by the Academic Board.

7.2 Admissions Standards – English Language Proficiency
This proposal was approved as presented.

**Resolution AB2019/4-13**
The Academic Board approved the proposal from Admissions to amend the Admissions Standards – English Language Proficiency.

**Action 108/2019**: Executive Officer to publish the amended Admissions Standards – English Language Proficiency.

### 7.3 Dual and Joint Degrees Working Group

This proposal was approved as presented.

**Resolution AB2019/4-14**
The Academic Board approved the recommendations of the report of the Dual and Joint Degrees Working Party.

**Action 109/2019**: Deputy Vice-Chancellor (Education) to note the Academic Board's approval of the report of the Dual and Joint Degrees Working Party and the recommendations contained therein.

☆

### 7.4 Broadway Scheme – Review of ATAR Adjustment Factor Points

The Chair of the Academic Standards & Policy Committee informed members that this proposal and that at 7.5 had been accelerated to enable advertising to potential students at the upcoming Open Day. Members were advised that the Broadway Scheme is currently processed by the Universities Admissions Centre (UAC) and enables the addition of five points to the ATAR of eligible students who meet stipulated criteria; the current proposal calls for this to increase to an adjustable value of between five and ten points against named criteria.

This proposal was approved as presented.

**Resolution AB2019/4-15**
The Academic Board:
(1) approved an increase in concessions for eligible Broadway Scheme applicants to a maximum of 10 points;
(2) approve the amendment of Part 7, 27 (2) of the Coursework Policy 2014, to reflect approved changes; and
(3) agreed to request a review of impact on numbers in early 2020 and analysis of success rates of the 2020 Broadway commencing cohort in early 2021.

**Action 110/2019**: Executive Officer to promulgate the amended Coursework Policy 2014 to the Policy Register.

**Action 111/2019**: Deputy Vice-Chancellor (Education) and Vice-Principal (External Relations) to note the Academic Board’s approval of the proposal to increase concessions for eligible Broadway Scheme applicants as proposed, and to provide a review of impact of the amendment in 2021.

☆

### 7.5 ATAR Adjustment Factors (Subject Bonus Points)

The Chair of the Academic Standards & Policy Committee advised that the University current awards bonus points for performance in specific HSC subjects for entry to named degrees, and this paper provides a longitudinal data analysis supporting the academic achievement of students obtaining Band 5 or 6 results in a relevant and pre-determined HSC subject.

This proposal was approved as presented.

**Resolution AB2019/4-16**
The Academic Board:
(1) endorsed the Subject Excellence Adjustment Scheme (Appendix 3) as a basis for ATAR adjustment factors based on individual subject performance to replace the existing (dormant) Flexible Entry Scheme adjustments for admission in 2020; and
(2) agreed to request by February 2020 the design for a new subject-based ATAR adjustment scheme to be deployed from 2021 and made explicit in the Coursework Policy 2014.

**Action 112/2019**: Deputy Vice-Chancellor (Education) and Vice-Principal (External Relations) to note the Academic Board’s approval of the proposal to amend ATAR Adjustment Factors (Subject Bonus Points), as presented.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

**Resolution AB2019/4-17**
The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held on 25 June 2019.

8.1 **Engineering**: Bachelor of Advanced Computing (Honours)
This proposal was approved as presented.

**Resolution AB2019/4-18**
The Academic Board:
(1) approved the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing; and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 113/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Bachelor of Advanced Computing and update course resolutions and unit of study tables in CMS.

8.2 **Engineering**: Bachelor of Engineering (Honours)
This proposal was approved as presented.

**Resolution AB2019/4-19**
The Academic Board:
(1) approved the proposal from the Faculty of Engineering to amend the Bachelor of Engineering (Honours) Aeronautical, Biomedical, Mechanical and Mechatronic streams; and
(2) approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020.

**Action 114/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering (Honours) Aeronautical, Biomedical, Mechanical and Mechatronic streams and update unit of study tables in CMS.

8.3 **Law**: Bachelor of Laws
This proposal was approved as presented.

**Resolution AB2019/4-20**
The Academic Board:
(1) approved the proposal from the Sydney Law School to amend the Bachelor of Laws; and
(2) approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2020.

**Action 115/2019**: Head of School & Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Bachelor of Laws and update course resolutions in CMS.

8.4 **Medicine & Health**: Undergraduate Award Courses
This proposal was approved as presented.

**Resolution AB2019/4-21**
The Academic Board:
(1) approved the proposal from the Faculty of Medicine & Health and the Faculty of Health Sciences to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy & Management, Bachelor of Pharmacy & Management (Honours), Bachelor of Arts / Master of Nursing, Bachelor of Nursing (Advanced Studies), Bachelor of Nursing (Honours), Bachelor of Science (Health) / Master of Nursing, Bachelor of Science / Master of Nursing, Bachelor of Oral Health, Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise & Sport Science), Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise & Sport Science), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology);
(2) approved the amendment of course resolutions arising from this proposal; and
(3) approved the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine and Health, with effect from 1 January 2020.

**Action 116/2019:** Executive Dean and Faculty General Manager, Faculty of Medicine & Health and Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy & Management, Bachelor of Pharmacy & Management (Honours), Bachelor of Arts / Master of Nursing, Bachelor of Nursing (Advanced Studies), Bachelor of Nursing (Honours), Bachelor of Science (Health) / Master of Nursing, Bachelor of Science / Master of Nursing, Bachelor of Oral Health, Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise & Sport Science), Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise & Sport Science), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology) and the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine and Health, and update course resolutions and Resolutions of Faculty in CMS.

**8.5 Science: Bachelor of Science and Bachelor of Advanced Studies Table A amendments**

This proposal was approved as presented.

**Resolution AB2019/4-22**

The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies; and
(2) approved amendment of the unit of study tables for the Table A majors Computer Science, Information Systems, and Software Development arising from the proposal, with effect from 1 January 2020.

**Action 117/2019:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science and Bachelor of Advanced Studies and update unit of study tables in CMS.

**9 REPORT OF THE GRADUATE STUDIES COMMITTEE**

**Resolution AB2019/4-23**

The Academic Board noted the report from the meeting of the Graduate Studies Committee held on 18 June 2019.

**9.1 Health Sciences:** Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences), Graduate Certificate of Health Sciences (Medical Radiation Sciences) course deletions

This proposal was approved as presented.
(1) endorsed the proposal from the Faculty of Health Sciences to delete the Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences) and Graduate Certificate of Health Sciences (Medical Radiation Sciences) from the Resolutions of Senate for the Faculty of Health Sciences, and
(2) agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences, with effect from 1 January 2020.

**Action 118/2019:** Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s endorsement of the proposal to delete the Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences) and Graduate Certificate of Health Sciences (Medical Radiation Sciences) from the Resolutions of Senate for the Faculty of Health Sciences and update the Resolutions of Senate for the Faculty of Health Sciences in CMS.

**Action 119/2019:** Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences and subsequent amendment of the Resolutions of Senate for the Faculty of Medicine & Health.

### 9.2 Arts & Social Sciences: Master of Economic Analysis

This proposal was approved as presented.

**Resolution AB2019/4-25**
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economic Analysis and embedded award courses; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020.

**Action 120/2019:** Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Economic Analysis and embedded award courses and update unit of study tables in CMS.

### 9.3 Arts & Social Sciences: Master of Education

This proposal was approved as presented.

**Resolution AB2019/4-26**
The Academic Board:
(1) approved the proposal from the Faculty of Arts & Social Sciences to amend the Master of Education and embedded award courses; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

**Action 121/2019:** Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Education and embedded award courses and update course resolutions in CMS.

### 9.4 Law: Juris Doctor

This proposal was approved as presented.

**Resolution AB2019/4-27**
The Academic Board:
(1) approved the proposal from Sydney Law School to amend the Juris Doctor; and
(2) approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2020.
Action 122/2019: Head of School & Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Juris Doctor and update course resolutions in CMS.

9.5 Medicine & Health: Master of Medicine; Master of Science in Medicine

This proposal was approved as presented.

Resolution AB2019/4-28
The Academic Board:
(1) approved the proposal from the Faculty of Medicine & Health to amend the Master of Medicine and Master of Science in Medicine; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 123/2019: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Medicine and Master of Science in Medicine and update unit of study tables in CMS.

9.6 Medicine & Health: Master of Nursing (Nurse Practitioner)

This proposal was approved as presented.

Resolution AB2019/4-29
The Academic Board:
(1) approved the proposal from the Faculty of Medicine & Health (Sydney Nursing School) to amend the Master of Nursing (Nurse Practitioner); and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 124/2019: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Nursing (Nurse Practitioner) and update course resolutions and unit of study tables in CMS.

9.7 Medicine & Health: Postgraduate award courses

This proposal was approved as presented.

Resolution AB2019/4-30
The Academic Board:
(1) approved the proposal from the Faculty of Medicine & Health and Faculty of Health Sciences to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, Graduate Certificate in Evidence-Based Complementary Medicines, Master of Nursing (Nurse Practitioner), Master of Advanced Nursing Practice, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Nursing, Master of Primary Health Care Nursing, Master of Advanced Surgery, Master of Surgery, Master of Medicine / Master of Science in Medicine (including new and variation units of study), Master of Clinical Trials Research, Doctor of Dental Medicine, Doctor of Clinical Dentistry, Master of Diagnostic Radiography, Master of Exercise Physiology, Master of Medical Imaging Science, Master of Occupational Therapy, Master of Physiotherapy, Master of Rehabilitation Counselling, Master of Speech Language Pathology and Master of Applied Science;
(2) approved the amendment of course resolutions arising from this proposal; and
(3) approved the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine and Health, with effect from 1 January 2020.

Action 125/2019: Executive Dean and Faculty General Manager, Faculty of Medicine & Health and Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, Graduate Certificate in Evidence-Based Complementary Medicines, Master of Nursing (Nurse Practitioner), Master of Advanced Nursing Practice, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health...
Nursing, Master of Nursing, Master of Primary Health Care Nursing, Master of Advanced Surgery, Master of Surgery, Master of Medicine / Master of Science in Medicine (including new and variation units of study), Master of Clinical Trials Research, Doctor of Dental Medicine, Doctor of Clinical Dentistry, Master of Diagnostic Radiography, Master of Exercise Physiology, Master of Medical Imaging Science, Master of Occupational Therapy, Master of Physiotherapy, Master of Rehabilitation Counselling, Master of Speech Language Pathology and Master of Applied Science and the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine & Health, and update course resolutions and Resolutions of Faculty in CMS.

9.8 Medicine & Health: Master of Global Health / Master of Philosophy, Master of Public Health / Master of Philosophy

This proposal was approved as presented.

Resolution AB2019/4-31

The Academic Board:

(1) approved the proposal from the Faculty of Medicine & Health to amend the Master of Global Health / Master of Philosophy and Master of Public Health / Master of Philosophy combined award courses; and

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

Action 126/2019: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Global Health / Master of Philosophy and Master of Public Health / Master of Philosophy combined award courses and update unit of study tables in CMS.

9.9 Medicine & Health: Master of Health Policy / Master of Philosophy

This proposal was approved as presented.

Resolution AB2019/4-32

The Academic Board:

(1) approved the proposal from the Faculty of Medicine & Health to amend the Master of Health Policy / Master of Philosophy combined award course; and

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

Action 127/2019: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Health Policy / Master of Philosophy combined award course and update unit of study tables in CMS.

9.10 Education Portfolio: Linking Degree Codes to Table R

This proposal was approved as presented.

Resolution AB2019/4-33

The Academic Board:

(1) endorsed the creation of new HDR degree codes for all faculties and University schools, ensuring that these degree codes are linked to Table R;

(2) once the new degree codes have been created, agreed to permit the Director, Student Operations, to close existing degree codes for applications for admission to research degrees from 2021; and

(3) noted that the Director, Graduate Research, will lead a communications campaign to ensure current and prospective applicants are fully informed of the coursework programme.

Action 128/2019: Director, Graduate Research and Director, Student Operations, to note the Academic Board’s approval of the proposal to create new HDR degree codes for all faculties and University schools, ensuring that these degree codes are linked to Table R; to close existing degree codes for applications for admission from 2021; and to communicate HDR coursework requirements to current and prospective students.
9.11 **Education Portfolio: Units for inclusion in Table R (coursework units for HDR students)**

This proposal was approved as presented.

**Resolution AB2019/4-34**

The Academic Board:
(1) approved the guidelines for determining the inclusion of HDR coursework units of study in Table R; and
(2) provided in-principle approval for the inclusion of the recommended units of study, as presented, with effect from 1 January 2021.

**Action 129/2019:** Director, Graduate Research, to note the Academic Board’s approval of the guidelines for determining the inclusion of HDR coursework units of study in Table R and the Academic Board’s in-principle approval of the inclusion of recommended units of study in Table R, with effect from 1 January 2021.

10 **REPORT OF THE ACADEMIC QUALITY COMMITTEE**

**Resolution AB2019/4-35**

The Academic Board noted the report from the meeting of the Academic Quality Committee held on 18 June 2019.

10.1 **Course Reviews**

This item was noted as presented.

**Resolution AB2019/4-36**

The Academic Board noted that the Committee endorsed completed award course reviews from the Faculty of Arts and Social Sciences for the Master of Human Rights, Master of International Relations, Master of International Security, Master of International Studies, Master of Public Policy and Master of Peace and Conflict Studies; and from the University of Sydney Business School for the Master of Management.

11 **GENERAL BUSINESS**

11.1 **Engineering: Resolutions of Senate**

This proposal was approved as presented.

**Resolution AB2019/4-37**

The Academic Board agreed to recommend that Senate approve the proposal from the Faculty of Engineering to amend the Resolutions of Senate for the Faculty of Engineering, with effect from 1 January 2020.

**Action 130/2019:** Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering.

11.2 **Medicine & Health: Resolutions of Senate, Faculty and Courses**

This proposal was approved as presented.

**Resolution AB2019/4-38**

The Academic Board:
(1) approved administrative changes to the course resolutions for all award courses delivered by Faculty of Medicine & Health to reflect the new organisational structure of the Faculty from 2020;
(2) approved the introduction of Resolutions of the Faculty of Medicine & Health for Coursework Awards; and
(3) agreed to recommend that Senate approve the amendment of Resolutions of the Senate for degrees, diplomas and certificates of the University of Sydney Faculty of Medicine & Health, with effect from 1 January 2020.
**Action 131/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to make administrative changes to the course resolutions for all award courses delivered by the Faculty of Medicine & Health; approval of the introduction of Resolutions of the Faculty of Medicine & Health for Coursework Awards; and endorsement of the amendment of the Resolutions of Senate for the Faculty of Medicine & Health.

**Action 132/2019**: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Medicine & Health.

### 11.3 Medicine & Health: 2020 Academic Calendars

This paper was noted as presented.

**Resolution AB2019/4-39**

The Academic Board approved the 2020 Academic Calendars for Sydney Dental School and Sydney Nursing School in the Faculty of Medicine & Health, with effect from 1 January 2020.

**Action 133/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the 2020 Academic Calendars for Sydney Dental School and Sydney Nursing School, as presented.

### 11.4 Report from the Joint UE/AB Culture Taskforce

This paper was noted as presented.

**Resolution AB2019/4-40**

The Academic Board acknowledged the work of the Culture Taskforce and the new governance measures, as presented.

There being no other business, the meeting closed at 4:02pm.

The agenda pack for this meeting, excluding confidential items, is available from: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2019/20190723-AB-Agenda-Pack.pdf
Non-Confidential

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<td>Paper title</td>
<td>One Sydney, Many People: what it means to be an Australian University</td>
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<td>Purpose</td>
<td>To provide a statement of intent.</td>
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**RECOMMENDATION**

That the Academic Board discuss and note the statement of intent as provided.
One Sydney, Many People: what it means to be an Australian University

By Professor Lisa Jackson Pulver, Deputy Vice-Chancellor, Indigenous Strategy and Services

I respectfully acknowledge all Aboriginal and Torres Strait Islander peoples, the custodians of this place today called Australia, on whose Land I work every day. There is no place in Australia – sea, land or air – that has not been known, nurtured and loved by Australia’s First Peoples.

The University of Sydney’s colonial history is nowhere more obvious than in the Gothic Revival architecture of the Quadrangle. The clocktower, the cloisters and the gargoyles are all testament to our founders’ deep need to prove themselves according to British expectations and norms.

But scratch a little deeper and the narrative becomes much more complex. The Gadigal people had been teaching and learning on the Land on which the Quadrangle was built for tens of thousands of years; the sandstone of its walls was hewn from quarries on Gadigal and Wangal country; the timber felled in Bundjulong country to the north; and the mortar that holds the building together was made from lime and shells sourced from on-site middens. When they chose the motto “sidere mens eadem mutato”1 – and endorsed the design of the original seal, the founders delighted in the southern night sky and the flora and fauna of their new country.2

From its earliest days, the University of Sydney was proudly in and of this land.

We were the first University to be established in this continent and have provided the leadership expected of one of Australia’s best universities.

The Greater Sydney region hosts the largest urban population of Aboriginal and Torres Strait Islander people in Australia. Our Camperdown/Darlington campus sits on the lands of the Gadigal people of the Eora nation and next door to Redfern, a site rich in Aboriginal history, and our planned Parramatta/Westmead campus will be in what is now the heart of Sydney’s Aboriginal population. We have teaching and research facilities situated on the ancestral lands of the Wangal, Deerubbin, Tharawal, Ngunawal, Wiradjuri, Gamilaroi, Bundjulong, Wiljali and Gereng Gureng peoples. It follows that we have a responsibility to demonstrate visible leadership by fulfilling our social contract with Australia’s First Peoples.

As we move towards our bicentenary, we need to consider what it means to be an Australian university. This raises many questions we need to answer. How do we ensure we remain true to our place, and grounded in our country, while we also reach out to the wider world in our research and teaching? How do we honour and support Australia’s First Peoples and at the same time ensure those who are visiting from other countries feel welcome? What role do we play in the process of Reconciliation3, or in the work around The Uluru Statement

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1 Most commonly translated as "the constellation is changed, the disposition is the same" or "the stars change, the mind remains the same". See https://sydney.edu.au/about-us/our-story/our-motto-and-coat-of-arms.html for more.
from the Heart?\textsuperscript{4} How do we progress our passions and dreams into the next decade and beyond with a firm understanding of who we are?

The University of Sydney’s original Indigenous Strategy, Wingara Mura Bunga Barrabugu, was visionary and brave, where it prompted the University to think of a future state in which our obligations to First Australians was embedded in the character of our institution. It envisaged our University as a place in which everyone took responsibility for creating long-term, sustained, positive change at all levels – no matter what.

Much was achieved during this time. We established the National Centre for Cultural Competence – a positive, vital resource for this country, delivering programs that have by their very existence changed the University’s culture. We introduced new pathways programs and appointed Associate Deans Indigenous in each faculty and school. We arranged service-learning initiatives with Indigenous communities across the country and carried out ground-breaking research, particularly in the area of Indigenous health and teaching. We embedded Indigenous design principles in our planning and construction of campus infrastructure and told a more nuanced story of our campuses through the Storylines initiative.

But even so, on some critical indicators, most notably our student and staff numbers, we are falling behind our peers and behind the baseline metrics established at the time.

Despite this, there are good bones to Wingara Mura Bunga Barrabugu, and ones that we can continue to build on. And there is more to do, most particularly in the areas of our people; our work in research and education; and the way we continue to build our cultural identity.

Since my appointment late in 2018, we have begun a period of consolidation, review and refreshment of our practices. We have already made headway, particularly in the area of pathway programs. This year, we launched the pilot Gadigal Early Entry program, which gives Aboriginal and Torres Strait Islander Winter School Program participants a conditional offer for entry into our university, complete with information on scholarships, awards and accommodation support the candidates are eligible for.\textsuperscript{5} We have renamed and refreshed the Pemulwuy Program, now known as the Wingara Mura Foundation Program, which in 2020 will provide students in first year with more support and a slightly lower course load. We have reintroduced the service-learning programs and, with the Research Portfolio, supported the development of a new research strategy.

But if we are to make this university a truly Australian university, and if we are to embed a First Nations voice in all our work, it is appropriate that the Wingara Mura Bunga Barrabugu strategy no longer stands separate. It must become an intrinsic component of our whole-of-University strategy, from 2021 and into the future.\textsuperscript{6}

Wingara Mura established a place for an Indigenous voice in the University. Now, after nearly a decade of good work, good will and good intentions, the next eighteen months will focus on executing a transition plan to complete the unfinished business of Wingara Mura and put in place the building blocks we need for the future strategy, One Sydney, Many People. We will work with every faculty, University school and professional unit to develop


\textsuperscript{5} University of Sydney (via DVCISS-OR) has been advised that our application for Aboriginal Housing Office – Tertiary Accommodation Grants has been successful. This grant is worth $10,000 per year per student.

\textsuperscript{6} Our next University Strategic Plan will cover the period 2021 to 2026.
workplans, with clear accountability and transparent reporting. This must be a public process.

Recognising cultural identity

When considering how we recognise Aboriginal and Torres Strait Islander cultural identity at the University of Sydney, it is worth revisiting the themes of this year’s NAIDOC week: Voice, Treaty, Truth.7

This speaks to the challenges the University must address. First, we must get better at really listening to the voices of our First peoples and those of our Indigenous communities, both internal and external. Second, we need to be a place that actively encourages the community to debate issues of reconciliation, constitutional reform and the Uluru Statement from the Heart. And third, we need to find a new way of telling the University’s story, one that acknowledges how and when we failed the First Peoples of this Land and when we got it right and succeeded.

We need to celebrate our “Australian-ness” and our First Peoples cultures in our environment – in the buildings and gardens, the public art and the outdoor spaces. We need to embed the language of our Place in our naming conventions and our signage. We need to expand the symbolic and ceremonial celebrations of our Aboriginal and Torres Strait Islander heritage beyond our Acknowledgement of Country, important though that is. And we need to provide dedicated physical space where our First Peoples students, staff and community visitors can be themselves, and where others from our wider communities can feel comfortable. We must build the cultures within our workspaces and classrooms, laboratories and clinics, where First Peoples are the core of the narrative of who we are – and this great Australian institution.

Engaged enquiry, mutual accountability: Community, place, and belonging

Australia is one of the most ethnically diverse countries in the world, and people from 145 nations work and study together on our campuses. Everybody who is part of this community should feel that they belong here, regardless of whether they have just arrived or whether their family has lived on this land for thousands of years.

Embedding an understanding of Aboriginal and Torres Strait Islander ways and world views, and all that brings to our community, is not antithetical to recognising the value of our multiculturalism. The cultures of our First Peoples are living, dynamic cultures that are intrinsic to the Australian landscape, geography, identity and character. If we are to ensure our future development as an organisation and nurture our commitment to being an institution with global impact, it is vital to include in our story these worldviews, as well as those of other cultures who share our home now.

We must recognise Aboriginal and Torres Strait Islander peoples and communities for what they are – strong, empowered and wanting to make meaningful contributions. Our strategy must engage effectively with these same peoples and communities, in partnerships and co-created activities that deliver benefit to us all. Through this co-creation, and by working in partnership, we will practically contribute to the development, wellbeing and prosperity of our institution, our people, our shared country and to our national identity.

7 For more, see https://www.naidoc.org.au/
Our people

At the current rate of growth, by about 2028 one million Australians will identify in the Australian Census as being of Aboriginal and/or Torres Strait Islander descent. This results from ABS projections that the population will grow by 2.0 per cent per year and contrasts with a projected annual growth rate of 1.5 per cent for the total Australian population over the same period. The Aboriginal and Torres Strait Islander population will remain, on average, younger than the total Australian population. 8

At the same time, more Aboriginal and Torres Strait Islander students and staff will be engaged in tertiary education. The number of Aboriginal and Torres Strait Islander students enrolled in higher education increased by more than 80 percent between 2006 and 2015; by 2028, more Aboriginal and Torres Strait Islander students will have completed high school and we will see an even larger cohort of well-qualified students entering tertiary study. 10

We must work towards parity of representation, and to do that we need to aim to have 1451 students by 2028, and many more staff. As Figures 1 and 2, show, we are losing ground, and the trajectory to reach parity is steep.

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10 The 2019 Closing the Gap report indicates that Indigenous Year 12 attainment rates have improved across all regions in major cities, they have increased from 59 percent in 2006 to 74 percent in 2016.
This situation presents us with many challenges. At the moment, 3.3 percent of Australians identify as having Aboriginal and/or Torres Strait Islander heritage\(^\text{11}\), yet only 0.7 percent of our students\(^\text{12}\) and 1.2 percent of our staff\(^\text{13}\) are Indigenous.

In the last six years, we have not made progress – we have a lower proportion of Aboriginal and Torres Strait Islander students than any other Group of 8 University, and the lowest proportion of any university in New South Wales. Twenty-four Australian universities have a higher proportion of Indigenous staff\(^\text{14}\).

While recognition of culture may be perceived by some as welcoming to Aboriginal and Torres Strait Islander peoples into our academic community, this is not all we need to do. We must be brave enough to take a multi-faceted approach to meet the expectation that we serve the needs of our community, and truly embrace the notion that we can be the institution of choice for Aboriginal and Torres Strait Islander staff and students. We must become a community in which all our staff and students embrace a shared understanding of what it is to be truly, an Australian university.

To do this, we must:

- develop sustained and enduring pathway programs that use measures other than academic merit alone. As increasing numbers of Aboriginal and Torres Strait Islander people are wanting to enter university and are first in family, our pathway programs must engage those families and communities and acknowledge that intergenerational educational disadvantage impacts negatively on the opportunity to enter, study and succeed at university. Also given the changing demographic, there are opportunities to engage with those who may not necessarily be first in family to

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\(^\text{12}\) Data from IAP Insights, March 2019

\(^\text{13}\) Data from Human Resources, March 2019

\(^\text{14}\) Department of Education data, 2017
university, but who may not have the background economic advantage that enables the financial support required for a long-haul, full-time degree.

- support the development and re-deployment of a bespoke (and dedicated) environment for Aboriginal and Torres Strait Islander students, to enable a cohort and community of scholarly practise in a safe, academically supported and culturally enhanced environment. This facility must be on campus and be able to host a growing number of Aboriginal and Torres Strait Islander students and staff over the next 10 years.
- rethink our appointment and promotion policies so they recognise that Indigenous researchers have more differential access to research opportunities and a shorter timeframe in which to achieve a research track record and to take on the leadership of projects and programs of work.
- revise and enhance the Merit Appointment Scheme to ensure that the best Aboriginal and Torres Strait Islander people are retained in the University following the completion of the MAS.

Our work in research and education

We must work hand in hand with our communities to ensure that our research and teaching authentically engages with the issues that not only worry and impact upon them, but also ensure that those practises and programs that do work are highlighted. While not neglecting the trauma and poor practice of the past, we must focus on co-creating and supporting communities with processes and solutions to the concerns they have articulated, including that of languages and culture, education, health and governance. We must be the responsible citizens we claim to be, move on from only speaking of the deficits approach to research and practise and accentuate what works. In so doing we will be a sovereign asset to all in the community we serve.

Real change also needs to happen in the structure of our organisation, in how we do the work of being an academic institution on this Land. This will happen when First Nations voices are embedded early in planning and developing curricula and research projects. We have already introduced some changes to the Research Code of Conduct,15 and are progressing a requirement for all research ethics applications to include a statement indicating how the project takes into account Aboriginal and Torres Strait Islander world views and how the work will involve, impact and or engage Aboriginal and Torres Strait Islander peoples.

The newly minted Indigenous Research Strategy, Ngarangun16, which aims to increase the number of Indigenous researchers, support them better, and increase the quantum and diversity of high-quality Indigenous research conducted by both First Nations researchers and those engaged in the Indigenous research endeavour. As well as providing tailored career development for Indigenous researchers and creating programs for developing Indigenous research involving non-Indigenous peoples, Ngarangun will embed ethical practice in Indigenous research as core business for all researchers and introduce a more strategic approach to capturing data on Indigenous research. A multi-disciplinary Ngarangun Research Hub will be established to help coordinate the research effort and mentor and develop academics and HDR students.

We will soon start work to help further embed that same expectation into our curriculum planning and approvals processes, so that courses will have embedded within them an

16 “We learn, think and listen together” in the language of the Gadigal people.
academic statement that describes how First Peoples’ perspectives will be represented and how First Peoples have been or will be involved, impacted and/or engaged.

We are also about to initiate a Community Circle, enabling the University to formally connect with and seek advice from Aboriginal and Torres Strait Islander stakeholders in community and across the sector. The formulation of a properly constituted committee or board, with clear terms of reference and a defined governance structure, will support us in developing a more inclusive and transparent process to progress our shared agendas with our communities and other key stakeholders. It will be a formal link, providing advice to and being role models for staff and students, a way for people to share their knowledge through storytelling, workshops, lectures and documentation and advise on research and teaching projects.

**Conclusion**

This paper began the conversation to identify existing gaps and develop a transitional Indigenous Strategy that will complete the unfinished business of Wingara Mura Bunga Barrabugu. This strategy must position us to focus in our 2021–2025 One Sydney Many People Strategic Plan on embedding our Australian identity in all our activity, expanding our impact and fulfilling our social contract to the community we serve.

We must enable and empower our entire University community by equipping them for the roles needed to turn this strategy into action, and the means to do them well. Our efforts must be sustainable, wholistic and fit for purpose.

In 2050, it will be 200 years since our founders first conceived the idea of a university on Gadigal Land. By then, our nation and our University will have changed entirely: our growing Aboriginal and Torres Strait Islander cohort of students will be graduating to become future leaders, inspired by Aboriginal and Torres Strait Islander alumni who will surely be Prime Ministers, Chief Justices and senior diplomats.

Will our history progress the view of the first University seal? Will we recount 2019 as another turning point in our institutional history? And what do we need to do to make this vision a reality?

Tertiary education, higher degrees and worthwhile employment change not only the people participating in these activities. Very quickly, they change families and communities and provide opportunities across generations. And this approach will change us.

Forever.
Questions for consideration

- What do we need to change to make the University of Sydney a place of first choice for Aboriginal and Torres Strait Islander people, both as students and as staff?

- Is reaching parity in staff and student numbers by 2028 feasible? What will we need to do to achieve that?

- What changes do we need to make to ensure our Aboriginal and Torres Strait Islander staff feel that they belong here?

- What alternative criteria could we use for pathways programs to ensure Aboriginal and Torres Strait Islander students who have experienced educational disadvantage are not further disadvantaged because of a selection process based on academic merit?

- How can our appointment and promotions processes evolve to ensure a stronger pipeline of talent for Aboriginal and Torres Strait Islander researchers and educators?

- How easy will it be to incorporate an Aboriginal and Torres Strait Islander perspective in all our research and teaching? What resources should we create, find or enhance?

- What initiatives do you see in the Wingara Mura strategy that are important to execute in the next 18 months to two years?

- What support do faculties, schools and portfolios need to complete this work and prepare for the next strategy?

- How can we build more effective partnerships with Aboriginal and Torres Strait Islander communities?
Non-Confidential

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RECOMMENDATION

That the Academic Board note the report from the Chair.

EXECUTIVE SUMMARY

Report from the Heart

As described by the Vice-Chancellor at the meeting of 5 March 2019, the University’s Indigenous Strategy underpins the University’s priorities. Accordingly, updates in this area will be reported to the Academic Board as this item.

Academic Board/Association of Professors Forum “Do we accept AI making Academic Decisions?”

This was held on Wednesday 14 August and featured presentations from Dr Casey Whitelaw from Google Australia, Prof Judy Kay from the School of IT and Louise Pritchard from the Office of General Counsel. The program is attached. It is hoped that this can be a regular forum at which the Academic Board is able to draw on the collective wisdom of the professoriate to consider “over the horizon” questions/issues and so provide the Academic Board with a framework for decisions when those questions and issues come to the Academic Board. It was pleasing that we had undergraduate and postgraduate students involved in the panel discussion. A report on the meeting is being prepared for comment by the attendees, after which it will be brought to the Academic Board via (in this case) the Academic Standards and Policy Committee.

National meeting of Chairs of Academic Boards and Senates

The University of Sydney will host this meeting on 23/24 October this year.


As communicated to the Academic Board earlier, the Chair of the Academic Standards and Policy Committee is convening a small group to examine the concordance of Academic Board policies, procedures, standards and guidelines with the Principles advocated by the French Review. The findings of this group will be fed into the deliberations of the Vice-Chancellor’s consultative implementation group, Chaired by the University’s General Counsel. A reminder that staff (https://intranet.sydney.edu.au/news/all/2019/08/12/interested-in-upholding-freedom-of-speech-on-campus.html) and students (https://sydney.edu.au/campus-life/student-news/2019/08/12/students-invited-to-comment-on-freedom-of-speech-on-campus.html) have been invited to comment on the Model Code proposed in the French Review by Monday 26 August.

Annual Contribution

For the past few years, the Academic Board has taken up a collection at its last meeting of the year to support a particular worthy cause. This year, the suggestion that’s been accepted has been to support Deadly Science, the initiative headed by Corey Tutt (https://sydney.edu.au/news-opinion/news/2019/05/15/meet-the-man-on-a-mission-to-bring-science-to-indigenous-student.html) a Senior Animal Technician here at the University of Sydney.

Assessment Working Group

The Assessment Working Group was convened by the Chair of the Academic Board and the Deputy Vice-Chancellor (education) in February 2017. It was tasked with examining the University’s current approach to assessment, determining the means of assessing the graduate qualities for undergraduate degrees adopted in 2015, fostering authentic assessment, improving feedback on learning through interactive and innovative learning design and enhancing assessment effectiveness while reducing its volume.

The Academic Board has received several detailed updates on this initiative.
An update on recent work in this area follows. Note that input and feedback is welcomed on the Canvas site “Graduate Qualities Assessment Tasks”, available through the link below.

Rubric trials.

Trials are continuing of the draft graduate quality rubrics approved by the Academic Board in 2018. Seven trials have taken place to date.

A further 14 are scheduled for Semester 2 2019.

Assessment tasks for Graduate Qualities

A canvas site has been developed which incorporates the outcomes of the Assessment Task Workshop held at the beginning of 2019. The site lists assessment tasks by graduate quality and has space for open discussion and exchange of ideas using Padlet. Staff may add tasks that they have found effective, and comment on others. The intention is to promote discussion and collaboration to further develop assessment tasks that target the graduate qualities. All staff may enrol via the link here: https://canvas.sydney.edu.au/enroll/B9YRXE.

Assessment Plans

Assessment plans are being developed for all undergraduate curricula by December 2019. Feedback and discussion will initially take place with the Assessment Advisory Committee and be presented to the USC in the early part of 2020. Guidelines for the development of assessment plans are being developed, building on the experiences of faculties to date.

Design is progressing on ways of providing feedback to staff and students on student achievement of the Graduate Qualities via the LMS and pilots are being developed.

Risk framework

As decided at the last Academic Board, the question of evaluation of Academic risks was referred to the Academic Standards and Policy Committee and the Academic Quality Committee. The intention here is to “future proof” us by putting in place a framework for reporting to TEQSA when our next registration falls due in 2026. It is prudent to put in place structures and processes that will facilitate the collection of data for that next exercise (rather than to leave it to our successors to establish the existence, and the location of, the data at that future time).

TEQSA increasingly adopts a risk-based approach to registration, and to its monitoring of institutional and sector compliance with the Higher Education Standards Framework. This focus is unlikely to decease.

We have established the Academic Quality Committee, in part, to have a single body through which we could demonstrate our academic quality assurance to TEQSA. The Academic Quality Committee currently receives the data and Review outcomes for this task. Feedback from the Academic Standards and Policy Committee will be considered by the Academic Quality Committee.

Science in Australia Gender Equity (SAGE) application

The results of our application for a converted Bronze Award under the SAGE programme will be announced on September 23 2019. Given that the University has publicly committed to the application, the SAGE action plan, described in the application, will fundamentally change the University. Irrespective of the outcome of our SAGE application, then, a huge vote of thanks is due to the SAGE team, several of whom are members of the Academic Board, and, in particular to Renae Ryan and Annie Fenwicke, whom did an incalculable amount of work over several years in leading the charge and assembling the application. Fittingly, they shared a Vice-Chancellor’s Award for Excellence at the Monday 19 August ceremony.

Attachment 1: Academic Board/Association of Professors Forum “Do we accept AI making Academic Decisions?” Program
14 August 2019

**AI Forum: Artificial Intelligence in Academic Decisions**

**University of Sydney Academic Board & Professoriate**

Level 5 Function Room  
F23 Administration Building  
Cnr Eastern Avenue and City Road  
The University of Sydney NSW 2006

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<td>Welcome and acknowledgement of country – Associate Professor Tony Masters</td>
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<td>10.05am-10.10am</td>
<td>Introduction to the Forum topic – Professor Manuel Graeber</td>
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<td>10.10am-10.35am</td>
<td>Keynote speaker: Dr Casey Whitelaw (Google)</td>
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<td>10.35am-10.45am</td>
<td>Q&amp;A</td>
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<td>10.45am-11.00am</td>
<td>Professor Judy Kay, Payne-Scott Professor (School of Computer Science, Faculty of Engineering)</td>
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<td>11.00am-11.05am</td>
<td>Q&amp;A</td>
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<tr>
<td>11.05am-11.20am</td>
<td>Louise Pritchard, Policy Solicitor</td>
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<td>11.20am-11.25am</td>
<td>Q&amp;A</td>
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<tr>
<td>11.25am-11.55am</td>
<td>Panel discussion Dr Casey Whitelaw, Professor Judy Kay, Louise Pritchard and students – moderators Courtney Hilton and Professor Manuel Graeber</td>
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<tr>
<td>11.55am</td>
<td>Wrap up and thanks – Associate Professor Tony Masters</td>
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<tr>
<td>12.00pm</td>
<td>Event Close</td>
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</table>
Dr Casey Whitelaw
Dr Casey Whitelaw is an Engineering Director at Google Australia, working in the area of Research and Machine Intelligence. Casey has worked with Google for over 13 years, and has contributed to many different products, including Google Search, Google Wave, the Chrome web browser, and Google Maps. After spending time in both New York and Sydney, Casey spent five years in Paris, where he was the engineering site lead. Most recently, Casey has led the Google Maps team in Sydney. He is an alumnus of the University. He has completed a Bachelor of Science with first class honours and was awarded his PhD in 2006 for his thesis, “Systemic Features for Text Classification”. Casey was a visiting scholar at the Illinois Institute of Technology and interned with the Natural Language Processing Group at Microsoft Research. His interest in using computers to better understand text continued at Google, including research contributions and patents in areas such as spelling correction and large-scale entity recognition.

Professor Judy Kay
Professor Judy Kay is a Payne-Scott Professor and Professor in Computer Science at the University of Sydney. She leads the Human Centred Technology Research Cluster in the Faculty of Engineering. A core focus of her research has been to create infrastructures and interfaces for personalisation. This ranges from data mining in formal education settings to recommender systems for online dating and personal informatics. Central to this has been the design of the software and interfaces that enable people to control their own long-term personal information from diverse sensors on devices - be they worn, carried, embedded in the environment or conventional desktop computers. She has integrated this into new forms of interaction including virtual reality, surface computing, wearables and ambient displays. Judy’s research has been commercialised and deployed, and she has also had extensive publications in leading venues for research in user modelling, AIED, human computer interaction and ubicomp. She has had leadership roles in top conferences in these areas and is Editor-in-Chief of the International Journal of Artificial Intelligence in Education and Editor of the journal Interactive Mobile Wearable and Ubiquitous Technology.

Louise Pritchard
Louise Pritchard was appointed as a Policy Solicitor in the Policy Management Unit at the Office of General Counsel in December 2018. Louise is an experienced senior lawyer. Before starting at the University, she was the Executive Officer for the Legal Profession Admission Board. Prior to this Louise had a wide variety of work, including teaching legal subjects for the Legal Profession Admission Board and at Macquarie University. She was also a research project officer at UNSW and doing policy and precedents work for the Department of Justice at the Professional Standards Council, Crown Solicitors Office and Department of Corrective Services. She has also practised in litigation and transactional legal work. Louise holds a Bachelor of Arts, Bachelor of Laws and Master of Teaching.

Courtney Hilton
Courtney Hilton is a PhD candidate and postgraduate fellow at the Centre for Research on Learning and Innovation, conducting research on the cognitive neuroscience of language and music, and the sciences of learning and education. He is currently co-convenor of the Student Partnerships Special Interest Group, where he aims to support greater learner autonomy via partnerships in education.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alyssa White, Manager Governance (Senate &amp; Academic Board)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Honours and Distinctions</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.</td>
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</tbody>
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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

Congratulations to the Vice-Chancellor’s Awards for Excellence recipients for 2019

Vice-Chancellor’s Award for Outstanding Indigenous Education Strategies
Joint-award recipients:
- Indigenous STEM Workshop Program (Mathematics Learning Centre), Education Portfolio
  - Dr Collin Phillips
  - Dr Fu Ken Ly
- Poche Centre Scholarships Support Team, Faculty of Medicine and Health
  - Jemma Chao
  - Folau Talbot
  - Vita Christie
  - Boe Rambaldini
  - Dr Kylie Gwynne

Vice-Chancellor’s Award for Outstanding Contribution to the University Community
- Jackie Randles, Faculty of Science
- Transformational Buildings Project Team, Campus Infrastructure and Services
  - Kathy Tilbury
  - Victoria Bolton
  - Alan Crowe
  - Simone Boski
  - Renee Barber
  - Gillian Cameron
  - Heather Ahfeld
  - Kirsty Leo
  - Adam Goff
  - Drew Bagnall
  - David Watt
  - Chris Murray
  - Peter Mellows
  - Sam Gibson
- Tim Robinson, Office of General Counsel
- Dr Jennifer Whiting, Deputy Vice-Chancellor (Registrar) Portfolio
- TRIM Workflow Systems Team, Archives and Records Management Services, Office of General Counsel
  - May Robertson
  - Neil Bateman
  - Thinh Luong
  - Leith Pearman
Vice-Chancellor’s Award for Outstanding Contribution to Research Excellence
- Deborah Hook, Office of General Counsel
- Sophie Ellwood, Faculty of Science
- Dr Elizabeth Carter, Faculty of Science
- Nikki Whipps, Faculty of Arts and Social Sciences

Vice-Chancellor’s Award for Outstanding Contribution to Educational Excellence
- Canvas Transition Team, Education Portfolio
  - Ruth Weeks
  - Colin Lowe
  - Jane Thompson
  - Marianna Koulias
  - Mark Henderson
  - Sue Atkinson
  - Ricky Connor
  - Sharon Kitching
  - Kimberley Baskin
  - Leon Huang
  - Pamela Brañas
  - Rosemary Saul
  - Kirsty Holmes
  - Dominique Briones
  - Rebecca Denham
  - Anna Nguyen
  - Joanne Lockwood
  - Lachlan Pearce
  - Samantha Haley
  - Jennifer Burn
  - Rosann Dsouza
  - Anna Garratt
  - Sarah Craske
  - Nicole Pappalardo
  - Barbara You
  - Pulkirt Ahuja
  - Ross West
  - Rebecca Goldsworthy
  - Radhika Dutt
  - Roman Tantiongco
- Education – Enterprise and Engagement Professional Team, Education Portfolio
  - Niki Flame
  - Anita Kroess
  - Agnieszka Switlala
  - Danielle Godbier
  - Megan Ivory
  - Joanne Webb
  - Camilla Chau
  - Imogen Barwick
  - Adrian Boyd
- Student Writing Fellows Team, Faculty of Arts and Social Sciences
  - Gabriela Bourke
  - Anna Byeseydin
  - Alyssa Hutchings
  - Joshua Harper
  - Thomas Jurkiewicz
  - Tom Paech

Vice-Chancellor’s Award for Outstanding Contribution to Disability Inclusion
- Sustained Leadership and Excellence Team, Faculty of Science
  - Dr Emma Calgaro
  - Professor Dale Dominey-Howes

Vice-Chancellor’s Award for Outstanding Mentoring and Leadership
- Associate Professor Martin Tomitsch, School of Architecture, Design and Planning
- Science in Australia Gender Equity (SAGE) Program Team, Office of the Vice-Chancellor and Principal
  - Professor Renae Ryan
  - Annie Fenwicke

Vice-Chancellor’s Award for Outstanding Research Higher Degree Supervision
- Professor Catherine Driscoll, Faculty of Arts and Social Science
- Professor Fariba Dehghani, Faculty of Engineering
- Professor Joshua Burns, Faculty of Health Sciences

Vice-Chancellor’s Award for Outstanding Research Engagement and Innovation
Non-Confidential

- Sharing Knowledge About Immunisation Team, Faculty of Medicine and Health
  Professor Julie Leask
  Dr Nina Berry
  Professor Lyndal Trevena
  Dr Penelope Robinson
  Professor Michael Biercuk, Faculty of Science

Vice-Chancellor’s Award for Outstanding Educational Engagement and Innovation

- Education – Enterprise and Engagement Academic Team, Education Portfolio
  Dr Sascha Callaghan
  Dr Rosalind Deaker
  Associate Professor Tess Lea
  Corina Raduescu
  Professor Lorraine Smith
  Dr Alice Motion, Faculty of Science

Vice-Chancellor’s Award for Outstanding Early Career Research

- Dr Fiona Kumfor, Faculty of Science
- Dr Samantha Solon-Biet, Faculty of Science

Vice-Chancellor’s Award for Outstanding Early Career Teaching

- Dr Mahyar Shirvanimoghaddam, Faculty of Engineering
- Nesrine Basheer, Faculty of Arts and Social Sciences

Vice-Chancellor’s Award for Outstanding Research

- Professor David Hunter, Faculty of Medicine and Health
- Professor Danielle Celermajer, Faculty of Arts and Social Sciences
- Professor Paul McGreevy, Faculty of Science
- Professor Peter Harrowell, Faculty of Science

Vice-Chancellor’s Award for Outstanding Teaching

- Anatomy Teaching Team, Faculty of Health Sciences
- Associate Professor Leslie Nicholson
- Dr Cliffton Chan
- Dr Andrew Stuart Lane, Faculty of Medicine and Health
- Tim English, Faculty of Health Sciences
- Dr Guien Miao, Faculty of Engineering

Vice-Chancellor’s Award for Outstanding Teaching and Research

- Dr Girish Lakhwani, Faculty of Science
- Associate Professor Lynette Mackenzie, Faculty of Health Sciences
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on **13 August 2019** and:

1. approve the changes to the Assessment Procedures 2011 to take effect from 10 September 2019.
2. approve the changes to the Admission Pre-requisite Standards Mathematics to take effect 1 January 2020.
3. endorse the draft Student Charter 2019.

ITEMS FOR DECISION

- **7.1** Assessment Procedures 2019
- **7.2** Admission Pre-requisite Standards – Mathematics Adjustments
- **7.3** Student Charter 2019

The Committee:

- endorsed the draft Student Charter subject to the amendments highlighted in Item 7.3 and noted the update about steps taken to review the Code of Conduct 2005.
- discussed the Risk Register and risk, and considered whether any additional academic risks should be added to list of academic risks previously considered at the meeting of the ASPC of 18 June 2019.
- endorsed the policy and procedural amendments for establishing mandatory education in sexual consent.
- noted the draft Curriculum Timetabling Procedures 2020 from the Provost Steering Committee of the Sydney Operating Model Program.
- noted the feedback provided about the University of Sydney units of study that were reviewed during the 2017 Group of Eight Quality Verification System review.

Full agenda papers are available from the Committee Officer, via cory.thomas@sydney.edu.au.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
RECOMMENDATION

That the Academic Standards and Policy Committee note the action of the Chair of the Academic Board in approving amendments to the Assessment Procedures at the request of the Executive Director of Student Administration and consider the revised Assessment Procedures.

EXECUTIVE SUMMARY

The Student Administrative Services 2017 Internal Audit included recommendations to amend the Assessment Procedures 2011. The proposed amendments relate to examinations and include simplifying clause 10 Evacuation procedures during examinations and modernising clause 11 Use of hand held devices during exams.

The proposed emergency evacuation procedure clearly identifies the decision makers, defines and differentiates between simple and complex evacuation scenarios and introduces a time-based rule for resuming and abandoning examinations. Existing references to the Registrar are updated to the Deputy-Vice Chancellor (Education). These changes improve consistency in student experience, improve the operational efficiency of the evacuation procedure, minimise the involvement of academics in “real time” operational decisions and minimise the impact of an evacuation on students and the exam event.

The procedure for the use of hand held devices during examinations is modernised to include computers; electronic communication and recording devices; items with internet connectivity; and or items with smart technology capability. This brings the procedure in line with current technologies and devices prohibited in examinations.

Following consideration by the University’s Audit committee of these audit recommendations, the Executive Director of Student Administration requested that the Academic Board urgently approve the proposed amendments to the Assessment Procedures and a proposed Procedure for amendments to student results.

The Chairs of the Academic Board Committees and student representatives from the SRC and SUPRA were of the unanimous view that we should have the draft in place if the audit has identified issues.

At the meeting of the Academic Standards and Policy Committee of 25 June 2019, a draft of the Assessment Procedures was tabled. It was recommended a further re-draft of the Procedures be prepared and submitted to the Academic Standards and Policy Committee for approval prior to submission to the Office of General Counsel for recording on the Policy Register.

ATTACHMENTS

Attachment 1: Assessment Procedures 2011 Examinations Office Proposed Amendments
1 Purpose and application

(a) These procedures are to give effect to Part 14 of the Coursework Policy 2014 (“the policy”).

(b) These procedures apply to:

(i) all coursework programs offered by the University; and

(ii) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

(1) These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.

(2) Sub-clause 5(7) commences in 2017 on a date to be determined by the Registrar.

3 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 5 of the policy.

(2) In these procedures:

- **academic unit** means a faculty, University school, board of studies, school, of the University.

- **assessment rubrics** means marking guides that state the criteria against which an assessment will be marked.
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.

due date means the later of:
- the date originally specified for submission of a piece of assigned work or any amended date;
- the date specified for submission of a piece of assigned work after grant of a simple extension under clause 14A; or
- the date specified for submission of a piece of assigned work after a grant of special consideration, special arrangements or reasonable adjustments.

examination means the final examination of a unit of study, which is held during the formal examination period.

Examinations Office means the University administrative unit responsible for the management of all examinations held during the formal examination period.

Faculty means a faculty or a University school.

formal examination period means weeks 15 and 16 of each semester.

late results means results that are not entered into the student management system by the date determined by the Registrar for that purpose.

peer assessment means students commenting upon and evaluating the work of a fellow student.

replacement examination period means week 18 of each semester, in which replacement examinations for the formal examination period take place.

retention period means the mandatory period for which records must be maintained, as mandated by the NSW State Records Authority under the State Records Act 1998 (NSW).

Note: See also the University Recordkeeping Manual.

self assessment means students evaluating their own learning, both in relation to their process of learning and its outcomes.

standards-based assessment means awarding marks to students to reflect the level of performance (or standard) they have achieved. Students’ grades are therefore not determined in relation to the performance of others, nor to predetermined distributions.

Note: See clause 7.
Student Identification Number means the unique identification number assigned to each student upon their first enrolment at the University.

test means any test not conducted consistently with clause 8 of these procedures.

4 Application of implementation statements to assessment principles

(1) These procedures set out the implementation statements designed to give effect to the assessment principles established by the policy.

(2) Schedule 1 to these procedures is a table correlating assessment principles to implementation statements.

5 Assessment standards, design and quality assurance - Principles 1 to 4

(1) Standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work.

(2) Standards should typically be defined in the context of the discipline, course or level of the unit.

(3) Standards (including threshold or pass standards) should be benchmarked against comparable disciplinary and/or professional standards, within the University and beyond.

Note: See also the Learning and Teaching Policy 2015.

(4) Peer review or moderation of assessment tasks should be used to ensure the appropriateness of the tasks set and their conformity with the policy.

(5) Program learning outcomes must be consistent with the Learning and Teaching Policy 2015, and assessed at appropriate points throughout the degree.

(6) Students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades.

(7) In examinations, test or other assessments consisting of written elements, students should be identified on scripts, essay books or answers sheets by Student Identification Number only. Names should not be used.

(8) Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student’s time, such as other assessments or the requirements of other units of study.

(9) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.

(10) Feedback on student work should be sufficiently timely to allow improvement where necessary.

(11) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.
(12) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.

(13) Evaluative feedback from students in relation to assessment should be incorporated by teachers, where appropriate, into teaching and learning strategies and future assessments.

6 Informing students – Principles 1 and 2

(1) The scope and nature of the assessment for each unit of study should be explicitly stated in the unit of study outline and published no later than one week prior to the commencement of the semester or teaching period in which the unit is offered. This statement should include:

(a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;
   Note: The University’s requirements for assessments are set out in section 19 of the Learning and Teaching Policy 2016, section 10 of the Learning and Teaching Procedures 2016 and section 60 of the Coursework Policy 2014.

(b) the standards against which performance will be measured;

(c) an assessment table, with:
   (i) the weighting of items and of tasks or papers;
   (ii) the due date for submission or testing;
   (iii) the conditions under which examinations will be sat;

(d) the conditions for extensions of time (if any); and

(e) the penalties for lateness or violation of assessment specifications (e.g. length).

(2) All new units of study commencing from semester 1, 2018 should use the standard assessment table in Schedule 2.

(3) Changes to the nature, weighting or due date of assessment tasks made after the publication of unit of study outlines may only be made in exceptional circumstances.

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

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

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

(7) Students must be informed of the faculty’s required method for applying for simple extensions.

Note: See clause 11A of these procedures, and clause 66A of the Coursework Policy 2014.
7 Marking and determination of grades – Principles 2 and 3

(1) Grades must be applied consistently in accordance with clause 66 and Schedule 1 of the policy, including the use of prescribed grade descriptors.

(2) Tasks must be marked according to the published criteria provided to students.

Note: See Learning and Teaching Policy 2015.

(3) Assessment must be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.

(4) In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students.

(a) In this approach, grades are allocated using pre-determined standards. Students’ grades are not determined in relation to predetermined distributions.

(5) Faculties should implement the following aspects of standards-based assessment.

(a) At unit of study level, where possible, examples of students’ work should be identified which are characteristic of achievement for at least two different merit grades (benchmarks).

(b) If samples involve examples of real students’ work, then a copy of the signed permission of the student author must be kept for as long as the example is used for this purpose.

(c) When it is not possible to provide samples of work, a suitable description of the task and expected standards associated with different levels of achievement should be provided.

(d) The differences between work at different achievement levels should be described in information given to students. These grade descriptors should be statements such as:

At HD level, a student demonstrates a comprehensive understanding of the unit material, and exhibits initiative and self-reliance in critically evaluating and synthesizing ideas related to the unit.

(e) Assessments and examinations must be graded against the benchmarks and outcomes discussed among colleagues teaching within the unit and in similar units to refine the standards.

(6) Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.

(7) All students within a unit of study will be assessed according to the same standards and using the same or comparable assessment instruments.

(8) Assessment related decisions which may impact on a student’s progression or graduation:

(a) must be based solely on the assessments specified for that purpose; and

(b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.

(9) When marks from tasks are combined, the methods used should be statistically and educationally defensible.

(10) Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.
7A Late penalties

(1) Subject to any contrary provision in any applicable faculty or course resolution, if penalties are applied for work submitted after the due date they must be consistent with this clause.

(2) For any assessment task:
   (a) late penalties may be applied, consistently with this clause; or
   (b) late submission may be prohibited, with consequences as specified in the unit of study outline; or
   (c) late penalties may be excluded from applying;

   provided that these conditions must be expressly stated in the unit of study outline.

(3) Written work submitted electronically after 11.59 pm on the due date will be considered to have been submitted late.

(4) For every calendar day up to and including ten calendar days after the due date, a penalty of 5% of the maximum awardable marks will be applied to late work.
   (a) The penalty will be calculated by first marking the work, and then subtracting 5% of the maximum awardable mark for each calendar day after the due date.

(5) For work submitted more than ten calendar days after the due date a mark of zero will be awarded. The marker may elect to, but is not required to, provide feedback on such work.

(6) Copies of late work, including work which is not marked, must be retained consistently with the requirements of the Recordkeeping Policy 2017 and the Recordkeeping Manual.

   Note: See also University of Sydney (Student Appeals Against Academic Decisions) Rule 2016

8 Conduct of examinations - Principles 1 to 4

(1) The principal examiner is responsible for:
   (a) complying with and completing all administrative requirements for the examination by the specified deadline;
   (b) providing the examination paper to the Examinations Office by the specified deadline;
   (c) securing working papers developed in preparation for examinations; and
   (d) accounting for all secure papers.

(2) Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point to a maximum of 3 hours. A shorter time is acceptable, especially when students are also assessed progressively.

(3) Examinations should typically be of a higher weight than tests or other assessments required in a unit of study.

(4) Examinations may consist of written elements, non-written elements or a combination of both.

(5) All examinations other than those which include non-written elements must be administered by the Examinations Office.
(6) In relation to all examinations, the Examinations Office is responsible for:

(a) managing examination venue bookings;
(b) security protocol and printing examination papers;
(c) retaining final examination papers in the University archives;
(d) scheduling examinations generally;
(e) scheduling examinations in postgraduate coursework units of study, as far as practicable, at times consistent with class times; and
(f) recruiting and training examination invigilators; and
(g) preventing students from leaving the examination venue with examination materials.

(7) All examinations must be of one of the following durations:

(a) 1 hour;
(b) 1.5 hours;
(c) 2 hours;
(d) 2.5 hours; or
(e) 3 hours.

(8) All examinations, except for those in the University of Sydney Law School, must provide for ten minutes reading time in addition to the stated examination duration. Examinations in the University of Sydney Law School must provide 30 minutes reading time.

(9) All examinations must be invigilated by University trained invigilators.

(10) Any unit of study with a value of six or fewer credit points should be examined in no more than one examination, apart from exceptional cases approved by the relevant dean.

(11) Any unit of study with a value of more than six credit points should be examined in no more than two examinations sessions.

(12) No student may be required to sit for more than two examinations on the same day. Where a student has three examinations scheduled for the same day, the Examinations Office must provide for one to be taken at an alternative time.

(13) To avoid examination timetable clashes, end of semester take-home tests should have a scheduled due date on either the last day before the formal examination period, or the last day of the formal examination period.

(14) Tests may be held during classes provided that faculties ensure that the overall assessment practices in all units of study are reasonable and not structured in a way that may disrupt attendance at other classes.

(15) The week after the end of teaching in each semester will be a study break (Stu-Vac, week 14) with the formal examination period to commence the following week, week 15.

(16) Principal examiners seeking to directly administer written examinations without the involvement of the Examinations Office must obtain the Registrar’s written permission to do so each year. Such requests must:

(a) set out the reason why the examination cannot be administered by the Examinations Office; and
(b) detail the arrangements for secure printing and storage of examination papers.

(17) In relation to written examinations administered other than by the Examinations Office, the principal examiner is responsible for:

(a) providing the Examinations Office with all necessary information to schedule the examination, within the timeframes specified by the Examinations Office;
(b) arranging the Examinations Office to book an appropriate examination venue;
(c) arranging secure printing and storage of examination papers;
(d) providing a copy of the final examination paper to the Examinations office for retention in the University archives; and
(e) arranging for invigilation of the examination by University trained invigilators.

9 Security of examination papers - Principles 1 to 4

(1) In the preparation of examination papers, it is essential to ensure the security of questions and papers, so that examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.

(2) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.

(3) When questions are re-used in subsequent examination papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.

(4) Students’ examination scripts should be retained by the faculty for the specified retention period, after which they should be destroyed.

Note: At the date of these procedures this is 6 months. See the Recordkeeping Manual.

(5) Students are entitled to access their own written scripts, provided the request is made during the script retention period.

(a) Written work which answers questions from examinations not secured for re-use may be copied by students.

(b) Written work which answers questions from secured or confidential examination papers may not be copied, and may only be viewed by appointment, either individually or in groups, under appropriate academic supervision.

(6) All possible breaches of security or incidences of misconduct during an examination must be reported to the principal examiner and, if appropriate, to the Registrar. All unusual events, breaches of security or difficulties encountered in the setting, transport, marking or entering of results should be reported to the head, if possible before the head determines the results of the examination.

(7) Any paper whose security may have been compromised should be re-set.

10 Emergency evacuations during examinations - Principles 1 to 4

(1) If an emergency evacuation is required:

(a) invigilators must:
(i) should make a note of the time at which the examination is stopped; and

(ii) should adhere to the instructions of precinct officers or security staff, Campus Security staff and emergency services;

(b) the relevant precinct officer must, if time permits, should attempt to contact the Examinations Office to inform them of the evacuation.

(2) Precinct officers and or security staff will direct students and invigilators to an appropriate area, where they must await further information. Unless otherwise instructed by precinct officers or security staff, students must remain in the immediate vicinity.

(3) Invigilators should inform students that, until otherwise instructed, there must be no communication between them and that the use of mobile phones or other communication electronic or smart devices, is not permitted except in exceptional circumstances and under strict supervision.

(4) If, after 20 minutes have elapsed from the time of evacuation, a student’s circumstances require them to make electronic contact (for example, to telephone someone for whom they have carer’s responsibilities or to an employer so as to ensure their employment is not adversely affected), the student may make a communication which is:

(a) as brief as possible; and

(b) under the direction and supervision of an examination invigilator.

(5) When notified that an examination room has been evacuated, the Examinations Office must notify:

(a) the principal examiner

(b) the relevant dean;

(c) the director of the Student Centre; and

(d) the Registrar.

(6) The relevant delegate will determine whether the examination is to be resumed at the earliest opportunity, or whether it must be re-sat by the affected students.

(7) In making a determination under subclause 10(6), the decision maker will consult with security staff and or precinct officers as appropriate to determine whether a continuing threat exists and, if not, whether the examination rooms were secured at all times.

(8) The examination will be deemed to have been abandoned if:

(9) the relevant delegate referred to in subclause 10(6) of these procedures is not available, or

(4) If an emergency evacuation affects one or more examination venues, the Examinations Office will:

(a) determine to resume the examination if:

(i) 30 minutes or less has elapsed since the time of evacuation; and

(ii) Campus Security or emergency services have confirmed that it is safe to do so;

or

(b) determine to abandon the examination if:

(i) more than 30 minutes has elapsed since the time of evacuation;
(ii) Campus Security or emergency services advise that the venue is not safe for the examination to resume; or, the emergency or evacuation has compromised the examination room itself.

(iii) [WHO?] determines advised that the integrity of the examination paper has been compromised during the evacuation.

(5) Immediately after a decision to resume or When a decision is taken to abandon an examination, the Examinations Office will notify the following by email:
   (a) the principal examiner;
   (b) all relevant Associate Deans (Education);
   (c) the Deputy Vice-Chancellor (Education);
   (b) all relevant precinct officers, relevant presiding invigilators who will inform students that the University will contact them as soon as possible about alternative arrangements.

(10) If an examination is abandoned due to an evacuation, only the examination sessions in the affected room(s) are deemed to have been abandoned. Where the examination is also being held in other locations unaffected by the emergency, those sessions will continue as normal.

(6) Invigilators will:
   (a) inform students of the decision to resume or abandon the examination; and
   (b) if the examination is abandoned, advise students that:
      (i) the Examinations Office will contact them through their University email account about arrangements for a replacement examination; and
      (ii) they must remain close to campus until they receive confirmation informed by the Examinations Office, because since they may be required to re-sit the examination on the same day and not depart before 6pm on that day unless otherwise advised.

(7) If the examination is resumed, invigilators will allow students the full time lost to the emergency evacuation plus an additional five minutes, to compensate for the disruption.

(8) When an examination is abandoned:
   (a) students’ work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking;
   (b) the principal examiner will arrange for the faculty to retain the examination work until the end of the next semester after the examination; and
   (b) After an examination has been abandoned, the Examinations Office will consult with the principal examiners and faculties concerned to make arrangements for the affected students to re-sit the examination(s) as soon as possible.

(9) If the original examination paper has been compromised the principal examiner must either:
   (a) instruct the Examinations Office to use the replacement examination paper; or
(b) provide the Examinations Office with a new examination paper, (or select to use the replacement exam paper) if the original examination paper was compromised by an emergency evacuation.

(10) If the replacement examination paper is used, the principal examiner must provide the Examinations Office with a third paper, by COB close of business Monday week 18, for use in the examination period. The primary examiner must provide the Examinations Office with a new examination paper if the original examination paper was compromised by an emergency evacuation.

(11) Students affected by an abandoned examination are advised to remain in Sydney and not make any travel plans until the official end of the examination period.

(12) All University policies, including those relating to illness and misadventure, apply in the circumstances of the re-sitting of an abandoned examination as they would have to the original examination.

(13) Serious incidents affecting more than one examination location should be assessed immediately by the Registrar who should obtain the advice of the Campus Security Unit, the Examinations Office and the director of the Student Centre.

(a) The Registrar should determine as soon as possible whether some examinations may proceed or the entire examination session should be postponed.

(b) All relevant deans, heads of schools, examiners and students should be notified immediately.

(14) If an examination is re-commenced after an evacuation, the presiding invigilators must allow students the full time lost to the evacuation, along with an additional 5 minutes to compensate for the disruption involved.

11 Use of handheld computing devices in examinations - Principle 3

(1) Personal computers, electronic communication devices, recording devices, and items with internet connectivity, Bluetooth connectivity or smart technology capability, hand held computing devices, including computers, calculators and internet capable devices, are not normally permitted in examinations. This includes, but is not limited to:

(a) laptop computers;

(b) mobile phones;

(c) tablet computers;

(d) smart watches; and

(e) headphones, earphones or earbuds.

(2) Students who bring such devices must switch them off and leave them in their bags or under their desk in the examination venue.

(3) Invigilators must report any use or attempted use of an unauthorised device in an examination.

(4) Faculties may develop examinations and assessments in which such devices are permitted but in doing so must consider the equity, supervisory and logistical implications of their use.
(5) The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.

(a) A copy of this list is available on the University website: https://sydney.edu.au/students/exams/

(15) Students must have non-programmable calculators approved by the Student Centre before they can be used in an examination.

(16) The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.

(17) A copy of this list must be provided to students available on the University website. [Insert link]

(6) Examinations invigilators:

- students sitting examinations which permit use of non-programmable calculators;
- principal examiners who specify that non-programmable calculators may be used by candidates for their papers; and
- examination invigilators.

Examination invigilators must report any use of an unauthorised device in an examination.

(a) Students must take any who own a non-programmable calculator which they wish to use in an appropriate examination may take the unit to the Examinations Office/Student Centre for approval before the examination, where the unit will be marked indelibly if it is approved for use.

12 Accessible examination and assessment arrangements - Principle 3

(1) Students 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 or accessible examination and assessment arrangements.

(2) University staff are generally required to implement the examination and assessment adjustments or arrangements notified by Disability Services, with the exceptions described in the Disability Standards for Education (2005).

(3) Staff should familiarise themselves with the Disability Standards for Education (2005) and discuss any concerns about notified adjustments with Disability Services.

(4) Disability Services will contact eligible students prior to the formal examination period to confirm required examination adjustments or accessible arrangements.

(5) Disability Services in consultation with the relevant delegate will determine the adjustments and accessible examination arrangements which will apply to each registered student in relation to a given assessment or examination.

(6) Adjustments applicable to the formal examination period also apply to, and must be provided in, the replacement examination period.
(7) In-faculty-coordinated examinations, tests, take home tests, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:

(a) notifying students in a timely manner of
   (i) the confirmed adjustments or arrangements; and
   (ii) the time and location of any adjusted examination;

(b) providing notified adjustments and accommodations, including supervision, scribes or equipment;

   Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and invigilators.

(c) providing adjustments or arrangements to the original examination or assessment for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be notified.

(8) The provision of reasonable adjustments or accessible arrangements does not preclude a student from claiming special consideration due to illness or misadventure.

   Note: See also clause 14 of these procedures and clause 67 of the policy.

   (a) All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU).

   Note: See schedule 3 of these procedures

13 Special arrangements for assessment or examinations - Principle 3

(1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.

(2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student’s absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.

(3) A student seeking special arrangements for assessment or examination should make a request:

   (a) in the case of religious commitments that might have an impact on the types of assessment or examination they can undertake, at the date of commencement of semester; and

   (b) in the case of other types of commitment, as soon as the student becomes aware of a requirement to be absent from the University.

(4) Faculties must advise students of any cut-off dates for requests for special arrangements for assessments or tests.

(5) Late requests for special arrangements for assessment or examination will be considered only where the student provides a reasonable explanation for the delay.
(6) Requests for special arrangements for examinations must be lodged, with all necessary forms and supporting documentation, no later than the close of business 14 days after the publication of the examination timetable.

(7) A request for special arrangements must be accompanied by sufficient and relevant supporting documentation, in English. This may include, but is not limited to:

(a) in the case of religious beliefs, a supporting letter from the student's imam, pastor, rabbi or equivalent spiritual or community leader;

(b) in the case of compulsory absence, a copy of the summons, subpoena, court order or notice of selection for jury duty;

(c) in the case of sporting, cultural or political/union commitments, supporting documentation from the organising body;

(d) in the case of parental or adoption commitments, a certificate from a medical practitioner or midwife stating the expected date of birth or documentation from the relevant adoption agency stating the expected date of placement;

(e) in the case of defence force or emergency services commitments, supporting documentation from the student's brigade or unit;

(f) in the case where continuing employment would be jeopardised, supporting documentation from the student's employer;

(g) in the case of other situations, such documentation as is considered necessary by the University.

(8) Students requesting special arrangements must provide contact details for those individuals or organisations providing supporting documentation, so that further information or advice may be obtained.

14 Special consideration due to illness, injury or misadventure - Principle 3

(1) All requests for special consideration will be considered in the same manner across the University, although the response may vary according to the circumstances.

(a) Schedule 3 to these procedures prescribes the standard responses to the most common circumstances.

(2) Occasionally circumstances of a longer term nature may have a substantial impact on a student's ability to study and undertake assessments. In such cases, affected students should discuss their circumstances with an advisor or counsellor within or outside their faculty before lodging a request for special consideration.

(3) Multiple and recurring requests for special consideration may be an indicator of a student at academic risk, and may be referred to the faculty for consideration under Part 15 of the policy.

(4) Requests for special consideration should be lodged no later than three working days after the assessment.

(a) Where circumstances preclude this, a student may still request special consideration but must provide a reasonable explanation for the delay.

(b) The University will not decline a request on the grounds of late lodgement where a reasonable explanation is provided.

(5) A request for special consideration must:
(a) use the electronic form specified for this purpose by the University;
(b) clearly set out the basis for the request;
(c) for illness or injury, provide an appropriate professional practitioner certificate completed by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:
   (i) the practitioner’s name, contact details, provider number and signature;
   (ii) the date of consultation;
   (iii) an evaluation of the duration and degree of impact on the student’s ability to attend classes, learn or complete assessment requirements; and
   (iv) the date the certificate was written and issued; or
(d) where a professional practitioner certificate is not possible, include a statutory declaration:
   (i) setting out the duration and degree of impact of the illness, injury or misadventure on the student’s ability to attend classes, learn or complete assessment requirements; and
   (ii) attaching relevant supporting documents; and
(e) provide details of any group work which might be affected.

(6) The University may contact the author of a professional practitioner certificate or other supporting document to verify its authenticity.

(7) Students must retain the originals of any documents submitted in support of a special consideration request until their degree has been conferred, or their candidature is otherwise terminated.

   Note: The University may require students to supply the originals of any documents submitted in support of a special consideration request at any time during their candidature.

(8) International students suffering illness, injury or misadventure should also contact the University for information about possible impacts on visa and other arrangements.

(9) A student may withdraw a request for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the earlier of:
   (a) release of results for that assessment; or
   (b) completion of a replacement assessment.

   A student may seek academic advice before doing so, but not from an academic associated with the assessment.

(10) The University will maintain detailed records of the process of determination, and outcome, of any special consideration request.

(11) The relevant delegate will determine the form of special consideration to be provided if a request is successful.

   Note: Where appropriate, the University will apply standard determinations on the form of special consideration to be provided, based on precedents approved by the relevant delegate. Where a special consideration request falls outside the scope of
an approved precedent, the University will refer the request to the relevant delegate for determination.

(12) The following forms of special consideration may be provided in relation to individual work.

(a) **Replacement assessment.**

(i) This may be made available where a request relates to an examination or test. Subject to the provisions of sub-clauses 13(a)(v) to (viii), all students who make a successful request for special consideration relating to an examination will receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.

(ii) A replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment.

(iii) Where a successful request for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment including replacement examinations will be treated as a first attempt and the original attempt at the assessment will be deemed not to have occurred.

(iv) The relevant delegate is responsible for setting the date of the replacement assessment, except for replacement examinations which are held in the replacement examination period and managed by the Examinations Office.

(v) A student may lodge a further request for special consideration if they believe that their performance was impacted or they were unable to attend the first replacement assessment, due to injury, illness or misadventure.

(vi) If the further request for special consideration is successful, the faculty should where practicable arrange a second replacement assessment, which should be held within three weeks of the date of the first replacement assessment.

(vii) If the student is unable to attempt the second replacement assessment due to injury, illness or misadventure, previously approved exchange or study abroad commitments, or compulsory experiential placement, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).

(viii) If the faculty is unable to arrange any form of appropriate or appropriately timed second replacement assessment, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).

(b) **Extension.**

(i) This may be made available in relation to a non-examination assessment task which is not an examination or test.

(ii) The relevant delegate will determine the length of any extension, and in doing so must consider the extent to which the student's ability to prepare was affected.

(iii) Extensions of up to 20 working days may be granted.

(iv) Extensions longer than 20 working days may only be granted if doing so would not advantage the student against the rest of the cohort.
unfair advantage would occur, an alternative assessment should be set.

(c) **Reweighting or averaging.**

(i) This may be made available in relation to assessments that repeat on a regular basis. These are typically assessments that occur throughout the semester (such as weekly class tests, tutorial participation marks or laboratory work) where each assessment alone is not worth a high percentage of the total unit mark.

(ii) The non-completion of a minor component of assessment must not compromise the integrity of the assessment of the curriculum. Where re-weighting is inappropriate on academic grounds this should be declared in the description of assessment for the unit of study or curriculum. In these cases an alternative assessment should be provided.

(iii) Should a student miss more than 30% of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.

(13) The following provisions will apply where one or more members of a group involved in group work suffer an illness, injury or misadventure.

(a) Consideration must be given to the interests of:

(i) the member(s) suffering the illness, injury or misadventure; and

(ii) the remaining group members whose ability to complete the task as originally assigned may be impacted, and may therefore also be considered to have suffered a form of misadventure. Ideally special consideration requests should be submitted by all affected parties.

(b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.

(c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.

(d) If the relevant delegate considers that the group can no longer function, the assessment task will be redefined for the remaining active members, based on the contributions they were to make.

(i) Assessment will then be based on the redefined task.

(ii) The lecturer or teacher may also allow an extension of time.

(iii) The group member(s) who suffered the illness, injury or misadventure will, if their request is accepted, be given an alternative assessment.

(e) If a group submits a request for special consideration on the basis of an absence of one or more members, and no matching request is submitted by the relevant member(s), the group request should be considered on its merits in accordance with this policy even if the relevant delegate has no knowledge of the absent member(s) suffering any illness, injury or misadventure.

(14) Aegrotat and posthumous awards may be made in circumstances involving serious illness or death. For the purposes of clause 92A of the Coursework Policy, a Dean
Assessment Procedures 2011

will not recommend the conferral of an aegrotat or posthumous award unless the conditions for the award have been substantially met.

14A Simple extensions - Principle 3

(1) Students may apply for a simple extension, as provided in clause 66A of the Coursework Policy 2014.

(2) The faculty must determine the method for applying for simple extensions in that faculty, provided that the method must require written communication between the student and the relevant unit of study co-ordinator which records at least:
   (a) the student's name;
   (b) the student's student identification number; and
   (c) the unit of study code.

15 Processing and release of results - Principles 1 to 4

(1) The Registrar will determine in advance, and publish, dates for release of results to students. The Registrar may also determine, and publish the determination, that results for a specific unit of study be released on an earlier date than the originally determined date, if requested to do so by the relevant dean or associate dean.

(2) Principal examiners must:
   (a) assemble all marks and records of assessment for the unit of study;
   (b) ensure security of marks;
   (c) arrange the collation of marks;
   (d) verify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of meetings in case an appeal process requires such evidence;
   (e) submit the results to the relevant head of academic unit by the required date; and
   (f) keep appropriate records to justify the final mark.

Note: See Recordkeeping Manual.

(3) The Dean and head of the relevant academic unit must ensure that:
   (a) the results for all units of study comply with applicable policies, procedures and local provisions;
   (b) appropriate information and training about processes for entering results is provided to those who require it; and
   (c) final results are entered and agreed in the student management system by the date determined by the Registrar.

(4) Late results must be:
   (a) approved by the head of the relevant academic unit;
   (b) entered into the student management system as soon as they become available; and
   (c) released as soon as possible after the release date determined by the Registrar.
(5) Changes to marks or grades after entry into the student management system must be:

(a) approved by the relevant delegate after consideration of an explanation for the change;

(b) submitted and entered in the manner specified by the Registrar; and

(c) released as soon as possible after the release date determined by the Registrar.

(6) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the date determined by the Registrar for the date to convert all IC results to AF, the grade will be automatically converted either to “absent fail” (AF) or, if an incomplete mark has been entered with the IC grade, to the grade corresponding to that mark (note: an incomplete mark entered with an IC grade should be the maximum mark to which the student would be entitled if the assessment remains incomplete).

(7) The Registrar must ensure that results are released to students by the dates determined.

(a) Final results of students in completed units of study will be provided to students through the student management system.

(8) Faculties must, on request, provide students with the numerical mark for each assessment task which comprises the final numerical mark reported on the student's Examination Result Notice.

(a) Records of such marks must be retained for 12 months.

(9) To ensure confidentiality, students’ results must not be displayed in public places.

(10) The faculty must establish mechanisms for review of results, including those for students affected by illness or misadventure, in accordance with applicable University policies.

Note: See also clause 16 of these procedures and University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

(11) The faculty will determine the award of honours degrees and the levels at which they are awarded.

(12) After the expiry of the applicable retention period, examination scripts and marking sheets may be destroyed. The destruction must be authorised by the head of the unit and documented as required by the Recordkeeping Manual.

16 Appeals - Principles 1 to 4

(1) Students may appeal against the procedures used to arrive at an academic decision, as provided in the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006.

(2) If an appeal is made:

(a) all documentation relevant to that student’s assessment must be placed on the student’s appeal file;

(b) all other annotated scripts must be retained together for each examination for the appeal period;

(c) mark sheets must be retained for 12 months; and

(d) minutes of meetings must be centrally filed.
17 Professional development - Principles 2 and 4

(1) Staff with teaching responsibilities should be provided with professional development opportunities related to design, implementation, moderation and quality assurance of assessment.

(2) Faculties should provide opportunities for recognition and sharing of effective assessment practices. The University will also provide such opportunities on a University-wide basis.

(3) Professional development support will be provided by Educational Innovation in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of assessment policies - Principle 4

(1) The Academic Board will ensure that the effectiveness of its policies is measured:
   (a) through a comparison of the University’s standards with those adopted elsewhere;
   (b) through information available from Academic Board faculty reviews; and
   (c) through feedback from students on assessment (directly and via unit of study evaluations and related feedback tools).

NOTES

Assessment Procedures 2011

Date adopted: 9 November 2011
Dates amended: 28 February 2017, effective 6 March 2017
               20 April 2017 (Administrative amendments only)
               4 May 2017 (Administrative amendments only)
               10 October 2017
               12 June 2018, effective 1 January 2019

Insert date

Date commenced: 1 January 2012
Administrator: Executive Officer, Academic Board
Review date: 7 December 2021
Related documents:

Disability Discrimination Act 1992 (Cth)
Disability Services for Education
University of Sydney (Student Discipline) Rule 2016

University of Sydney (Coursework) Rule 2014

University of Sydney (Student Appeals Against Academic Decisions) Rule 2016

University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

Academic Honesty in Coursework Policy 2016

Coursework Policy 2014

Learning and Teaching Policy 2016

Academic Honesty Procedures 2016

Recordkeeping Manual

AMENDMENT HISTORY

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</tr>
<tr>
<td>10(6); 14(13)(a)(iv)-(v)</td>
<td>Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>14(1)</td>
<td>Rescinded</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>3; 7(5); 9(4); 10(12); 10(15)(b); 11(2); 12(4); 15(8); 15(2)(d); 16(2)(d); Schedule 3</td>
<td>Consequential amendments arising from organisational design changes</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Clause 12</td>
<td>Amendments including addition of new clauses covering conduct of examinations and role of Disability Services</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Clause 13 (a)(i) and 9v</td>
<td>Amended to clarify possibility of replacement assessment</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>Administrative amendments only</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Clause 3(2)</td>
<td>Definition added for due date</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>Clause 7A</td>
<td>Added to stipulate a common system of late penalties</td>
<td>1 January 2019</td>
</tr>
<tr>
<td><strong>TO BE COMPLETED</strong> Clause 8(6)</td>
<td>Added responsibility to prevent students leaving an exam with exam materials. New subclause 8(6)(g) added</td>
<td>TBA</td>
</tr>
<tr>
<td>Clause 10 (1) to (10)</td>
<td>Full re-write of the emergency evacuations during examinations procedure. Clause deleted and replaced.</td>
<td>TBA</td>
</tr>
<tr>
<td>Clause 11 (1); (3); (5)(a)</td>
<td>Updates to types of electronic devices permitted in examinations. Added procedures for personal devices in examinations, how to have calculators approved and the link to the approved calculator list. Subclause 11(1) deleted. New subclauses 11(1) – (3) added. New subclause 11(5)(a) added. Clause 11 renumbered accordingly.</td>
<td>TBA</td>
</tr>
</tbody>
</table>
### SCHEDULE 1 – IMPLEMENTATION TABLE

<table>
<thead>
<tr>
<th>Principle and implementation statements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assessment practices must advance student learning</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Assessment practices align with goals, context, learning activities and learning outcomes.</td>
<td>5</td>
</tr>
<tr>
<td>(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
<td>5</td>
</tr>
<tr>
<td>(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
<td>5</td>
</tr>
<tr>
<td>(4) Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Assessment practices must be clearly communicated to students and staff</strong></td>
<td></td>
</tr>
<tr>
<td>(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.</td>
<td>6</td>
</tr>
<tr>
<td>(2) Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
<td>5, 6</td>
</tr>
<tr>
<td>(3) Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
<td>5</td>
</tr>
<tr>
<td>(4) The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
<td>5, 7</td>
</tr>
<tr>
<td><strong>3. Assessment practices must be valid and fair</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
<td>5</td>
</tr>
<tr>
<td>(2) Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
<td>7-10</td>
</tr>
<tr>
<td>(3) Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.</td>
<td>7</td>
</tr>
</tbody>
</table>
Principle and implementation statements

(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.

4. Assessment practices must be continuously improved and updated

(1) Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.

(2) Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.

(3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.
### SCHEDULE 2 – STANDARD ASSESSMENT TABLE FOR ALL NEW UNITS OF STUDY COMMENCING SEMESTER 1, 2018

<table>
<thead>
<tr>
<th>Assessment title</th>
<th>Assessment category</th>
<th>Example of Assessment type</th>
<th>Description of Assessment type</th>
<th>Exam / Quiz type</th>
<th>Individual or Group</th>
<th>Length / duration</th>
<th>Weight</th>
<th>Due date and time</th>
<th>Closing date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free format text to name each assessment</td>
<td>Exam</td>
<td>Final exam</td>
<td>Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.</td>
<td>Final exam</td>
<td>Specified for each assessment (select one)</td>
<td>Specified word limit or time limit for each assessment</td>
<td>Specified percentage contribution to final mark (%)</td>
<td>Specified for each</td>
<td>Specified for each</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-semester exam</td>
<td>Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.</td>
<td>In-semester exam</td>
<td>Specified for each assessment (select one)</td>
<td>Specified word limit or time limit for each assessment</td>
<td>Specified percentage contribution to final mark (%)</td>
<td>Specified for each</td>
<td>Specified for each</td>
</tr>
<tr>
<td>Name of assessment task</td>
<td>Skills-based assessment</td>
<td>Placements</td>
<td>Professional experience placement, internship, or site visit. Clinical skills assessment or lab skills assessment. Performance, recital or jury-assessment performance, or exhibition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Due date may be expressed as a time period when exact date not known e.g. final exam period, week 7. Time to be included where assessment must be submitted by a cut-off time e.g. 23:59 EST.
<table>
<thead>
<tr>
<th>Assessment title</th>
<th>Assessment category</th>
<th>Example of Assessment type</th>
<th>Description of Assessment type</th>
<th>Exam / Quiz type</th>
<th>Individual or Group</th>
<th>Length / duration</th>
<th>Weight</th>
<th>Due date and time</th>
<th>Closing date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of assessment task</td>
<td><strong>Submitted work</strong></td>
<td>Assignment</td>
<td>Essay, report, case study, proposal, literature review, portfolio, or design.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of assessment task</td>
<td><strong>In-class assessments</strong></td>
<td>Tutorial quiz, small test or online task</td>
<td>Worth less than 30%.</td>
<td>Tutorial quiz, small test or online task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small continuous assessment</td>
<td>Worth less than 30%.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td>Oral presentation.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Optional assignment or small test</td>
<td>Includes formative assessments.</td>
<td>Optional small test</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of assessment task</td>
<td><strong>Group work</strong></td>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment</td>
<td>Written, non-written elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Valid values for all assessments must comply with the requirements of section 19 of the Learning and Teaching Policy 2015, section 10 of the Learning and Teaching Procedures 2016, and section 60 of the Coursework Policy 2014.
SCHEDULE 3 – DECISIONS MATRIX SPECIAL CONSIDERATION AND SPECIAL ARRANGEMENTS

The Decisions Matrix is a summary table, indicating how standard requests for special consideration and special arrangements are processed. It is intended only to reflect the University’s policies on special consideration and special arrangements (sections 13 and 14, Assessment Procedures (2011)).

All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU) who use the Decisions Matrix (Special Consideration and Special Arrangements, refer to sections 13 and 14 above) to ensure that all requests are considered in the same manner (section 14 clause 2 above).

Assessment types or decisions not explicitly covered in the Decisions Matrix are considered non-standard decisions and are referred to the UOS Coordinator to determine the appropriate form of consideration.

The SAS PSU undertake data gathering from the faculty, University school, or school before the commencement of every semester to compile the “non-repeatable” and “no mark adjustment allowed” lists. The Decisions Matrix is applied to the first special consideration request for each assessment item. Additional requests (for the same assessment item) are non-standard decisions and are referred to the UOS Coordinator for a consideration decision.

A special consideration report listing all assessments and the form of consideration granted is available to UOS Coordinators.
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>Final exam</td>
<td>Written exam</td>
<td>Replacement exam</td>
<td>Final exam scheduled and managed centrally</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate</td>
<td>Provide replacement exam paper by specified deadline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule and manage replacement exam</td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manage and implement Disability Services adjustments</td>
<td>Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam</td>
<td></td>
</tr>
<tr>
<td>Assessment category</td>
<td>Assessment type (refer to schedule 2 above)</td>
<td>Assessment description</td>
<td>Form of consideration</td>
<td>Conditions for standard decision</td>
<td>SAS</td>
<td>Faculty, University school, or school</td>
<td>UOS Coordinator</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Exams</td>
<td>Final exam</td>
<td>Written exam with non-written elements or non-written exam</td>
<td>Replacement exam</td>
<td>Final and replacement exams may be managed by faculty, University, school, or school</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>For final and replacement exams managed by faculty, University school, or school the relevant area will schedule and manage the exam including managing and implementing Disability Services adjustments and informing the student of the schedule</td>
<td>Provide final and replacement exam paper</td>
</tr>
<tr>
<td></td>
<td>Replacement exam</td>
<td></td>
<td></td>
<td></td>
<td>For exams managed centrally, SAS will: Schedule and manage final and replacement exam; Manage and implement Disability Services adjustments; and Inform student of the schedule</td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate</td>
<td>Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam</td>
<td></td>
</tr>
<tr>
<td>Assessment category</td>
<td>Assessment type (refer to schedule 2 above)</td>
<td>Assessment description</td>
<td>Form of consideration</td>
<td>Conditions for standard decision</td>
<td>SAS</td>
<td>Faculty, University school, or school</td>
<td>UOS Coordinator</td>
</tr>
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<td>-----------------</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td>In-semester exam</td>
<td>Written exam, worth 30% or greater (refer to section 14.13(c)(iii) above)</td>
<td>Replacement exam for in-semester exam</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report</td>
<td>Schedule and manage replacement exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam type could be any of the following: written exam, written exam with non-written elements, or non-written exam, however administered.</td>
<td></td>
<td></td>
<td></td>
<td>Provide replacement exam</td>
<td>Inform student of replacement exam schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manage and implement Disability Services adjustments</td>
<td></td>
</tr>
<tr>
<td><strong>Skills based assessment</strong></td>
<td><strong>Placements</strong></td>
<td>Professional experience placement, internship, or site visit</td>
<td>New or varied placement</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report</td>
<td>Schedule and inform student of new or varied placement details</td>
</tr>
<tr>
<td></td>
<td><strong>Skills based evaluation</strong></td>
<td>Clinical skills assessment or lab skills assessment</td>
<td>New or varied evaluation</td>
<td>Not on “non-repeatable” list</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment category</td>
<td>Assessment type (refer to schedule 2 above)</td>
<td>Assessment description</td>
<td>Form of consideration</td>
<td>Conditions for standard decision</td>
<td>SAS</td>
<td>Faculty, University school, or school</td>
<td>UOS Coordinator</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------------------</td>
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<td>------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Skills based assessment</td>
<td>Skills based evaluation based evaluation</td>
<td>Clinical skills assessment or lab skills assessment</td>
<td>Alternative assessment</td>
<td>On “non-repeatable” list (e.g. evaluations with specialised resource requirements)</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Determine appropriate alternative assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule and inform student of alternative assessment</td>
<td></td>
</tr>
<tr>
<td>Skills based assessment</td>
<td>Creative assessments/ demonstrations</td>
<td>Performance, recital or jury-assessment performance, or exhibition</td>
<td>New or varied evaluation</td>
<td>Not on “non-repeatable” list</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule and inform student of new or varied evaluation</td>
<td></td>
</tr>
<tr>
<td>Skills based assessment</td>
<td>Creative assessments/ demonstrations</td>
<td>Performance, recital, jury-assessment performance, or exhibition</td>
<td>Alternative evaluation</td>
<td>On “non-repeatable” list, (e.g. assessments/demonstrations with specialised resource requirements)</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Determine appropriate alternative evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule and inform student of alternative evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Academic Board 03 September 2019
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay, report case study, proposal, literature review, portfolio or design</td>
<td>Extension of time (refer to section 14.13(b) above)</td>
<td>1. Impacted period is 20 or fewer working days (refer to section 14.13(b)(iii) above) and 2. The new due date(^2) is prior to the return date(^3).</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report Apply extension of time to due date</td>
</tr>
<tr>
<td></td>
<td>Honours Thesis</td>
<td>Non-HDR thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^2\) New due date is the revised submission date for the assessment.

\(^3\) Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Essay, report, case study, proposal, literature review, portfolio or design</td>
<td>Determined by faculty or University school</td>
<td>1. Impacted period is more than 20 working days (refer to section 14.13(b)(iv) above) or 2. The new due date is after the return date[^4]</td>
<td>Refer to UOS Coordinator for form of consideration</td>
<td>Where the student is unable to attempt the replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate</td>
<td>Determine appropriate form of consideration</td>
<td></td>
</tr>
<tr>
<td>Honours Thesis</td>
<td>Non-HDR thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[^4]: New due date is the revised submission date for the assessment.

[^5]: Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small continuous assessment</td>
<td>Tutorial <strong>quiz, smallquiz, small test or online task</strong></td>
<td>to check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application.</td>
<td>14.13(c) above</td>
<td></td>
<td></td>
<td></td>
<td>Make mark adjustment (re-weight, average etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide an alternative assessment where a student has missed more than one third of the regular assessment components</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Download special consideration report</td>
</tr>
</tbody>
</table>

Worth less than 30% (refer to section) New or varied assessment On "no mark adjustment allowed" list Select standard form of consideration from Decisions Matrix
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
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<td>Small continuous assessment</td>
<td>14.13(c)(iii) above)</td>
<td>New or varied presentation</td>
<td>Select standard form of consideration from Decisions Matrix</td>
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<td>Determine new or varied assessment</td>
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<tr>
<td>Presentation</td>
<td>Oral presentation</td>
<td>New or varied presentation</td>
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<td>Schedule and inform student of new or varied assessment details</td>
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<td>In-class assessments</td>
<td>Optional assignment or small test</td>
<td>Includes formative assessments</td>
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<td></td>
<td>Provide alternative assessment if new or varied presentation is unable to be provided</td>
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<table>
<thead>
<tr>
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<th>UOS Coordinator</th>
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<tr>
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<tr>
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<td>Assessment type (refer to schedule 2 above)</td>
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<td>---------------------</td>
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**Non-Confidential**

<table>
<thead>
<tr>
<th>Reviewer/Approver</th>
<th>Peter McCallum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper title</td>
<td>Admission Pre-requisite Standards – Mathematics. Adjustments</td>
</tr>
</tbody>
</table>
| Recommendation    | That the Committee:  
|                   | • Approve changes to the Admission Pre-requisite Standards Mathematics as set out in Attachment 1 to take effect 1 January 2020.  
|                   | • Recommend that Academic Board approve. |
| Consultation Pipeline |  
|                   | Admissions Committee → Academic Standards and Policy Committee → Academic Board |

**Executive Summary**

Changes to the Admission Pre-requisite Standards - Mathematics are proposed *(Attachment 1)* to accommodate implementation in 2020.

The changes are:
1. Add ‘international applicants applying on the basis of Australian secondary study’ to the coverage of section 3.
2. Permit students entering on the basis of secondary studies to demonstrate mathematics standards by a pass or better in an approved mathematics prerequisite course.
3. Modify 6 to apply to University of Sydney Preparation Program students for 2020 and to other approved preparation programs (including the High Achievers Preparation Program (HAPP)) from 2021.
4. Specify that, where a student enters on the basis of mathematics study within a preparation program, the standard must be equivalent to either a required NSW mathematics result or an approved mathematics prerequisite course.
5. Amend 3 (3) (b), relating to students in the Gadigal Scheme to allow passing in a subsequent attempt.

Attachment 1 also includes the changes conditionally approved by the Admissions Committee on 7 May (in red text).

**Background / Context**

On 7 May the Admissions Committee (item 4.24) considered changes to the Admission Pre-requisite - Standards Mathematics, with the recommendation:

*That the Undergraduate Studies Committee recommend that Academic Board: (1) Approve the Process Map for assessing NRSL Mathematics Prerequisite in 2020 onwards; and (2) the changes to the Admission Prerequisite Standards: Mathematics.*

The decision of the committee was that the proposal was endorsed for submission to Academic Board conditional upon the Chair, A/Prof. Masters and A/Prof. McCallum reviewing and amending the wording of the standards for domestic students to include the MOOC as an equivalent approved Mathematics prerequisite course.

The attached proposal clarifies the status of the MOOC in connection with students applying on the basis of secondary study and also makes adjustments clarifying that international students who take an Australian secondary qualification (whether in Australia or offshore) must also demonstrate that they have met the mathematics standard for courses where the prerequisite applies. This is achieved by permitting students entering on the basis of secondary study to also satisfy the standard by a pass or better in an approved mathematics prerequisite course (according to the Standard the MOOC MATH1111 is already an approved mathematics prerequisite course).
In addition changes are made to stagger implementation of the standard for approved preparation programs to ensure that students seeking entry on the basis of an approved program other than the University of Sydney Foundation Program are given adequate notice. Students of the University of Sydney Foundation Program were advised of the standard in 2018 so that students enrolling in the program during 2019 have had adequate notice.

**Implementation**

All except clause 6 changes take effect from 1 January 2020. Clause 6 takes effect from 1 January 2020 for students from the University of Sydney Foundation Program and from 1 January 2021 for other approved preparation programs.

**Further information**

The following is available for further information in the Resource Centre:

**Attachments**

**Attachment 1: Admission Prerequisite Standards – Mathematics. Proposed amendments**

<table>
<thead>
<tr>
<th>Author</th>
<th>Peter McCallum</th>
</tr>
</thead>
</table>
| Requests for further information | Peter McCallum Education Portfolio  
Wencong Chair Admissions Office |
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 and international applicants applying on the basis of Australian secondary study

(1) These standards apply to:

Admissions Prerequisite Standards - Mathematics

778093_1
(a) domestic and international applicants seeking admission for study commencing on or after 1 January 2019, who obtained an Australian school leaving qualification in 2018 or equivalent school leaving qualification undertaken in Australia; and

(b) all domestic applicants seeking admission for study commencing on or after 1 January 2020;

(b)(c) all international applicants seeking admission for study on the basis of an Australian school leaving qualification or equivalent school leaving qualification undertaken in Australia, 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; or

(b)(c) a pass or higher grade in an approved mathematics prerequisite course.

(3) An Associate Dean may admit an applicant under the Gadigal 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 enrol in, and pass, an approved mathematics pre-requisite course in their first year of enrolment or, where required in a subsequent attempt.

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, provides preparation in mathematics to an equivalent or higher standard to 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, provides preparation in mathematics to an equivalent or higher standard to 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 the University of Sydney Preparation Program for study commencing on or after 1 January 2020 and to all preparation programs approved by the Academic Board under clause 15 of the Coursework Policy 2014, for study commencing on or after 1 January 20210.

(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 a required NSW mathematics result or 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>
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<tr>
<td></td>
<td>513265</td>
<td>B. Education (Secondary: Science) / B. Science</td>
</tr>
<tr>
<td>University of Sydney Business School</td>
<td>513300</td>
<td>B. Commerce</td>
</tr>
<tr>
<td></td>
<td>513305</td>
<td>B. Commerce / B. Advanced Studies</td>
</tr>
<tr>
<td></td>
<td>513310</td>
<td>B. Commerce / B. Advanced Studies (Dalyell Scholars)</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technology</td>
<td>513500</td>
<td>B. Advanced Computing</td>
</tr>
<tr>
<td></td>
<td>513505</td>
<td>B. Advanced Computing / B. Commerce</td>
</tr>
<tr>
<td></td>
<td>513510</td>
<td>B Advanced Computing / B. Science</td>
</tr>
<tr>
<td></td>
<td>513515</td>
<td>B. Advanced Computing / B. Science (Health)</td>
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<tr>
<td></td>
<td>513520</td>
<td>B. Advanced Computing / B. Science (Medical Science)</td>
</tr>
<tr>
<td></td>
<td>513525</td>
<td>B. Engineering Honours (Aeronautical)</td>
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<td>B. Engineering Honours (Biomedical)</td>
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<td>B. Engineering Honours (Chemical and Biomolecular)</td>
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<td>B. Engineering Honours (Civil)</td>
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<tr>
<td>513545</td>
<td>B. Engineering Honours (Electrical)</td>
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<td>513545</td>
<td>B. Engineering Honours (Flexible First Year)</td>
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<td>513555</td>
<td>B. Engineering Honours (Mechanical)</td>
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<td>B. Engineering Honours (Mechatronic)</td>
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<td>513565</td>
<td>B. Engineering Honours (Software)</td>
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<td>513570</td>
<td>B. Engineering Honours with Space Engineering</td>
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<td>513575</td>
<td>B. Engineering Honours / B. Arts</td>
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<td>B. Engineering Honours / B. Commerce</td>
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<td>513585</td>
<td>B. Engineering Honours (Civil) / B. Design in Architecture</td>
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<td>513590</td>
<td>B. Engineering Honours / B. Project Management</td>
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<td>B. Economics / B. Laws</td>
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Faculty of Medicine and Health

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<td>513760</td>
<td>B. Pharmacy</td>
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<tr>
<td>513765</td>
<td>B. Pharmacy and Management</td>
</tr>
<tr>
<td>513705</td>
<td>B. Science / D. Dental Medicine</td>
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<td>513720</td>
<td>B. Science / D. Medicine</td>
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<td>Code</td>
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<td>513745</td>
<td>B. Science / M. Nursing</td>
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<td>513750</td>
<td>B. Science (Health) / M. Nursing</td>
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<td><strong>Faculty of Science</strong></td>
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<td>B. Science</td>
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<td>B. Science (Medical Science)</td>
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<td>B. Science / B. Advanced Studies</td>
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<td>513911</td>
<td>B. Science / B. Advanced Studies (Dalyell Scholars including Mathematical Science)</td>
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<td>513945</td>
<td>B. Science / B. Advanced Studies (Animal and Veterinary Bioscience)</td>
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<td>B. Science / B. Advanced Studies (Food and Agribusiness)</td>
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<td>B. Science / B. Advanced Studies (Medical Science)</td>
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<td>513965</td>
<td>B. Science / M. Nutrition and Dietetics</td>
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<td>513970</td>
<td>B. Veterinary Biology / D. Veterinary Medicine</td>
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<tr>
<td>513961</td>
<td>Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation)</td>
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*B. Science/M Mathematical Sciences*
STUDENT CHARTER 2020

The Deputy Vice Chancellor (Education) as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 1 January 2020
Signature: Position: Professor Philippa Pattison

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4 Statement of intent ............................................................................................ 1
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6 Definitions ........................................................................................................... 2
7 Student expectations of the University .............................................................. 3
8 University expectations of students .................................................................. 3

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1 Name of policy
This is the Student Charter 2020.

2 Commencement
This policy commences on [1 January 2020].

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 charter:
(1) sets out the principles that are core to the reciprocal partnership between the University and its students;
(2) explains the mutual expectations of students and the University to create a productive and safe environment for learning;
(3) reflects the University’s values of:
(a) respect and integrity;
(b) diversity and inclusion;
(c) openness and engagement; and
(d) courage and creativity.

Note: See the *University’s Strategic Plan 2016-2020*.

5 Application
(1) This policy applies to:
   (a) the University, students, staff, and affiliates and participants in continuing educational activities and *education in* the Centre for English Teaching.

   and

   (b) any University-related conduct or activities.

(2) This policy must be read in conjunction with University Rules, policies, procedures, faculty resolutions and course resolutions.

6 Definitions

*affiliate* has the meaning given in the *Code of Conduct – Staff and Affiliates*. As at the date of this policy this is:
- a clinical title holder, an adjunct, conjoint and honorary appointee, a consultant or contractor to the University,
- an office holder in a University entity, a member of any University Committee and any other person appointed or engaged by the University to perform duties or functions on its behalf.

*continuing education participant* means a person who is enrolled in any form of continuing education or extra-curricular education at the University.

*exchange student* means a person who is:
- 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 arrangement; and
- enrolled in one or more units of study at the University under the terms of that exchange arrangement.

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

*staff or staff member* means an employee of the University, including a casual employee.

*student* means a person who is:
- currently admitted to candidature in an award course at the University;
• a non-award student, exchange student or study abroad student.

7 Student expectations of the University

The full extent of the University’s obligations towards students are enshrined in University Rules, policies, procedures, faculty resolutions and course resolutions. Students can expect the University to:

(a) put the safety of all students and staff as its highest priority;

Note: See the Work Health and Safety Policy 2016

(b) create and sustain a supportive learning environment that enables students to realise their full potential;

(c) foster educational excellence and engaged inquiry through supportive learning environments, appropriate resources and a culture of continuous improvement;

Note: See clause 8 of the Learning and Teaching Policy 2015

(d) welcome student participation in academic governance and create opportunities for students to share feedback;

Note: See clause 11 of the Learning and Teaching Policy 2015

(e) treat students fairly, honestly, transparently and with courtesy, regardless of gender, religion, race, sexuality or disability;

Note: See the Bullying, Harassment and Discrimination Prevention Policy 2015 and the Student Sexual Assault and Sexual Harassment Policy 2018

(f) protect academic freedom and safeguard the presentation of ideas through robust, informed and respectful debate that is free from discrimination and harassment in line with University policy;

Note: See the Charter of Academic Freedom

(g) maintain high academic standards; and

(h) protect personal or health information that is held by the University.

Note: See the Privacy Policy 2017

(i) respond to complaints and work collaboratively to resolve them fairly

Note: See the Students Complaints Procedures 2015

and

(j) comply with University Rules, policies, procedures, local provisions and faculty and course resolutions.

8 University expectations of students

(1) The University expects the following personal conduct from students:

(a) treat others with respect regardless of gender, religion, race, sexuality or disability;

(b) act honestly and ethically in all dealings with the University and members of its community;
avoid engaging in bullying, harassment or discriminatory behaviour, including on social media;

Note: See the Bullying, Harassment and Discrimination Prevention Policy 2015; Student Sexual Assault and Sexual Harassment Policy 2018; University of Sydney (Student Discipline) Rule 2016; Acceptable use of IT Policy 2019 [LINK TO BE INSERTED].

(d) maintain a cooperative and collaborative and empathetic approach to interpersonal relationships with staff, affiliates and students;

(e) use University resources equitably, responsibly and with sensitivity to the needs of others, and without impeding access or use by others;

Note: See the University of Sydney (Campus Access) Rule 2009; Acceptable Use of IT Policy 2019; University of Sydney (Library) Rule 2011.

(f) Support academic freedom and freedom of speech for themselves and for others.

(2) The University expects the following academic conduct from students:

(a) comply with applicable policies and procedures, faculty resolutions, award course resolutions and unit of study outlines;

Note: See the University of Sydney (Higher Degrees by Research) Rule 2011; Coursework Policy 2014 and Learning and Teaching Policy 2015; University of Sydney (Student Discipline) Rule 2016.

(b) contribute to learning and the advancement of knowledge through honest, open and respectful discussion and debate of ideas;

(c) promote high academic standards;

(d) act honestly and ethically in all academic matters;

(e) commit to a culture of academic integrity;

Note: See the Academic Honesty in Coursework Policy 2015; Academic Honesty Procedures 2016; Research Code of Conduct 2019; Advertising on Campus Policy.

(f) work collaboratively and contribute equitably to group work, projects and other learning experiences; and

(g) create professional, ethical and respectful relationships with the University’s learning partners during mobility experiences, extramural placements, projects and practicums.

Note: See the Student Placement and Projects Policy 2015; Outbound Student Mobility Policy 2018.

NOTES

Student Charter 2020
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: Code of Conduct for Students 2005
Related documents:

Please note that this is not an exhaustive list of the policies applying to students at the University. Current versions of all University policy documents are available on the Policy Register at http://sydney.edu.au/policies/.

- Students Complains Procedures 2015
- University of Sydney (Campus Access) Rule 2009
- University of Sydney (Library) Rule 2011
- University of Sydney (Student Discipline) Rule 2016
- Academic Honesty in Coursework Policy 2015
- Acceptable Use of ICT Policy 2019
- Advertising on Campus Policy
- Bullying, Harassment and Discrimination Prevention Policy 2015
- Charter of Academic Freedom
- Code of Conduct – Staff and Affiliates
- Continuing and Extra-Curricular Education Policy 2017
- Coursework Policy 2014
- Cyber Security Policy 2019
- Learning and Teaching Policy 2015
- Privacy Policy 2017
- Research Code of Conduct 2019
- Student Sexual Assault and Sexual Harassment Policy 2018
- Student Placement and Projects Policy 2015
- Work Health and Safety Policy 2016
- University’s Strategic Plan 2016-2020

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
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<tbody>
<tr>
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</table>
That the Academic Board note the report from the meeting of the Undergraduate Studies Committee held by circulation on 13 August 2019, and:

(1) approve the proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies; and approve the amendment of the tables of units of study for the Animal and Veterinary Biosciences stream arising from the proposal, with effect from 1 January 2020;

(2) approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020; and approve these amendments to the Bachelor of Science/Bachelor of Advanced Studies course resolutions as the model for amendments to the course resolutions for all degrees that offer the Dalyell stream, with effect from 1 January 2020, namely,

- Bachelor of Design Computing/Bachelor of Advanced Studies
- Bachelor of Commerce
- Bachelor of Commerce/Bachelor of Advanced Studies
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Arts
- Bachelor of Arts/Bachelor of Advanced Studies
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Arts/Bachelor of Social Work
- Bachelor of Arts/Master of Nursing
- Bachelor of Arts/Doctor of Medicine
- Bachelor of Economics
- Bachelor of Economics/Bachelor of Advanced Studies
- Bachelor of Economics/Bachelor of Laws
- Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts
- Bachelor of Education (Secondary: Mathematics)/Bachelor of Science
- Bachelor of Education (Secondary: Science)/Bachelor of Science
- Bachelor of Engineering Honours
- Bachelor of Engineering Honours/Bachelor of Arts
- Bachelor of Engineering Honours/Bachelor of Science
- Bachelor of Engineering Honours/Bachelor of Commerce
- Bachelor of Engineering Honours/Bachelor of Design in Architecture
- Bachelor of Engineering Honours/Bachelor of Laws
- Bachelor of Engineering Honours/Bachelor of Project Management
- Bachelor of Advance Computing
ITEMS FOR DECISION

8.1 Science and Board of Interdisciplinary Studies: Bachelor of Science and Bachelor of Advanced Studies

Please note: on the recommendation of the Committee, a further amendment was made to the proposal to ensure compliance of the Animal and Veterinary Bioscience major with the Learning and Teaching Policy (18 (4)), requiring the major to contain a 3000-level interdisciplinary project unit. The unit SCPU3001 Science Interdisciplinary Project has been moved from the Program to the major.

8.2 Education Strategy and Board of Interdisciplinary Studies: Implementing a Reduced OLE Credit Point Requirement for Dalyell Scholars

8.3 Science: Bachelor of Animal Veterinary Bioscience and Bachelor of Food and Agribusiness

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- noted a report of the Academic Board for its meeting held on 23 July 2019
- noted a report of the Board of Interdisciplinary Studies for its meeting held on 17 July 2019
- noted a report from the Dual and Joint Degrees Working Party

Agenda papers are available from the Undergraduate Studies Committee website, at

Associate Professor Melissa Hardie
Chair, Undergraduate Studies Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head, Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Pauline Ross, Associate Dean, Education</td>
</tr>
</tbody>
</table>

Paper title: Animal and Veterinary Biosciences Table A Advanced Coursework

Purpose: To amend the table of units of study for the Animal and Veterinary Bioscience stream in the Bachelor of Science/Bachelor of Advanced Studies to provide both an Advanced Coursework and Honours pathway.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

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

(2) approve the amendment of the tables of units of study for the Animal and Veterinary Biosciences stream arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The Animal and Veterinary Bioscience stream in the Bachelor of Science/Bachelor of Advanced Studies currently only allows for students to complete the stream with Honours. If a student fails to reach a 65 WAM by the end of their third year, they are unable to complete the stream. This amendment adds a pathway for students who either do not reach the criteria for Honours, or who do not wish to complete Honours.

IMPLEMENTATION

Academic Model has begun to build the diets and pathways for the Bachelor of Advanced Studies, so while there will not be any students completing the Animal and Veterinary Biosciences stream in 2020, it would be ideal for the system to be set up now, while all the other pathways are being built. Academic Model have been consulted in this.

ATTACHMENTS

1. Minor Course amendment form
2. Animal and Veterinary Biosciences stream table of units
Minor Course Amendment Proposal

Faculty: Science

Contact person: Gary Muscatello

1. **Name of award course**
   
   *Bachelor of Science / Bachelor of Advanced Studies (Animal and Veterinary Biosciences)*

2. **Purpose of proposal**
   
   *To amend the table of units of study for the Animal and Veterinary Bioscience stream in the Bachelor of Science/Bachelor of Advanced Studies to provide both an Advanced Coursework and Honours pathway.*

3. **Details of amendment**
   
   *Details of the amendment are in the Table attached. These include the addition of 4000-level project units (SCPU4001, SCPU4002 and AVBS4888) and Advanced Coursework selective units (AVBS4020, AVBS4XXX and LIFE4000)*

4. **Transitional arrangements**
   
   *None required*

5. **Other relevant information**

6. **Signature of Dean**

   ![Signature]

---

Minor Course Amendment Proposal

Version 01.10.2014
Animal and Veterinary Bioscience stream

The Animal and Veterinary Bioscience stream is 120 credit points, consisting of:

(i) 6 credit points of 1000-level stream core units

(ii) 6 credit points of 2000-level stream core units

(iii) A 108 credit point program in Animal and Veterinary Bioscience

Animal and Veterinary Bioscience program

This program is only available to students enrolled in Animal and Veterinary Bioscience stream.

A program in Animal and Veterinary Bioscience requires 108 credit points from this table including:

(i) 12 credit points of 1000-level program core units

(ii) 6 credit points of 2000-level program core units

(iii) 6 credit points of 3000-level program core units

(iv) 6 credit points of 4000-level core units

(v) 30 credit points of 4000-level units according to the following rules:

(a) For students undertaking advanced coursework in Animal and Veterinary Bioscience: 12 credit points of 4000-level project units and 18 credit points of 4000-level advanced coursework selective units

(b) For students undertaking honours in Animal and Veterinary Bioscience: 24 credit points of 4000-level research units and 6 credit points of 4000-level advanced coursework selective units

(v) 24 credit points of 4000-level research units

(vi) 6 credit points of 4000-level advanced coursework selective units

(vii) A 48 credit point major in Animal and Veterinary Bioscience
**Animal and Veterinary Bioscience major**

This major is only available to students enrolled in Animal and Veterinary Bioscience program.

A major in Animal and Veterinary Bioscience requires 48 credit points from this table including:

(i) 12 credit points of 1000-level major core units

(ii) 12 credit points of 2000-level major core units

(iii) 6 credit points of 2000-level selective units

(iv) 12 credit points of 3000-level core major units

(v) 6 credit points of 3000- or 4000-level major selective units

**Units of study**

The units of study are listed below.

**1000-level units of study**

<table>
<thead>
<tr>
<th>Stream Core</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Available as a degree core unit only in the Agriculture, Animal and Veterinary Bioscience, and Food and Agribusiness streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVX1002 Introduction to Statistical Methods</td>
<td>6</td>
<td>N ENVX1001 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or DATA1001 or DATA1901 or BUSS1020 or STAT1021 or ECMT1010</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Program core**

<p>| AVBS1002 Concepts of Animal Management | 6 | A AGEN1004 or BIOL1XXX or AVBS1003 N AGEN2006 | Semester 2 |
| AVBS1003 Animals and Us | 6 | | Semester 1 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM1011</td>
<td>Fundamentals of Chemistry 1A</td>
<td>6</td>
<td>A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1111 or CHEM1911 or CHEM1991. Students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February, and online year-round, see <a href="http://sydney.edu.au/science/chemistry/studying-chemistry/bridging-course.shtml">http://sydney.edu.au/science/chemistry/studying-chemistry/bridging-course.shtml</a>).</td>
</tr>
<tr>
<td>CHEM1111</td>
<td>Chemistry 1A</td>
<td>6</td>
<td>A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February) N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1911 or CHEM1991. Students who have not completed secondary school chemistry are strongly advised to instead complete Fundamentals of Chemistry 1A in the first semester of the calendar year (unless you require 12 credit points of Chemistry and are commencing in semester 2). You should also take the Chemistry Bridging Course in advance (offered in February, and online year-round <a href="http://sydney.edu.au/science/chemistry/studying-chemistry/bridging-course.shtml">http://sydney.edu.au/science/chemistry/studying-chemistry/bridging-course.shtml</a>).</td>
</tr>
<tr>
<td>CHEM1911</td>
<td>Chemistry 1A (Advanced)</td>
<td>6</td>
<td>A 80 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1991. Note: Department permission required for enrolment</td>
</tr>
<tr>
<td>CHEM1991</td>
<td>Chemistry 1A (Special Studies)</td>
<td>6</td>
<td>A 90 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or</td>
</tr>
<tr>
<td>Program</td>
<td>CHEM1111 or CHEM1911</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIOL1007 From Molecules to Ecosystems</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February).</td>
<td></td>
</tr>
<tr>
<td>N BIOL1907 or BIOL1997</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIOL1907 From Molecules to Ecosystems (Advanced)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 85 or above in HSC Biology or equivalent</td>
<td></td>
</tr>
<tr>
<td>N BIOL1007 or BIOL1997</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIOL1997 From Molecules to Ecosystems (SSP)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90 or above in HSC Biology or equivalent</td>
<td></td>
</tr>
<tr>
<td>N BIOL1007 or BIOL1907</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2000-level units of study</th>
<th></th>
</tr>
</thead>
</table>

| Stream core |
|--------------|---|
| ENVX2001 Applied Statistical Methods | 6 |
| P [6cp from (ENVX1001 or ENVX1002 or BIOM1003 or MATH1011 or MATH1015 or DATA1001 or DATA1901)] OR [3cp from (MATH1XX1 or MATH1906 or MATH1XX3 or MATH1907) and an additional 3cp from (MATH1XX5)] |

Available as a degree core unit only in the Agriculture, Animal and Veterinary Bioscience, and Food and Agribusiness streams |

| Program core |
|--------------|---|
| AVBS2005 Animal Energetics and Homeostasis | 6 |
| A Knowledge and concepts from BIOL1XX7 |
| N VETS1032 |
### Major core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Requirements</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVBS2007</td>
<td>Animal Structure and Function</td>
<td>6</td>
<td>P 6cp from BIOL1XXX N ANSC3103 or ANSC3104</td>
<td>1</td>
</tr>
<tr>
<td>AVBS2004</td>
<td>Animal Nutrition</td>
<td>6</td>
<td>N ANSC3101</td>
<td>2</td>
</tr>
</tbody>
</table>

### Selective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Requirements</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2032</td>
<td>Australian Wildlife Biology</td>
<td>6</td>
<td>N ANSC2005</td>
<td>2</td>
</tr>
<tr>
<td>GEGE2001</td>
<td>Genetics and Genomics</td>
<td>6</td>
<td>A Mendellian genetics, mechanisms of evolution, molecular and chromosomal bases of inheritance, and gene regulation and expression. N GENE2002 or MBLG2972 or GEGE2901 or MBLG2072</td>
<td>1, 2</td>
</tr>
<tr>
<td>GEGE2901</td>
<td>Genetics and Genomics (Advanced)</td>
<td>6</td>
<td>A Mendellian genetics, mechanisms of evolution, molecular and chromosomal bases of inheritance, and gene regulation and expression. P Annual average mark of at least 70 N GENE2002 or MBLG2072 or GEGE2001 or MBLG2972</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Program core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Requirements</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ANSC3106</td>
<td>Animal Behaviour and Welfare Science</td>
<td>6</td>
<td>P AVBS1002 or BIOL1XX6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><strong>Major core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANSC3102</td>
<td>Animal Reproduction</td>
<td>6</td>
<td>A A background in animal anatomy and physiology P AVBS1002 and AVBS2XXX</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ANSC3106</td>
<td>Animal Behaviour and Welfare Science</td>
<td>6</td>
<td>P AVBS1002 or BIOL1XX6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SCPU3001</td>
<td>Science Interdisciplinary Project</td>
<td>6</td>
<td>P Completion of 2000-level units required for at least one Science major.</td>
<td>Intensive Decembe r Intensive February Intensive January Intensive July Semester</td>
</tr>
<tr>
<td></td>
<td><strong>3000- or 4000-level major selective</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANSC3105</td>
<td>Animal Biotechnology</td>
<td>6</td>
<td>P GEGE2X01 or GENE2002 or AVBS2005 or MBLG2X72</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AGRO4006</td>
<td>New and Emerging Tech in Animal Science</td>
<td>6</td>
<td>P 6cp from BIOL1XXX</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>4000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVBS4000 to be developed for offering in 2020 in 2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project units</td>
<td>12</td>
<td>A 48 credit points of 3000-level units of study P SCPU3001</td>
<td>Semester 1 Semester 2</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>AVBS4888 Advanced Animal and Veterinary Bioscience Project</td>
<td>48</td>
<td>PS CPU3001</td>
<td></td>
<td></td>
</tr>
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</table>
### Research units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Type</th>
<th>Notes</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVBS4015</td>
<td>Research Project A</td>
<td>P</td>
<td>Animal and Veterinary Bioscience years 1-3. Students need to have obtained a second/third year WAM commensurate with obtaining honours; and must have the approval of the faculty to enrol. C AVBS4016 and AVBS4017 and AVBS4018 N AVBS4013 or AVBS4014</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS4016</td>
<td>Research Project B</td>
<td>P</td>
<td>Animal and Veterinary Bioscience years 1-3. Students need to have obtained a second/third year WAM commensurate with obtaining honours; and must have the approval of the faculty to enrol. C AVBS4015 and AVBS4017 and AVBS4018 N AVBS4013 or AVBS4014</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS4017</td>
<td>Research Project C</td>
<td>P</td>
<td>Animal and Veterinary Bioscience years 1-3. Students need to have obtained a second/third year WAM commensurate with obtaining honours; and must have the approval of the faculty to enrol. C AVBS4015 and AVBS4016 and AVBS4018 N AVBS4013 or AVBS4014</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS4018</td>
<td>Research Project D</td>
<td>P</td>
<td>Animal and Veterinary Bioscience years 1-3. Students need to have obtained a second/third year WAM commensurate with obtaining honours; and must have the approval of the faculty to enrol. C AVBS4015 and AVBS4016 and AVBS4017 N AVBS4013 or AVBS4014</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
## Selective advanced coursework units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVBS4002</td>
<td>Dairy Production and Technology</td>
<td>6</td>
<td>Enrolled students are expected to have some understanding of key components of the dairy production system, including basic knowledge of animal physiology and nutrition.</td>
<td>P 48cp of 2000 or 3000-level units</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS4004</td>
<td>Food Safety Assessment and Management</td>
<td>6</td>
<td></td>
<td>P AVBS3001 and AVBS4001</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS4005</td>
<td>Feed Technology</td>
<td>6-</td>
<td></td>
<td>P ANSC3101</td>
<td>Semester 4</td>
</tr>
<tr>
<td>AVBS4012</td>
<td>Extensive Animal Industries</td>
<td>6</td>
<td></td>
<td>P Animal and Veterinary Bioscience years 1-3 OR Bachelor of Science in Agriculture years 1-3</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AVBS4019</td>
<td>Equine Science and Industry</td>
<td>6-</td>
<td>This unit of study is not available in 2019</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS4020</td>
<td>One Health</td>
<td>6</td>
<td></td>
<td>A 48 credit points of 3000-level units of study</td>
<td>TBD</td>
</tr>
<tr>
<td>AVBS4XXX</td>
<td>Advances in Animal Science</td>
<td>6</td>
<td></td>
<td>A 48 credit points of 3000-level units of study</td>
<td>TBD</td>
</tr>
<tr>
<td>LIFE4000</td>
<td>Data and Technology for the Life Sciences</td>
<td>6</td>
<td></td>
<td>A 48 credit points of 3000-level units of study</td>
<td>TBD</td>
</tr>
</tbody>
</table>
**Note:** To be developed for offering in 2021
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Lyndon Zahra, Policy and Projects Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Acting Registrar and Academic Director, Education Policy and Quality</td>
</tr>
<tr>
<td>Paper title</td>
<td>UPDATE ON IMPLEMENTING A REDUCED OLE CREDIT POINT REQUIREMENT FOR DALYELL SCHOLARS</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide an update on the implementation of a reduced OLE credit point requirement for Dalyell Scholars.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1) approve the proposal from Education Strategy to amend the Bachelor of Science/Bachelor of Advanced Studies;
2) approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020;
3) approve these amendments to the Bachelor of Science/Bachelor of Advanced Studies course resolutions as the model for amendments to the course resolutions for all degrees that offer the Dalyell stream, with effect from 1 January 2020,

- Bachelor of Design Computing/Bachelor of Advanced Studies
- Bachelor of Commerce
- Bachelor of Commerce/Bachelor of Advanced Studies
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Arts
- Bachelor of Arts/Bachelor of Advanced Studies
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Arts/Bachelor of Social Work
- Bachelor of Arts/Master of Nursing
- Bachelor of Arts/Doctor of Medicine
- Bachelor of Economics
- Bachelor of Economics/Bachelor of Advanced Studies
- Bachelor of Economics/Bachelor of Laws
- Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts
- Bachelor of Education (Secondary: Mathematics)/Bachelor of Science
- Bachelor of Education (Secondary: Science)/Bachelor of Science
- Bachelor of Engineering Honours
- Bachelor of Engineering Honours/Bachelor of Arts
- Bachelor of Engineering Honours/Bachelor of Science
- Bachelor of Engineering Honours/Bachelor of Commerce
- Bachelor of Engineering Honours/Bachelor of Design in Architecture
- Bachelor of Engineering Honours/Bachelor of Laws
- Bachelor of Engineering Honours/Bachelor of Project Management
- Bachelor of Advanced Computing
- Bachelor of Advanced Computing/Bachelor of Science
- Bachelor of Advanced Computing/Bachelor of Commerce
- Bachelor of Science
- Bachelor of Science/Bachelor of Advanced Studies
Non-Confidential

- Bachelor of Science/Bachelor of Laws
- Bachelor of Science/Master of Nursing
- Bachelor of Science/Doctor of Medicine
- Bachelor of Science/Doctor of Dental Medicine
- Bachelor of Science/Master of Nutrition and Dietetics
- Bachelor of Science/Master of Mathematical Sciences
- Bachelor of Psychology

EXECUTIVE SUMMARY

As part of the implementation of the reduction in the OLE credit point requirement for Dalyell Scholars, changes to degree resolutions for all degrees that offer the Dalyell Stream are necessary, and the Education Portfolio will coordinate this process. The Education Portfolio has produced draft resolution changes for affected degrees and written to faculties to ascertain dates by which the drafted resolution may be approved by faculty boards (either by circulation or by meeting). The BIS is asked to endorse the attached example degree resolutions in Attachment 1 for the Bachelor of Science / Bachelor of Advanced Studies, of which changes will be incorporated into all degrees that offer the Dalyell Stream. A full list of all degrees that will require revisions may be found in Attachment 2.

Following faculty approval, the Education Portfolio will collate the resolutions and submit them to the Undergraduate Studies Committee meeting on 15 October for recommendation to the Academic Board meeting of 5 November without further approval by the BIS. Faculties may also submit further changes to the degree resolutions, with appropriate justification, noting that any changes to combined degrees with the Bachelor of Advanced Studies that are additional to the reduction in OLE credit point requirement for Dalyell Scholars would require further BIS approval.

BACKGROUND

In April 2019, the BIS endorsed a proposal to reduce the OLE credit point requirement for Dalyell Scholars in degrees with a mandatory OLE requirement, which would require changes to degree resolutions for affected degrees. To minimise burden on faculties, ensure consistent wording and facilitate efficiency, the Education Portfolio has drafted the wording changes to degree resolutions that will enable the proposed solution. An example of a proposed wording change in Attachment 1. Comparable changes will be made to all degrees that offer the Dalyell Stream.

The Education Portfolio has identified that in the process of updating degree resolutions there are opportunities to make further updates to help clarify the Dalyell Stream requirements. Further additions to the degree resolutions will include:

- clarifying that if a student does not complete the required 12 credit points of Dalyell units of study, then they will not be eligible to graduate with Dalyell Scholars on their testamur; and
- all references to Table S in connection with the Dalyell Stream will change to Table D, to reflect the creation of Table D to incorporate Dalyell units of study (see item 2.1, this agenda pack).

IMPLEMENTATION AND PROPOSED TIMELINE

The Education Portfolio has written to faculties who offer degrees that are affected by the changes to the OLE credit point requirement for Dalyell Scholars. Faculties will be provided with a copy of the draft resolutions and asked to present proposed changes to faculty boards (either by circulation or by meeting, as per subclauses 3.9(11) and 6.9(12) of the Governance of Faculties and University Schools Rule 2016). Faculties will have the option of also making any additional amendments to the degree resolutions, with appropriate justification although, if these relate to combined degrees with the Bachelor of Advanced Studies these will need further approval by the BIS. Following faculty board approval of all resolution changes, the Education Portfolio will propose all changes to the Undergraduate Studies Committee meeting in October for approval.
Non-Confidential

<table>
<thead>
<tr>
<th>Approver</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Boards</td>
<td>as advised by faculties</td>
</tr>
<tr>
<td>Board of Interdisciplinary Studies*</td>
<td>26 September</td>
</tr>
<tr>
<td>Undergraduate Studies Committee</td>
<td>Tuesday 15 October 2019</td>
</tr>
<tr>
<td>Academic Board</td>
<td>Tuesday 5 November 2019</td>
</tr>
</tbody>
</table>

* This step is necessary only in cases where faculties propose changes to combined degrees involving the Bachelor of Advanced Studies over and above the reduction in OLE requirement for Dalyell Scholars.

**ATTACHMENTS**

Attachment 1 – Example degree resolution changes for Bachelor of Science / Bachelor of Advanced Studies

Attachment 2 – List of degrees requiring revisions to degree resolutions
BACHELOR OF SCIENCE / BACHELOR OF ADVANCED STUDIES

Bachelor of Science

Bachelor of Science/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: sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCIENCE-05</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>BPSCIAVS-01</td>
<td>Bachelor of Science / 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) Candidates may enter and complete the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies through a stream.
(2) The Bachelor of Science is available in the following streams:
   (a) Health
   (b) Medical Science
   (c) Dalyell
(3) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
(4) The Bachelor of Science/Bachelor of Advanced Studies is available in the following streams:
   (a) Advanced
   (b) Agriculture
   (c) Animal and Veterinary Bioscience
   (d) Food and Agribusiness
   (e) Health
   (f) Medical Science
   (g) Dalyell
   (h) Taronga Wildlife Conservation
(5) Completion of a stream is not a requirement of the Bachelor of Science/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
(6) Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre.
(7) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are set out in:
   (a) Table A for the Bachelor of Science and the Bachelor of Science/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. 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.
   (d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees
   (e) In these resolutions, except where otherwise specified, Table A, Table S, and Table O and Table D mean Table A, Table S, and Table O as specified here.

(2) Bachelor of Science:
To qualify for the award of the Bachelor of Science, a candidate must complete 144 credit points, comprising:
   (a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
   (b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
   (c) a minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and
   (d) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O and
   (e) for students enrolled in the Dalyell Stream:
      (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
      (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
   (f) for students previously enrolled in the Dalyell Stream in their current degree, who are no longer enrolled in the stream and have completed at least 6 credit points of Dalyell units of study:
      (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
   (eg) where appropriate, elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D; and
   (g) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

(3) Bachelor of Science/Bachelor of Advanced Studies:
   (a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
   (b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
   (c) a second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and
   (d) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   (e) for students enrolled in the Dalyell Stream:
      (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
      (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
   (f) for students previously enrolled in the Dalyell Stream in their current degree, who are no longer enrolled in the stream and have completed at least 6 credit points of Dalyell units of study:
      (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
   (eg) 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) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

8 Progression rules

(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.
   (c) 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.
   (b) Candidates must achieve a Cross-Semester Average Mark (CSAM) 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 CSAM 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.

(c) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 and students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2019 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Science/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 2020.

(2) Candidates who commence candidature after 1 January, 2019 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 Science/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 2020. Where a student in the Bachelor of Science proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the Bachelor of Science degree under the resolutions that applied at 1 January 2017.

(3) Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
<table>
<thead>
<tr>
<th>Degree</th>
<th>Owner</th>
<th>Second owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Design Computing/Bachelor of Advanced Studies</td>
<td>ADP</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>BUS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce/Bachelor of Advanced Studies</td>
<td>BUS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce/Bachelor of Laws</td>
<td>BUS</td>
<td>LAW</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>FASS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts/Bachelor of Advanced Studies</td>
<td>FASS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts/Bachelor of Laws</td>
<td>FASS</td>
<td>LAW</td>
</tr>
<tr>
<td>Bachelor of Arts/Bachelor of Social Work</td>
<td>FASS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Economics</td>
<td>FASS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Economics/Bachelor of Advanced Studies</td>
<td>FASS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts</td>
<td>FASS</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Mathematics)/Bachelor of Science</td>
<td>FEIT</td>
<td>SCI</td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Science)/Bachelor of Science</td>
<td>FEIT</td>
<td>SCI</td>
</tr>
<tr>
<td>Bachelor of Arts/Doctor of Medicine</td>
<td>FASS</td>
<td>FMH</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Arts</td>
<td>FEIT</td>
<td>FASS</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>FEIT</td>
<td>SCI</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Commerce</td>
<td>FEIT</td>
<td>BUS</td>
</tr>
<tr>
<td>Bachelor of Advanced Computing and Bachelor of Science</td>
<td>FEIT</td>
<td>SCI</td>
</tr>
<tr>
<td>Bachelor of Advanced Computing and Bachelor of Commerce</td>
<td>FEIT</td>
<td>BUS</td>
</tr>
<tr>
<td>Bachelor of Advanced Computing</td>
<td>FEIT</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>FEIT</td>
<td>ADP</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>FEIT</td>
<td>LAW</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Project Management</td>
<td>FEIT</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours</td>
<td>FEIT</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts/Master of Nursing</td>
<td>FMH</td>
<td>FASS</td>
</tr>
<tr>
<td>Bachelor of Science/Master of Nursing</td>
<td>FMH</td>
<td>SCI</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>SCI</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science/Bachelor of Advanced Studies</td>
<td>SCI</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science/Bachelor of Laws</td>
<td>SCI</td>
<td>LAW</td>
</tr>
<tr>
<td>Bachelor of Science/Doctor of Medicine</td>
<td>SCI</td>
<td>FMH</td>
</tr>
<tr>
<td>Bachelor of Science/Doctor of Dental Medicine</td>
<td>SCI</td>
<td>FMH</td>
</tr>
<tr>
<td>Bachelor of Science/Master of Nutrition and Dietetics</td>
<td>SCI</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Psychology</td>
<td>SCI</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science/Master of Mathematical Sciences</td>
<td>SCI</td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Old Curriculum Unit of Study Tables</td>
</tr>
<tr>
<td>Purpose</td>
<td>To maintain the Bachelor of Animal and Veterinary Bioscience and Bachelor of Food and Agribusiness unit of study tables by including new units of study. To ensure pathways for student progression are maintained by replacing units to be retired.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience and the Bachelor of Food and Agribusiness; and

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

**EXECUTIVE SUMMARY**

The proposed changes include updating the unit of study table to incorporate new units of study as replacements for units of study being retired in 2020 to ensure progression requirements are met for those students remaining in the pre-2018 course.

**IMPLEMENTATION**

For implementation commencing 1 January 2020. This course will not have any new intake in 2020, however the updated collections will be available within Sydney Student and the enrolment screen for all students who commenced their candidature under the “old curriculum”. The updated table will be included in the 2020 Undergraduate Handbook.

**ATTACHMENTS**

1. Minor Course Amendment Proposal – Bachelor of Animal and Veterinary Bioscience
2. Bachelor of Animal and Veterinary Bioscience unit of study table (for Year 3)
3. Minor Course Amendment Proposal – Bachelor of Food and Agribusiness
4. Bachelor of Food and Agribusiness unit of study table (tables for Year 3, FA2, 1A and 1B).
Minor Course Amendment Proposal

Faculty: Science

Contact person: Gary Muscatello

1. **Name of award course**
   
   Bachelor of Animal and Veterinary Biosciences

2. **Purpose of proposal**

   To amend the Year 3 table of units of study for the Bachelor of Animal and Veterinary Biosciences to include a new unit.

3. **Details of amendment**

   Add AVBS3888 Laboratory Disease Investigation, remove AVBS3002 Laboratory Disease Investigation.

   Details of the amendment are in the Table attached.

4. **Transitional arrangements**

   None required

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

   [Date]
BACHELOR OF ANIMAL AND VETERINARY BIOSCIENCE

<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>Animal and Veterinary Bioscience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 3

Year 3 has the following 48 credit point structure:

Core

All students complete:

<table>
<thead>
<tr>
<th>AVBS3000 Professional Development</th>
<th>6</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

The core 24 - 30 credit points for each major are listed in the relevant table. Core units may be taken in either Year 3 or Year 4 depending on prerequisite requirements.

One major may be taken in:

* Animal Genetics and Biotechnology (see list of required core units of study in Table 1)
* Animal Health and Disease (see list of required core units of study in Table 2)
* Animal Production Systems (see list of required core units of study in Table 3)
* Wildlife Conservation (see list of required core units of study in Table 4)

Elective units

Enrolment in elective units is subject to prerequisite and corequisite requirements, prohibitions and timetabling constraints. Special permission may be required to enrol in some units.

<table>
<thead>
<tr>
<th>FOOD3002 Chemistry and Biochemistry of Foods</th>
<th>6</th>
<th>A Equivalent to 1st-year Biology plus 2nd-year chemistry/biochemistry: -biology, chemistry, biochemistry -Carbohydrates, proteins (including enzymes), lipids -Principles of cellular metabolism P Completion of 72 credit points of units of study N AGCH3025 or AFNR5102 or AGCH3024</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Units</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ENSC2001</td>
<td>Environmental Monitoring</td>
<td>6</td>
<td>A Understanding of scientific principles and concepts including biodiversity,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>human impacts on the environment, properties of substances (e.g., acidity,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>alkalinity, solvents) and basic knowledge of statistics.</td>
</tr>
<tr>
<td>ANSC3102</td>
<td>Animal Reproduction</td>
<td>6</td>
<td>A background in animal anatomy and physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AVBS1002 and AVBS2XXX</td>
</tr>
<tr>
<td>ANSC3105</td>
<td>Animal Biotechnology</td>
<td>6</td>
<td>P GEGE2X01 or GENE2002 or AVBS2005 or MBLG2X72</td>
</tr>
<tr>
<td>GEGE3004</td>
<td>Applied Genomics</td>
<td>6</td>
<td>A Genetics at 2000 level, Biology at 1000 level, algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P 6cp of (GEGE2X01 or GBIO2XXX or DATA2X01 or GENE2XXX or MBLG2X72 or ENVX2001 or DATA2X02)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N ANSC3107</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>This unit must be taken by all students in the Genetics and Genomics major.</em></td>
</tr>
<tr>
<td>AREC2005</td>
<td>Concepts in Enviro and Agricultural</td>
<td>6</td>
<td>P (ECON1001 or BUSS1040 or ECON1040) and (ECON1002 or ECON1003 or ECON1005 or</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td>ECON1006 or ECMT1010 or BUSS1020) N AREC2003 or RSEC2031</td>
</tr>
<tr>
<td>AREC3002</td>
<td>Agricultural Markets</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or ECOS2001 or ECOS2901</td>
</tr>
<tr>
<td>AVBS2004</td>
<td>Animal Nutrition</td>
<td>6</td>
<td>N ANSC3101</td>
</tr>
<tr>
<td>AVBS3001</td>
<td>Agents of Disease</td>
<td>6</td>
<td>P AVBS2001</td>
</tr>
<tr>
<td>AVBS3002</td>
<td>Laboratory Disease Investigation</td>
<td>6</td>
<td>A CHEM1XXX and BIOL1XXX and ANSC3103 and ANSC3104 and (ENVX2001 or BIOM2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AVBS2001 and AVBS3001</td>
</tr>
<tr>
<td>AVBS3888</td>
<td>Laboratory Disease Investigation</td>
<td>6</td>
<td>P AVBS2001</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AVBS3002</td>
</tr>
<tr>
<td>AVBS3003</td>
<td>Wildlife Management</td>
<td>6</td>
<td>P BIOL2032 or BIOL2X2X</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BIOL3007</td>
<td>Ecology</td>
<td>6</td>
<td>P [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3907</td>
</tr>
<tr>
<td>BIOL3907</td>
<td>Ecology (Advanced)</td>
<td>6</td>
<td>P An average mark of 75 or above in [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3007</td>
</tr>
<tr>
<td>BIOL3010</td>
<td>Tropical Wildlife Biology</td>
<td>6</td>
<td>P 12 credit points of Intermediate BIOL, or (6 credit points of Intermediate BIOL and (MBLG2072 or MBLG2972)) N BIOL3910 or BIOL2010 or BIOL2910</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This unit runs in February. Entry into the unit is based on placement availability and selection is competitive based on academic performance in the pre-requisite units of study. Academic performance in any senior BIOL units of study may also be considered. Students must apply via the School of Life Environmental Sciences rather than directly through Sydney Student Unit of Study Selection. Information on how to apply will be on the SOLES Student Portal on Canvas: <a href="https://canvas.sydney.edu.au/courses/7931">https://canvas.sydney.edu.au/courses/7931</a></td>
</tr>
<tr>
<td>BIOL3910</td>
<td>Tropical Wildlife Biology (Adv)</td>
<td>6</td>
<td>P Distinction average in either- 12cp Intermediate BIOL, or (6cp Intermediate BIOL and(MBLG2072 or MBLG2972)) N BIOL3010 or BIOL2010 or BIOL2910</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This unit runs in February. Entry into the unit is based on placement availability and selection is competitive based on academic performance in the pre-requisite units of study. Academic performance in any senior BIOL units of study may also be considered. Students must apply via the School of Life Environmental Sciences rather than directly through Sydney Student Unit of Study Selection. Information on how to apply will be on the SOLES Student Portal on Canvas: <a href="https://canvas.sydney.edu.au/courses/7931">https://canvas.sydney.edu.au/courses/7931</a></td>
</tr>
<tr>
<td>BIOL3013</td>
<td>Marine Biology</td>
<td>6</td>
<td>P [12cp of BIOL2XXX] OR [6cp from BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3913</td>
</tr>
<tr>
<td>BIOL3913</td>
<td>Marine Biology (Advanced)</td>
<td>6</td>
<td>P An average mark of 75 or above in [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3013</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BIOL3018</td>
<td>Gene Technology and Genomics</td>
<td>6</td>
<td>P (MLLG2X72 or GEGE2X01 or GENE2002) and 6cp from (MLLG2X71 or BCMB2XXX or QBI02001 or IMM2XXX or BIOL2XXX) N BIOL3918</td>
</tr>
<tr>
<td>BIOL3918</td>
<td>Gene Technology and Genomics (Adv)</td>
<td>6</td>
<td>P An average mark of 75 or above in [(MLLG2X72 or GEGE2X01 or GENE2002) and (MLLG2X71 or BCMB2XXX or QBI02001 or IMM2XXX or BIOL2XXX)] N BIOL3018</td>
</tr>
<tr>
<td>BIOL2033</td>
<td>Entomology</td>
<td>6</td>
<td>N ENTO2001</td>
</tr>
<tr>
<td>ENVX3002</td>
<td>Statistics in the Natural Sciences</td>
<td>6</td>
<td>P ENVX2001 or BIOM2001 or STAT2X12 or BIOL2X22 or DATA2002 or QBI02001</td>
</tr>
</tbody>
</table>

*Interdisciplinary Unit*
## Minor Course Amendment Proposal

**Faculty:** Science  
**Contact person:** Kim-yen Phan-thien

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Name of award course</strong></td>
<td>Bachelor of Food and Agribusiness</td>
</tr>
<tr>
<td><strong>2. Purpose of proposal</strong></td>
<td>To amend the Year 3, FA2, 1A and 1B tables of units of study for the Bachelor of Food and Agribusiness to include replacement units for those that are being retired.</td>
</tr>
<tr>
<td><strong>3. Details of amendment</strong></td>
<td>Add FOOD3888 Food Product Development; FOOD3000 Food Quality and Safety; FOOD4001 Industry Internship; AVBS3010 Livestock Production Systems; AVBS3008 Intensive Animal Industries; Remove AGEN3001 Food Product Development; AGEN3003 Global Food and Nutrition Security; AGEN3002 Industry Internship; AGEN3005 Flavour and Sensory Analysis; AGRO4005 Livestock Production Systems; AVBS4008 Intensive Animal Industries; Details of the amendment are in the Table attached.</td>
</tr>
<tr>
<td><strong>4. Transitional arrangements</strong></td>
<td>None required</td>
</tr>
<tr>
<td><strong>5. Other relevant information</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Signature of Dean</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Food and Agribusiness

All students complete an Agribusiness major and a Food Science major.

#### Year 3

Year 3 will have a minimum of 48 credit points comprised of:

<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>FOOD3002 Chemistry and Biochemistry of Foods</td>
<td>6</td>
<td>A Equivalent to 1st-year Biology plus 2nd-year chemistry/biochemistry - biology, chemistry, biochemistry - Carbohydrates, proteins (including enzymes), lipids - Principles of cellular metabolism</td>
<td>P Completion of 72 credit points of units of study</td>
<td>N AGCH3025 or AFNR5102 or AGCH3024</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AGEN3004 Food Processing and Value Adding - This unit of study is not available in 2019</td>
<td>6</td>
<td>P 6cp from (CHEM1XXX or AGEN1004 or AGEN1006) and 6cp from (BIOL1XXX or MBLG1XXX)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 4</td>
</tr>
<tr>
<td>FOOD3001 Food Processing and Value Adding</td>
<td>6</td>
<td>A 6cp of (BIOL1XXX or MBLG1XXX) and 6cp of CHEM1XXX</td>
<td>P Completion of 72 credit points of units of study</td>
<td>N AGEN3004</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AGEN3001 Food Product Development</td>
<td>6</td>
<td>A 6cp from (BIOL1XXX, MBLG1XXX) and 6cp from CHEM1XXX</td>
<td>P AGCH3004 or FOOD3001</td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
<tr>
<td>FOOD3888 Food Product Development</td>
<td>6</td>
<td>A 6cp from (BIOL1XXX or MBLG1XXX) and 6cp from CHEM1XXX</td>
<td>P 12cp from (AGEN2002 or FOOD2000 or FOOD3XXX or BCMB2X0X or BCHM2XXX or MEDS2003)</td>
<td>N AGEN3001</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AGEN3003 Global Food and Nutrition-Security</td>
<td>6</td>
<td>A 48 Credit Points of Junior and Intermediate units.</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
<tr>
<td>FOOD3000</td>
<td>6</td>
<td>A Equivalent to 1st-year Biology plus 2nd-year chemistry/biochemistry - biology, chemistry, biochemistry -</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Food Quality and Safety

Carbohydrates, proteins (including enzymes), lipids - Principles of cellular metabolism - 6cp of BIOL1XXX or MBLG1XXX or FOOD2000
P Completion of 72 credit points of units of study

The units of study - AGEN3001 Food Product Development and AGEN3003 Global Food and Nutrition Security will be delivered in intensive mode at the beginning of second semester prior to AGEN3002 Industry Internship.

AGEN3002 Industry Internship 12 — P A minimum of 96cp from Year 1 and Year 2 units or on faculty approval.
Note: Department permission required for enrolment.
Costs: Students to cover internship-related costs (e.g., travel, accommodation) where required.
Semester 2

FOOD4001 Industry Internship 6 Prerequisites: 12cp from (FOOD3000 or FOOD3001 or FOOD3002 or FOOD3888)
Intensive July

And two three elective units from Table FA1.

Table FA2

<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></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Food and Agribusiness

Table FA2

Students may only select two 2000 level units of study from Tables FA1 and FA2 to fulfil part of the requirements for Year 4.

AFNR3001 Agro-ecosystems in Developing Countries 6 Note: Department permission required for enrolment Semester 1

AGEN3006 Flavour and Sensory Analysis 6— A Knowledge of statistics from or equivalent to that in the 1st year units of study in the degree in which this unit is available. P—12cp from (CHEM1XX1, CHEM1XX2, AGEN1006). Semester 4

AGEN3008 Indigenous Land and Food Knowledge 6 Note: Department permission required for enrolment. Students must attend pre-trip briefing session (one day in S1 exam period), field trip (approximately two weeks in mid-year break) and post-trip workshop (one day in S2). Semester 2

AVBS4002 Dairy Production and Technology 6 A Enrolled students are expected to have some understanding of key components of the dairy production system, including basic knowledge of animal physiology and nutrition. P — 48cp of 2000 or 3000-level units Semester 2
<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVBS4004</td>
<td>Food Safety Assessment and Management</td>
<td>6</td>
<td>P AVBS3001 and AVBS4001</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AGRO4005</td>
<td>Livestock Production Systems</td>
<td>6</td>
<td>A Junior plant and animal biology (or equivalent), junior chemistry biology, intermediate crop and animal production, nutrition and physiology (or equivalent), P 6cp from BIOL1XXX</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVBS3010</td>
<td>Livestock Production Systems</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRO4006</td>
<td>New and Emerging Tech in Animal Science</td>
<td>6</td>
<td>P 6cp from BIOL1XXX</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVBS4008</td>
<td>Intensive Animal Industries</td>
<td>6</td>
<td>P [Animal and Veterinary Bioscience years 1-3] OR (Bachelor of Science in Agriculture years 1-3)</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVBS3008</td>
<td>Intensive Animal Industries</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVBS4012</td>
<td>Extensive Animal Industries</td>
<td>6</td>
<td>P Animal and Veterinary Bioscience years 1-3 OR Bachelor of Science in Agriculture years 1-3</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVX2001</td>
<td>Applied Statistical Methods</td>
<td>6</td>
<td>P [6cp from (ENVX1001 or ENVX1002 or BIOM1003 or MATH1011 or MATH1015 or DATA1001 or DATA1901) OR [3cp from (MATH1XX1 or MATH1906 or MATH1XX3 or MATH1907) and an additional 3cp from (MATH1XX5)]</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available as a degree core unit only in the Agriculture, Animal and Veterinary Bioscience, and Food and Agribusiness streams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT3005</td>
<td>Production Horticulture</td>
<td>6</td>
<td>P 72cp of 1000-3000 level units</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></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>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</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>
</tbody>
</table>
Table 1A and Table 1B

<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>Food and Agribusiness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students complete an Agribusiness Major and a Food Science Major</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1A - Agribusiness Major**

**Year 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</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>BUSS1000</td>
<td>Future of Business</td>
<td>6</td>
<td>N BUSS1001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVX1002</td>
<td>Introduction to Statistical Methods</td>
<td>6</td>
<td>N ENVX1001 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or DATA1001 or DATA1901 or BUSS1020 or STAT1021 or ECMT1010</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVI1003</td>
<td>Global Challenges: Food, Water, Climate</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Year 2 and 3 Units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</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>BUSS1030</td>
<td>Accounting, Business and Society</td>
<td>6</td>
<td>N ACCT1001 or ACCT1002 or ACCT1003 or ACCT1004 or ACCT1005</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKTG1001</td>
<td>Marketing Principles</td>
<td>6</td>
<td>The Intensive January and July sessions of this unit are only available to Study Abroad students. All other students should enrol in the Semester 1 and Semester 2 sessions.</td>
<td>Intensive January</td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>ITLS2000</td>
<td>Managing Food and Beverage Supply Chains</td>
<td>6</td>
<td>N AGEN2003 or AGEN1005</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AGEN3003</td>
<td>Global Food and Nutrition Security</td>
<td>6</td>
<td>A 48-Credit Points of Junior and Intermediate units.</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
</tbody>
</table>
Students are also required to complete at least **24** credit points of elective units from Table FA1 for the Agribusiness Major.

### Table 1B - Food Science Major

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Description</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO1006 Life and Evolution</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIO1001 or BIO1911 or BIO1991 or BIO1906 or BIO1996</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>BIO1906 Life and Evolution (Advanced)</td>
<td>6</td>
<td>A 85 or above in HSC Biology or equivalent. N BIO1001 or BIO1911 or BIO1991 or BIO1906 or BIO1996</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>BIO1996 Life and Evolution (SSP)</td>
<td>6</td>
<td>A 90 or above in HSC Biology or equivalent N BIO1001 or BIO1911 or BIO1991 or BIO1906 or BIO1993 or BIO1998</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CHEM1011 Fundamentals of Chemistry 1A</td>
<td>6</td>
<td>A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1111 or CHEM1911 or CHEM1991</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CHEM1111 Chemistry 1A</td>
<td>6</td>
<td>A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February) N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1911 or CHEM1991</td>
<td>Semester 1, Semester 2, Summer Main</td>
<td></td>
</tr>
<tr>
<td>CHEM1911 Chemistry 1A (Advanced)</td>
<td>6</td>
<td>A 80 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1991</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------</td>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>BIOL1007</td>
<td>From Molecules to Ecosystems</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIOL1907 or BIOL1997</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOL1907</td>
<td>From Molecules to Ecosystems (Advanced)</td>
<td>6</td>
<td>A 85 or above in HSC Biology or equivalent N BIOL1007 or BIOL1997</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOL1997</td>
<td>From Molecules to Ecosystems (SSP)</td>
<td>6</td>
<td>A 90 or above in HSC Biology or equivalent N BIOL1007 or BIOL1907</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHEM1012</td>
<td>Fundamentals of Chemistry 1B</td>
<td>6</td>
<td>P CHEM1XX1 N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1112 or CHEM1912 or CHEM1992</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHEM1112</td>
<td>Chemistry 1B</td>
<td>6</td>
<td>P CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or (75 or above in CHEM1011 or CHEM1001) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1912 or CHEM1992</td>
<td>Semester 1, Semester 2, Summer Main</td>
</tr>
<tr>
<td>CHEM1912</td>
<td>Chemistry 1B (Advanced)</td>
<td>6</td>
<td>P CHEM1911 or CHEM1991 or CHEM1901 or CHEM1903 or (75 or above in CHEM1111 or CHEM1101) or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1992</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Note:** Department permission required for enrolment

Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Advanced units in the opposite order.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL2030</td>
<td>Botany</td>
<td>6</td>
<td>A Knowledge of concepts and skills in BIOL1XX6, N BIOL2023 or BIOL2923 or AGEN2001 or PLNT2001 or PLNT2901 or PLNT2002 or PLNT2902 or PLNT2003 or PLNT2903 or AGENT2005 or BIOL2930</td>
<td>Semester 1</td>
</tr>
<tr>
<td>FOOD2000</td>
<td>Principles of Food Science</td>
<td>6</td>
<td>P BIOL1XXX or AGENT1004 or MBLG1XXX1 N AGENT2002</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AVBS1002</td>
<td>Concepts of Animal Management</td>
<td>6</td>
<td>A AGENT1004 or BIOL1XXX or AVBS1003 N AGENT2006</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
<td>Points</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>MICR2031</td>
<td>Microbiology</td>
<td>6</td>
<td>A Fundamental concepts of microorganisms, biomolecules and ecosystems; CHEM1XX1 N MICR2021 or MICR2921 or MICR2024 or MICR2931</td>
<td>1</td>
</tr>
<tr>
<td>MICR2931</td>
<td>Microbiology (Advanced)</td>
<td>6</td>
<td>A Fundamental concepts of microorganisms, biomolecules and ecosystems; CHEM1XX1 P A mark of 70 or above in 6cp from (BIOL1XXX or MBLG1XXX) N MICR2021 or MICR2921 or MICR2024 or MICR2931</td>
<td>1</td>
</tr>
<tr>
<td>FOOD3002</td>
<td>Chemistry and Biochemistry of Foods</td>
<td>6</td>
<td>A Equivalent to 1st-year Biology plus 2nd-year chemistry/biochemistry: - biology, chemistry, biochemistry -Carbohydrates, proteins (including enzymes), lipids -Principles of cellular metabolism P Completion of 72 credit points of units of study N AGCH3025 or AFNR5102 or AGCH3024</td>
<td>1</td>
</tr>
<tr>
<td>AGEN3001</td>
<td>Food-Product Development</td>
<td>6</td>
<td>A 6cp from (BIOL1XXX, MBLG1XXX) and 6cp from CHEM1XXX P AGEN3004 or FOOD3001</td>
<td>Intensive August</td>
</tr>
<tr>
<td>FOOD3888</td>
<td>Food Product Development</td>
<td>6</td>
<td>A 6cp from (BIOL1XXX or MBLG1XXX) and 6cp from CHEM1XXX P 12cp from (AGEN2002 or FOOD2000 or FOOD3XXX or BCMB2X0X or BCHM2XXX or MEDS2003) N AGEN3001</td>
<td>2</td>
</tr>
<tr>
<td>FOOD3001</td>
<td>Food Processing and Value Adding</td>
<td>6</td>
<td>A 6cp of (BIOL1XXX or MBLG1XXX) and 6cp of CHEM1XXX P Completion of 72 credit points of units of study N AGEN3004</td>
<td>1</td>
</tr>
</tbody>
</table>

*This unit needs to be available as a non-award course so that students seeking admission to the MND have an option to fulfil the 6 cp Food Science prerequisite, if their previous study does not fulfil their requirement already.*
That the Academic Board note the report from the meeting of the Graduate Studies Committee held on 13 August 2019 and:

(1) **Approve** the proposal from the Education Strategy and Board of Interdisciplinary Studies for a simplified approval process for new Sydney Professional Certificate (SPC) courses consisting of the use of a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units. The simplified template will remove sections that are not relevant for the SPC and include pre-filled information for aspects that are common to all SPC courses.

(2) **Approve** the proposal from the Faculty of Engineering to amend the Master of Transport, the Graduate Diploma in Transport, and the Graduate Certificate in Transport; and Approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

(3) **Approve** the proposal from the Faculty of Engineering to amend the Master of Professional Engineering and Master of Professional Engineering (Accelerated); and approve the amendment of the Senate and Course Resolutions arising from the proposal; and approve the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2021.

(4) **Approve** the proposal from the Faculty of Science to amend the Doctor of Veterinary Medicine; and approve the amendment of the Course Resolutions arising from that proposal with effect from 1 January 2020.

(5) **Approve** the proposal from the Faculty of Science to amend the Master of Clinical Psychology; and approve the amendment of the Course Resolutions arising from that proposal with effect from 1 January 2020.

(6) **Note** the relationship between the researcher graduate qualities for the PhD and development opportunities to support and enhance the skills and experience of PhD candidates; and **Endorse** the use of the researcher graduate qualities for the PhD as an important reference for HDR supervisors and students when selecting and/or reflecting upon possible development opportunities in candidature; and **Provide advice** on the proposed options for recording development opportunities.

(7) **Approve** the proposal from Research Education on an exemptions model for HDR Coursework and the amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

(8) **Approve** the proposal to amend the Course Resolutions for the Master of Human Resource Management and Industrial Relations with effect from 1 January 2020.
ITEMS FOR APPROVAL

9.1 **Education Strategy & Board of Interdisciplinary Studies**: Sydney Professional Certificate streamlined approval process

9.2 **Engineering**: Master of Transport

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

9.4 **Science**: Doctor of Veterinary Medicine

9.5 **Science**: Master of Clinical Psychology

9.6 **Research Education**: Researcher Graduate Qualities

9.7 **Research Education**: HDR Coursework Exemptions Model

9.8 **Business**: Master of Human Resource Management and Industrial Relations (*endorsed by GSC at the 18 June 2019 meeting*)

The Committee also:
- noted the Report of the Chair;
- noted the Report of the Academic Board meeting held on 23 July 2019;
- noted the Report of the HDR Scholarships Subcommittee meetings held on 05 July and 2 August 2019;
- noted the Report of the Board of Interdisciplinary Studies meeting on 17 July 2019; and
- noted the June 2019 final report and recommendations of the Dual and Joint Degrees Working Group

Full agenda papers are available from the Graduate Studies Committee website, at sydney.edu.au/secretariat/academic-board-committees/graduate-studies-committee.shtml#papers

Associate Professor Michael Kertesz
Chair, Graduate Studies Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Laurie Monier-Pilgrim, Senior Policy and Projects Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Hayley Fisher, Academic Director, Post Bachelor and Continuing Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Update on Sydney Professional Certificate</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide an update on the financial modelling for the 2020 Sydney Professional Certificates and seek endorsement of a simplified approach to approve future Sydney Professional Certificates for offer from 2021 onwards.</td>
</tr>
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RECOMMENDATION

That the Graduate Studies Committee:

1. recommend that Academic Board approve a simplified approval process for new Sydney Professional Certificate courses consisting of the use of a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units. The simplified template will remove sections that are not relevant for the Sydney Professional Certificate and include pre-filled information for aspects that are common to all Sydney Professional Certificate courses and
2. note the waiver of the requirement for an Expression of Interest for all new Sydney Professional Certificate proposals; and

EXECUTIVE SUMMARY

The Sydney Professional Certificate was approved by the Academic Board on 16 April 2019 as the University's first step into micro-credentialing. The course proposal included 21 new courses that will be introduced in Semester 1 2020. At the time the Graduate Studies Committee (GSC) reviewed the course proposal, the financial analysis had not been finalised and members are now asked to consider the update on the financial modelling conducted for the courses proposed by the Faculty of Medicine and Health (FMH) and the Faculty of Arts and Social Sciences (FASS) (Attachments 1 and 2).

Additionally, GSC members are asked to consider and endorse the use of a shortened proforma course proposal template for new Sydney Professional Certificates courses that consist of existing units of study (Attachment 3). This proforma template forms part of a proposed simplified approach to approve new Sydney Professional Certificates for offer from 2021 onwards. It is proposed that, while faculties proposing new courses will still need to submit a course proposal to Curriculum Course and Planning Committee (CCPC) and subsequent committees of the Academic Board, the overall approval process be streamlined by

1. waiving the requirement to submit an Expression of Interest (EOI) to CCPC for all new Sydney Professional Certificates; and
2. making use of a shortened proforma course proposal for new courses that consist of existing units of study.

This streamlined process has been designed to ensure faculties can agilely respond to professional and market demand while maintaining appropriate governance oversight and quality control. The process was endorsed by UE CCPC on 24 June 2019 and the University Executive on 25 July 2019. The shortened proforma course proposal was endorsed by the Board of Interdisciplinary Studies (BIS) on 17 July 2019.

BACKGROUND

The Sydney Professional Certificate has been developed in response to a recommendation in the discussion paper circulated by the Deputy Vice Chancellor (Education) in 2018: Post-Bachelor coursework programs at the University of Sydney. This recommendation was, among other things, that the University develop the capacity to accredit award courses outside the Australian Qualifications Framework (AQF), including those of 12 credit points. Subsequently, the University Senate approved an amendment to the University of Sydney
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(Coursework) Rule 2014, adding qualifications approved by the Academic Board which are outside the AQF to the list of coursework qualifications conferred or awarded by the University (clause 1.3 (h)).

The Sydney Professional Certificate has been designed as a 12 credit point qualification allowing faculties and University Schools to develop courses in areas where they have disciplinary expertise in response to market demand. The course proposal for the Sydney Professional Certificate was endorsed by CCPC by circulation, by GSC on 26 March 2019, and by BIS on 10 April 2019. It was then approved by the Academic Board on 16 April 2019. The proposal included 20 courses from FMH and one course from FASS, to be offered from Semester 1 2020.

In order to allow the Sydney Professional Certificate to be offered in 2020 and also meet the approval timelines previously established for postgraduate degrees, consultation with professional service units and faculties to finalise financial modelling, implementation issues and future development processes was still ongoing at the time of approval. An update to some of these aspects is outlined in the Issues section below.

ISSUES

Financial modelling:

Financial modelling for the 2020 courses proposed by FMH and FASS is included at Attachment 1 and Attachment 2 respectively. The analysis shows that using existing units of study minimises resource implications for Faculties due to the use of existing teaching capacity and coursework resources. This makes the 2020 courses financially viable for faculties at the projected modest enrolment numbers. If enrolment numbers increase significantly in future years, faculties should revisit the financial modelling to ensure it captures all resources required to deliver the course, including any incremental academic and professional staff required.

Additionally, the financial modelling does not account for central resources and costs involved in the build, set-up and ongoing central administration of the courses (including, but not limited to, admissions, student administration for enrolled students through the student centre and faculty services, graduand checking, and testamur issuance). The standard financial analysis template provided for full course proposals assumes that these costs are covered by the associated UEM charges. For short SPC courses, it is likely that the fixed costs of course setup and of administration per applicant and per enrolled student may be high compared to fee revenue. As a consequence, it may be desirable to develop a new financial analysis template that more accurately represents the overall financial viability of new courses and is not limited to the implications for faculties.

Approval process of new courses:

New Sydney Professional Certificate courses will require a course proposal approved by the Academic Board after endorsement by CCPC, BIS and GSC to ensure appropriate governance and control over the University’s course profile is maintained. The standard process for new course proposals is to first submit an EOI followed by a full course proposal about six months later. The Sydney Professional Certificate was conceptualised as a short degree that would allow faculties to agilely respond to emerging opportunities, professional needs and market changes. Following the standard process and associated timelines will reduce the ability to respond quickly to market demands. Completing a full course proposal template is also a substantial time investment for a 12 credit point course comprised of existing units of study that are embedded in an existing postgraduate coursework qualification.

Accordingly, it is proposed that the approval process for new Sydney Professional Certificate courses that consist of existing units of study embedded in an existing coursework program be simplified by:

- waiving, for all new Sydney Professional Certificates, the requirement for an EOI to reduce the timelines required to propose a new course and ensure faculties have time for consultation and course development in response to market demands; and
- using a shortened proforma course proposal template developed by the Education Portfolio in consultation with relevant service units for new Sydney Professional Certificates that consist of existing units of study only. The simplified template will remove sections that are not relevant for the Sydney Professional Certificate and include pre-filled information for aspects that are common to all Sydney Professional Certificate courses. This will reduce the burden for faculties as they will only need to complete the information required for approval and implementation that are specific to the
new course proposed. A draft version of the proposed proforma course template is provided at Attachment 3. For new Sydney Professional Certificates that will consist of one or more newly designed units of study, faculties will need to complete the usual full course proposal template.

It is envisaged that this simplified approval process will allow new courses to be added in response to professional and market demand in a way that balances the need for agility with appropriate governance and quality control.

IMPLEMENTATION

The Education Portfolio will liaise with relevant parties to finalise the proforma course proposal template. The simplified process will also be submitted to the GSC for their consideration and endorsement and Academic Board for their approval.

The Education Portfolio will communicate the new processes to faculties and encourage the development of new courses for 2021.

ATTACHMENTS

| Attachment 1 | Financial modelling for 2020 Sydney Professional Certificates proposed by the Faculty of Medicine and Health |
| Attachment 2 | Financial modelling for Sydney Professional Certificate proposed by the Faculty of Arts and Social Sciences |
| Attachment 3 | Draft proforma course proposal template for new Sydney Professional Certificates |
SYDNEY PROFESSIONAL CERTIFICATE

EXECUTIVE SUMMARY
The Sydney Professional Certificate (SPC) is financially attractive if it uses existing latent resources or minimal additional teaching. As such, the modelling below is on an incremental basis.

SPC is best suited to online and scalable delivery modes. Above the upper range of 10 incremental students per course, incremental modelling is no longer appropriate and budget BAU load flex conversations would need to be entered into by the faculty to resource.

STREAMS
- Public Health
- Other Faculty of Medicine and Health (FMH)

MODELLING ASSUMPTIONS
- Only DFEE students modelled.
- 12 credit points, taken during an academic year.
- Course subject & enrolment assumptions provided by DVCE.
- Enrolment assumptions tested against 2019 enrolments in same units for Graduate Certificate.
- 90% retention rate.
- Incremental tutor cost included at $5,000 per 10 students.
- Incremental professional education support included at 1 FTE per 100 enrolments.
- Central Development costs are assumed to be $4,357 per award, for a total of $95,854.
- Central Marketing costs have been estimated at $20,000 p/a.
- Year on year fee growth rates (4%) and wage growth (2.1%)

SPECIFIC ASSUMPTIONS

<table>
<thead>
<tr>
<th>Aggregate</th>
<th>Enrolment- Low</th>
<th>Enrolment- High</th>
<th>Courses</th>
<th>Proposed Fee (Dom)</th>
<th>Students/ Academics</th>
<th>Development</th>
<th>Marketing</th>
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<td>80</td>
<td>160</td>
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<tr>
<td>Other FMH</td>
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ANALYSIS
The Master of Medicine (Advanced) has been used as a proxy for non-salary costings.

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<tr>
<th>Other Faculty of Medicine and Health</th>
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<th>High Case Per Course</th>
<th>All Course Aggregate - Low</th>
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The Master of Public Health has been used as a proxy for non-salary costings.

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<tr>
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<th>All Course Aggregated Low</th>
<th>All Course Aggregated High</th>
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<tbody>
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<td>Base Price Assumption</td>
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<td>Development</td>
<td></td>
<td>($34,856)</td>
<td>($34,856)</td>
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<tr>
<td>Marketing</td>
<td></td>
<td>($7,273)</td>
<td>($7,273)</td>
<td></td>
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<td>UEM</td>
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<td>($166,454)</td>
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<td>Operating Margin</td>
<td>$177,427</td>
<td>$396,982</td>
<td>33.0%</td>
<td>36.9%</td>
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</table>

CANNIBALISATION / ADDITIONAL STUDENT REVENUE

- Risk exists that students utilise the 12-credit point option in lieu of other longer options already available resulting in an overall reduction in fee revenue. Scale is unknown and no cannibalisation is shown in estimates.
- A counterpoint is that this shorter option will entice professionals who have been in the workforce for 5+ years who would not enrol in the longer courses.
- Should the Sydney Professional Certificate go forward, enrolments should be tracked alongside courses with similar content to understand any possible cannibalisation or, alternatively, additional revenue.

RECOMMENDATIONS

- Where feasible, existing teaching capacity and coursework resources to be utilised.
- Online mode is the most scalable & financially favourable.
- Block mode (intensive) as well as face to face, both day and evening delivery, will result in less financially favourable outcomes.
- Should the courses require a delivery mode in line with the faculty average SSRs the margin is quickly eroded (not currently modelled).
- Historically the Faculty of Medicine and Health has seen some unpredictable interest for professional training style courses where demand has outstripped the capacity initially or declined significantly in later years, hence flexible resourcing models should be considered.
- Resources required for course maintenance need to be considered once warding process is agreed e.g. graduand checking, suspensions, awarding, etc.
- Marketing costs need to be more fully investigated. Faculty suggest $20,000 p/a is optimistic.
- Student enrolment behaviour & effects on existing short course options need to be monitored.
EXECUTIVE SUMMARY
This is an internally offered iteration of the Sydney Professional Certificate. It is currently funded by the Faculty of Arts and Social Sciences. Enrolments have grown steadily over the past 5 years with an expectation that the enrolments will continue to grow as this course is becoming required for some confirmations.

MODELLING ASSUMPTIONS
- Course provided to internal staff, costed as domestic students only.
- 12 credit points, taken during an academic year.
- New enrolment of 50 provided by DVCE.
- Historical trend provided by Faculty.
- A retention rate of 90% has been applied to all courses.
- 25 Students per Academic Staff.
- Assumption being that the academic costs are marginal hours rather than new hires.
- A placeholder of Level C Step 1 Academic has been utilised for all streams & scenarios.
- Academics to Professional staff ratio is 4.5.
- A placeholder of HEO 7 Step 1 has been applied for professional staff.
- Assumed no development or marketing costs as the course exists & is running for internal staff currently.
- While no additional space or facilities will be required.
- UEM drivers on staff & students have been applied to calculate the final Operating Margin.

No fixed costs have been included, only variable.

The average over 5 years across semesters is approximately 50.

<table>
<thead>
<tr>
<th>Average Enrolment Trend</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>Semester 2</td>
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<td>19</td>
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<td>86</td>
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ANALYSIS
All scenarios are modelled in a steady state.

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<th>Higher Education Zero Revenue</th>
<th>Low Case</th>
<th>5 Year Average Enrolment</th>
<th>Current Enrolment</th>
<th>Mid Growth</th>
<th>High Case</th>
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<tbody>
<tr>
<td>Total Enrolment</td>
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<td>50</td>
<td>85</td>
<td>105</td>
<td>135</td>
</tr>
<tr>
<td>Total Direct Costs</td>
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<td>($190,800)</td>
<td>($235,690)</td>
<td>($303,025)</td>
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<td>($4,176)</td>
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</table>

Enrolments for university staff have climbed to 85. However, caution must be exercised on estimated future enrolment as the faculties currently do not pay for sending staff to the course.
- Staff are required to pay for incidentals.
- Please note, completing this course is becoming required for some confirmations.
- The full Higher Education Graduate Certificate is available at the standard postgraduate domestic fee of $13,250.
- The equivalent external pricing for the length of this SPC would be $6,625.

<table>
<thead>
<tr>
<th>Higher Education Price $6,625</th>
<th>Low Case</th>
<th>5 Year Average Enrolment</th>
<th>Current Enrolment</th>
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<tbody>
<tr>
<td>Total Enrolment</td>
<td>20</td>
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<td>105</td>
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<td>Total Revenue</td>
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RECOMMENDATIONS
- Where feasible, utilise existing teaching capacity and coursework resources.
- Higher Education confirm internal pricing, be it on direct cost or operating margin.
- Higher Education to formulate a clear plan of how course will be internally charged.
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>
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<tr>
<th>This submission relates to the following</th>
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<tr>
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<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>
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Name of course: Sydney Professional Certificate in XXX

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<tbody>
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</tr>
<tr>
<td>Name of proponent</td>
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<td>Telephone</td>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>☑ Postgraduate coursework</td>
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<tr>
<td>Dean</td>
<td>Date</td>
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<tr>
<td>Faculty Manager</td>
<td>Date</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Date</td>
</tr>
<tr>
<td>Divisional Finance Director Part 2</td>
<td>Date</td>
</tr>
<tr>
<td>Head of Recruitment Section 1.5</td>
<td>Date</td>
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<tr>
<td>Library Director Appendix 4</td>
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</tbody>
</table>
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at aap.ccpp@sydney.edu.au.

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University’s broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.

Note: This version of the course management template has been pre-filled for Sydney Professional Certificate courses that consist of existing units of study and are embedded within an existing Postgraduate Coursework program.
## Contents

<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
<th>ADVICE CONTACT</th>
<th>NEW</th>
<th>AMEND</th>
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<td>Summary of internal consultation</td>
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<td>Incidental (ancillary) fees</td>
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<td>Course deletion: commencing students</td>
<td>SRA / IAP</td>
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Commented [CF1]: Student Centre should always be Student Administration Services (SAS)
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<td>6.2 Ac</td>
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<tr>
<td>7.11 Jo</td>
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<tr>
<td>7.12 Re</td>
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<td>8 Re</td>
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<td>8.1 Te</td>
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<tr>
<td>8.2 Te</td>
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<td>8.3 IT</td>
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<td>Appendix 3</td>
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<td>Appendix 3A</td>
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<td>Appendix 4</td>
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<td>Appendix 5</td>
</tr>
<tr>
<td>Appendix 6</td>
</tr>
<tr>
<td>Appendix 7</td>
</tr>
</tbody>
</table>

**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 1: Strategy and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

The Sydney Professional Certificate is an accredited micro-credential qualification outside of the Australian Qualification Framework (AQF) primarily targeted at students in need of continuing professional development at the postgraduate level. It has been developed in response to a change in patterns of postgraduate coursework enrollments in Australia. It is designed as a 12 credit point short course in an area of specific expertise to respond agilely to market and professional demand. It retains appropriate academic governance through the Board of Interdisciplinary Studies and faculty or University school quality assurance processes and approval by the Academic Board.

Please outline in a paragraph the societal or professional benefit of the SPC you are proposing.

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached

1.3 Market Analysis (use this space, to a maximum one page)

Please outline in a paragraph the evidence that there is a student interest in this SPC (eg. discussion with industry, identified professional development needs).

1.4 Recruitment strategy* (use this space, to a maximum one page)

Recruitment for this SPC course will take advantage of existing recruitment channels and professional contacts associated with the Master of XXX. This will include Postgraduate recruitment events such as the Postgraduate Information Evenings. The SPC will be listed on the Continuing Professional Development and Short Courses pages of the University website and of the Faculty/University School website (if relevant), with a link to its Sydney Courses page.

If there are any specific requirements for this SPC please outline them here.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.

1.5 Marketing and communications strategy (use this space, to a maximum one page)

This SPC will be part of the University’s growing suite of short accredited award courses delivering specific professional education. This growing range of non-traditional postgraduate educational opportunities is key to the University of Sydney’s position in the domestic market and its increased demand for flexible and targeted learning experiences. Accordingly, messaging will be developed for this SPC that highlights the flexible and bite-sized nature of the course.

The target audiences for this SPC are XXX. Marketing channels including print collateral, events, digital information and social media will be used.

If there are any specific requirements for this SPC please outline them here.

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Melbourne</td>
<td>Various Professional and Specialist certificates</td>
<td>Fee per EFTSL equivalent to associated Masters degree</td>
<td>XXX</td>
</tr>
</tbody>
</table>

Include any relevant UMelb Certificates, or competing Graduate certificates where appropriate.

1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

Will this proposed course replace an existing course offering? Provide details and dates of course(s) to be withdrawn from offer to commencing students.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 2: Financial viability analysis

An analysis of financial viability should be undertaken and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.) The analysis should also consider the central resources required to build and administer the course. This is to ensure central teams are appropriately resourced to undertake the work associated with the Sydney Professional Certificate.

- The financial viability template can be found [here].

PART 3: Course details

<table>
<thead>
<tr>
<th>3.1</th>
<th>Course name:</th>
<th>e.g., Master of Social Studies (International)</th>
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<tbody>
<tr>
<td>3.2</td>
<td>Course abbreviation:</td>
<td>e.g., MSocStud</td>
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<tr>
<td>3.3</td>
<td>Start year:</td>
<td>Start semester:</td>
</tr>
<tr>
<td>3.4</td>
<td>Name of award:</td>
<td>e.g., Master of Social Studies</td>
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<td>3.5</td>
<td>Combined degree?</td>
<td>Yes</td>
</tr>
<tr>
<td>3.6</td>
<td>Combined type: (if applicable)</td>
<td>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. twilight 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.</td>
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<td>3.7</td>
<td>Honours offered?</td>
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<td>3.8</td>
<td>Honours type: (if applicable)</td>
<td>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.</td>
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<td>3.9</td>
<td>Course group:</td>
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<td>3.10</td>
<td>Field of Education (ASCED) codes:</td>
<td>Primary code:</td>
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<td>Course AQF Level (if applicable):</td>
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<td></td>
<td></td>
<td>Level 7: Bachelor degree</td>
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<td></td>
<td></td>
<td>Level 9: Masters degree (research, coursework and extended)</td>
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<td>3.12</td>
<td>Short course description:</td>
<td>Limit 40 words</td>
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<tr>
<td>3.13</td>
<td>Full course description: for Sydney Courses</td>
<td>Limit 200 words</td>
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<tr>
<td>3.14</td>
<td>Australian Higher Education Statement (AHEGS)</td>
<td>Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award(s) contained in your proposal.</td>
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<td></td>
<td>Detail</td>
<td>Limit 505 characters including spaces</td>
</tr>
<tr>
<td></td>
<td>Outcomes</td>
<td>Limit 457 characters including spaces</td>
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<td></td>
<td>Features</td>
<td>Limit 428 characters including spaces</td>
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<td>Accreditation</td>
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<td>Expected normal length of candidature:</td>
<td>Full-time Min: Not available full time Max:</td>
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<td>Part-time Min: 0.125 EFSTL Max: 0.25 EFSTL</td>
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<td>3.16</td>
<td>Minimum credit points for completion:</td>
<td>12 credit points</td>
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</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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):

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

3.19 Timetabling: [ ] Standard [ ] Non-standard (e.g. Summer or Winter School)

3.20 Does the course involve clinical or industrial placement/experience? [ ] Yes [ ] No

3.21 Does the course involve internships or overseas study? [ ] Yes [ ] 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) (PCPs are unlikely to have a prohibition. If there is, please detail here)

3.25 Articulation pathway (if applicable): which masters programs is this SPC fully embedded in?

3.26 Proposed commencing year course fee per 0.25 EFTSL (should equal 25% of 1 EFTSL course fee for the Masters program)

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Domestic fee-paying: $ International fee-paying: $

NB: international fee for non-ESOS students only

3.27 Incidental (ancillary) fees (if applicable): The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees). Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

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<th>Description</th>
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3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

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<th>Proposed enrolments in first three years of the course</th>
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<tr>
<td>Commonwealth Supported Places (PG only)</td>
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<tr>
<td>Domestic fee paying (PG only)</td>
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<tr>
<td>International fee-paying (Onshore) (non-ESOS students only)</td>
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<tr>
<td>International fee-paying (Offshore)</td>
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<td>Research Training Scheme (RTS)</td>
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<tr>
<td>Total</td>
</tr>
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</table>

* For Commonwealth Supported Places, refer to the RSP policy. (*) Please indicate if RSP with the Institutional Analytics office. (*) Please indicate if RSP with the Institutional Analytics office.

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.
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?

PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway:

- [ ] UAC
- [ ] Direct
- [ ] Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study:

4.3 Assumed knowledge:

- [ ] Year 12 (senior secondary certificate) or equivalent
- [ ] Graduate Certificate
- [ ] Relevant employment or professional experience
- [ ] Graduate Diploma
- [ ] Bachelor’s (Pass)
- [ ] Master’s – advanced learning
- [ ] Bachelor’s (Hons)
- [ ] Master’s – professional
- [ ] Additional information:
  - [ ] Master’s – research

4.4 Minimum education requirements:

<table>
<thead>
<tr>
<th>Year 12 (senior secondary certificate) or equivalent</th>
<th>Graduation Certificate</th>
<th>Relevant employment or professional experience</th>
<th>Graduate Diploma</th>
<th>Bachelor’s (Pass)</th>
<th>Master’s – advanced learning</th>
<th>Bachelor’s (Hons)</th>
<th>Master’s – professional</th>
<th>Additional information:</th>
<th>Master’s – research</th>
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</table>

4.5 Estimated or target minimum ATAR (for UG only)

| 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) | 2xxx (e.g. 2016) |

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):

Specify any requirements above a Bachelor’s degree here.

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:

- [ ] dd/mm/yyyy

For international students, closing date for applications is:

- [ ] dd/mm/yyyy

4.8 Second semester admission

- [ ] Yes
- [ ] No

If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase.

4.9 International student admission:

- [ ] Yes
- [ ] No (non-ESOS students only)

If yes, please indicate IELTS equivalent:

Other international student entry requirements:

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details/notes. SPCs cannot be CRICOS registered and do not require an UAC Code.

5.1 CRICOS Code:
- [ ] Application required
- [ ] Not applicable

If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course: separate and distinct CRICOS code will be needed.

5.2 UAC Code:
- [ ] Application required
- [ ] Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:

"The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation.”

or

"The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level.”

or

"The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.”

The Sydney Professional Certificate in XXX exists to provide qualified professionals with a prior bachelor degree the opportunity to develop advanced knowledge and skills in XXX (specify area). Its modular design enables the Faculty University and its faculties to respond to emerging demand from XXX (specify target audience) its compact scope and flexibility facilitate rapid application of skills and knowledge to professional and workplace situations.

Please also see responses at 1.1 and 1.3.

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

In general terms, objectives are statements about what teachers intend a course to do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

The Sydney Professional Certificate in XXX qualifies individuals to apply a body of knowledge in a specific context for professional, highly skilled or specialised work (adjust wording as relevant to your SPC). It also provides a pathway for further learning through being embedded in the following larger postgraduate qualifications:

- Graduate Certificate in XXX
- Graduate Diploma in XXX and
- Master of XXX

(Please outline how this SPC fits in your Faculty postgraduate coursework portfolio)

Please also see responses at 1.1 and 1.3.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

Please include proposed learning outcomes for the course.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
6.4 Statement of graduate qualities for undergraduate award courses

For undergraduate award courses, provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained. Please refer to the Learning and Teaching Policy 2015 (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.

<table>
<thead>
<tr>
<th>6.4.1</th>
<th>Depth of disciplinary expertise</th>
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<tr>
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<td>Broader skills:</td>
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<td></td>
<td>Critical-thinking and problem-solving</td>
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<td>Communication (oral and written)</td>
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<td>Information/digital literacy</td>
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<td>Inventiveness</td>
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<td>6.4.3</td>
<td>Cultural competence</td>
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<td>Interdisciplinary effectiveness</td>
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<td>6.4.5</td>
<td>An integrated professional, ethical and personal identity</td>
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<tr>
<td>6.4.6</td>
<td>Influence</td>
</tr>
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</table>
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Professional Certificates require students to complete 12 credit point sequence of units of study to achieve the award. Sydney Professional Certificates can be structured according to two models:

1. 2 x 6 credit points core units of study
2. 6 credit points of core unit of study and 6 credit points of selective units of study defined for a particular course.

In this section you are asked to indicate core and selective units of study leading to the achievement of the Sydney Professional Certificate course.

Note that the first unit of study a student enrols in must not have a pre-requisite attached to it. Pre-requisites may however be used to structure the delivery sequence of a course (e.g. students cannot enrol in the second unit of study until they have completed the first one).

In addition to completing the template on the next page, please also complete Appendix 5 (Table A template).

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system’s management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Please diagram and sample table following two pages to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]
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Notes:
- * Denotes pass and replaced in new software
- ** Denotes pass and replaced in new software

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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**Approved by the Academic Board, 6 March 2018; amended 10 April 2018**
<table>
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<tr>
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<th>UoS code&lt;sup&gt;1&lt;/sup&gt;</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&lt;sup&gt;2&lt;/sup&gt; and Level</th>
<th>Session(s)&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Course year first offered&lt;sup&gt;4&lt;/sup&gt;</th>
<th>Campus&lt;sup&gt;5&lt;/sup&gt;</th>
<th>Credit points</th>
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<td>ABCDEFGHI</td>
<td>The Sociology of Consumption</td>
<td>CO</td>
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<td>2016</td>
<td>CC</td>
<td>6</td>
<td>Sociology and Social Policy</td>
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</tr>
</tbody>
</table>

Notes:

1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.

2. A full list of ASCED codes can be found on the Institutional Analytics and Planning website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.

3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.

4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.

5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

This SPC consists of existing units of study and their approved pedagogical approach will apply for this course.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

<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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

- monitor, measure and achieve quality learning and teaching
- A coordinator will be nominated to determine admission of candidates, coordinate delivery of units, liaise with tutors, lead monitor quality and report to faculty committees.
- The Faculty has established standing committees with responsibility for excellence in educational outcomes and experience as specified in the Learning and Teaching Policy 2015, Part 4, 23 (5).

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
The Faculty/University School will review and act on educational quality data each semester and monitor breaches of academic integrity.

- The Head of School (or equivalent as described in the Learning and Teaching Policy 2015) will appoint the unit of study coordinator (Part 5, 23 (9)).

- review content, delivery and Resolutions of the course

- The course coordinator will lead the review of units and reports to relevant faculty committee. The Faculty/University School will develop and maintain alignment of curricula and the quality of learning and teaching to achieve award outcomes at a high level.

- The Faculty/University School will conduct comprehensive reviews of the course, 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

- review and rationalise Units of Study for the course

- The Unit of Study coordinator will align learning outcomes of the unit with the courses and Sydney Professional Certificate, including reviewing curriculum design, assessment and learning activities and aligning them with program learning goals and graduate qualities; gathering, reviewing and acting on data on educational quality; administering surveys of educational experience, reviewing educational integrity and providing reports to the Faculty Board.

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This SPC consists of existing units of study and does not require new resources for unit development. Additional enrolments from SPC students can be accommodated in these units of study.

This course will be monitored by the Faculty/University School, through the Education or other relevant committee. The Faculty/University School will monitor learning outcomes, review content and assessment and conduct a formal review of the course at least every seven years. The Faculty/University School will approve changes to learning activities, assessment tasks and other pedagogical changes. Where changes to unit of study outcomes result in changes to the learning outcomes for the course, the Faculty/University School will recommend the changes to the Board of Interdisciplinary Studies.

The Board of Interdisciplinary Studies will provide academic and quality oversight of the course. It will approve the addition, modification and deletion of the course and other changes on the recommendation of the Faculty/University School board, and will make recommendations to the Academic Board on changes to award resolutions for the Sydney Professional Certificate.

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.

**Attendance and participation type** | **Weekly workload**
--- | ---
Lectures |  
Tutorials |  
Practical experience |  
Independent study |  
Reading and work for assessment |  
Other (please specify): |  

**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).
The Sydney Professional Certificate can only be taken part-time. Assessments are coordinated within the broader Masters program the Sydney Professional Certificate articulates to.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The total academic course load of 12 credit points equates to 0.25 EFTSL. There is no dissertation component.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

The student workload of each unit is designed in accordance with the guideline around workload and credit points in clause 18(10) of the Learning and Teaching Policy (2015) with each credit point equating to 1.5 to 2 hours of student effort, including class contact, other structured learning, online learning, private study and assessment.

7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

As set out in 6.5 above, the Faculty/University School board will manage the quality and outcomes of the course and have responsibility for educational excellence and an excellent student experience. The Board of Interdisciplinary Studies will be responsible for monitoring overall course quality.

Student representation at the Faculty/University school level shall be through student representatives on school postgraduate committees, Faculty/University School committees and Faculty/University School boards and on the Board of Interdisciplinary Studies 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 will be responsible for ensuring that appropriate advice and student support is available through the Faculty/University School.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

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

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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 Changes are to the Resolutions of the Senate for the Board of Interdisciplinary Studies and for your faculty if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No: Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No: No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No: Yes</td>
</tr>
</tbody>
</table>

**Academic dress**

Resolution 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 bachelor 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.

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No: No</td>
</tr>
</tbody>
</table>
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?) | International | 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

9.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)

9.1.2 What are the strengths of the department/school relevant to this proposal?

9.1.3 Please specify the expertise that currently exists within your Faculty/University School to teach this course.

9.1.4 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.

8.2 Teaching space and related facilities

9.2.1 Teaching rooms

9.2.2 Lecture theatres

9.2.3 Laboratories

9.2.4 Staff offices

9.2.5 Storage or other space required including any which needs to be rented externally

9.2.6 Professional placement locations

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

9.3.1 Computer technology

Consultation with ICT has confirmed no additional resources will be required beyond those now used by the University to deliver courses.

9.3.2 Other equipment

N/A

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix 4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
**APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)**

**Senate Resolutions template**

The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the course.

Only list current courses in the Senate Resolutions. A current course is one that is:
- endorsed by Senate after approval by Academic Board; and
- open to admission, or admission is suspended but the course has not been formally deleted by Academic Board.

Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

If admission has been suspended to any course, without deletion, add the phrase ‘(admission suspended 20XX)’ after the course title.

**Degrees**

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate. Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

**Combined degrees**

List in order from research and missed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate.

**Graduate diplomas**

List in alphabetical order by graduate diploma name. List streams in alphabetical order. Do not list specialisations.

**Graduate certificates**

List in alphabetical order by graduate certificate name. List streams in alphabetical order. Do not list specialisations.

**Undergraduate diplomas**

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List streams in alphabetical order. Do not list majors.
APPENDIX 1A: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES) – BOARD OF INTERDISCIPLINARY STUDIES

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 Faculty of [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

   (2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

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>Bachelor of Advanced Studies</td>
<td>BAdvStudies</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Master of Advanced Studies</td>
<td>MAdvStudies</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
</tbody>
</table>

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

7. Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Title</td>
<td>Code</td>
<td>Length</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Diabetes Management</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Intensive Care Medicine</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Intraoperative Neuromonitoring</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Metabolic Health</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Metabolic Management</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Neurological Electrodiagnosis</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Oncoplastic Breast Surgery</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Orofacial Pain Science</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Psychology of Pain</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Retrieval Medicine</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>SydProfCertXXX</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
APPENDIX 1B: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES) – FACULTY XXX

Resolutions of the Senate

1. Degrees, diplomas and certificates of the XXX

(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 Faculty of [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
</tr>
</thead>
</table>

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
</tr>
</thead>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
</tr>
</thead>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
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</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
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</table>

7. Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
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The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the courses.

Only list current courses in the Senate Resolutions. A current course is one that is:
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Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
If admission has been suspended to any course, without deletion, add the phrase ‘(admission suspended 20XX)’ after the course title.

**Degrees**

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List degrees in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours, as appropriate. Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

**Combined degrees**

List in order from research and mixed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List degrees in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours, as appropriate.

**Graduate diplomas**

List in alphabetical order by graduate diploma name. List degrees in alphabetical order. Do not list specialisations.

**Graduate certificates**

List in alphabetical order by graduate certificate name. List degrees in alphabetical order. Do not list specialisations.

**Undergraduate diplomas**

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List degrees in alphabetical order. Do not list majors.
Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of [Faculty name]

(1) With the exception of the Doctor of [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 Faculty of [Faculty name]. The Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, [YEAR]. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
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</tr>
</thead>
</table>

*May be awarded with honours following a further year of study
†May be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
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</table>
APPENDIX 2: RESOLUTIONS OF THE FACULTY

Faculty Resolutions template

The objective of the Faculty resolutions is to describe rules that are common to all, or most, students enrolled in coursework courses in the Faculty. They should be informative and definitive to a prospective student, a current student and a staff member. Faculty resolutions should not be specified if the content is adequately covered at a higher level (University policy) or lower level (course resolution). The one exception to this rule is where readability of the resolutions is significantly enhanced by having all relevant information on a topic in one place. This needs to be balanced against the work involved in having the same words repeated in many places and the danger (likelihood) that these many occurrences will become out of sync over time.

Many headings in this template allow you the chance to specify rules that are already specified in the Coursework or Research policies. Remember to only include these topics if they are DIFFERENT from the Coursework Rule. Before you do specify something different, ask yourself and your colleagues if there is a real reason for the difference. A good reason may be that professional accreditation requires the difference. A poor reason may be, “this is what we have always done.”

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Resolutions of the Faculty of XXXXX 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 award courses 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 2010 (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

   Required content - Specify any lesser limits than provided for in the Coursework Rule. If same as the Rule, adapt the template text to alert students to the existence of the Coursework Rule limitations. Variation from the Rule are not encouraged.

   The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.

   OR

   Except as with the permission of the Dean, a student may not enrol in units of study with a total value of more than XX credit points in either semester one or two, 12 credit points in the summer session and 6 credit points in the winter session.

2. Time limits

   Required content - Specify Faculty rules about time limits for courses (only if less than the Coursework Rule) and define interaction with periods of suspension and absence as well as credit for previous study. There should be a good reason, such as professional accreditation, to reduce time limits. If there is no variation to the Coursework Rule, use the general text.

   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 credit for previous study.

   OR

   A student must complete all the requirements for an undergraduate diploma within six calendar years of first enrolment.

   A student must complete all the requirements for a coursework doctorate, bachelor's degree (including combined degrees) or undergraduate advanced diploma within ten calendar years of first enrolment.

   A student must complete all the requirements for a graduate certificate within four calendar years of first enrolment.

   A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment.

   A student must complete all the requirements for a master's degree within six calendar years of first enrolment.

   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.

   Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment in the unit or course for which credit is sought.

3. Suspension, discontinuation and lapse of candidature

   Required content - Specify any Faculty variations to the Coursework Rule. Variation from the Rule is not encouraged. If there is no variation to the Coursework Rule, use the general text.

   The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

4. Credit for previous study

   Required content - Specify any Faculty variations to the Coursework Rule. Any variations to be consistent with the Coursework Rule. Try to keep variations and exceptions to the minimum. If there is no variation to the Coursework Rule, adapt the general text.
The Coursework Rule specifies the general conditions for the granting of credit for previous study to courses in this Faculty.

Or

Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in this Faculty.

Credit for undergraduate courses is subject to the following conditions:

Credit for postgraduate courses is subject to the following conditions:

Part 2: Unit of study enrolment

5. Cross-institutional study

[Optional content - Specify Faculty conditions applying to cross-institutional study. If the Faculty does not allow cross-institutional study, say so here. Course specific exemptions from cross-institutional study can be specified in the course rules.]

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:

- the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and
- the unit of study content is not taught in any corresponding unit of study at the University; or
- the student is unable, for good reason, to attend a corresponding unit of study at the University.

Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6. International exchange

[Optional content - Specify the Faculty attitude to exchange if there is a generalised rule. May refer to a separate policy and procedure statement, including exchange units of study. Faculties are encouraged to have a separate section in their handbook highlighting the rules surrounding exchange programs. Course specific inclusions or exemptions from international exchange can be specified in the course rules.]

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

[Required content - specify the minimum attendance at examinations, at class, and any sanctions that may follow unsatisfactory attendance. Delete or amend the model text as required.]

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.

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

[Optional content - it is recommended that the Faculty specify a late submission policy. Vary the model text below as appropriate, or delete.]

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 by the student within the period of extension, no academic penalty will be applied to that piece of assessment.

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 follows:

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
For work submitted after the deadline but up to three calendar days late, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.

For work submitted after 7 days and less than one week after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.

For work submitted more than one week late but less than two weeks after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.

Work submitted more than two weeks after the deadline will not be assessed (Fail).

9. Special consideration for illness, injury or misadventure

[Required content - Advise students of the existence of the policy and where more information can be found. Remember that special consideration applies to units of study rather than courses - your students may be taking units from other faculties and vice versa.]

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

10. Concessional pass

[Required text - Specify whether the Faculty uses the grade PCON. Amend the model text as required.]

In this Faculty the grade PCON (Concessional Pass) IS/IS NOT awarded. No more than XX of the total credit points of a course can be made up of PCON results.

11. Re-assessment

[Required content - Faculties should specify their policy on re-assessment. Amend the model text below as appropriate.]

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

OR

In this Faculty opportunities for re-assessment are offered to students whose performance is in the prescribed range and circumstances.

Students whose final mark for their unit of study is within the range XX-49 may be offered the opportunity of re-assessment. Re-assessment will be offered to eligible students on one date only, advised by the coordinating academic at the beginning of semester, and it is a student’s responsibility to be available to attend on that date. The maximum mark and grade awarded for a unit of study in these circumstances will be 50 Pass.

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. Satisfactory progress

[Required content – Specify rules about minimum rate of progress that are applicable to all courses in the Faculty. Course specific progression rules should be specified in the course rule. Do not repeat progression tests applied by the progression provisions of the Coursework Rule.]

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13. Award of the bachelor’s degree with honours

[Optional content – Specify elements common to honours degrees in the Faculty at the Faculty Resolutions level if there are many similar honours degrees. If the Faculty has few honours degrees, or the requirements vary between them, put all the requirements into the course rules. This is one area where a judgement call needs to be made about how best to present the information over the different levels of the resolutions.]

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Topics that could easily go at either the course or the Faculty level:

- Admission to honours candidature
- Requirements for honours
- Calculation of the honours mark

Topics that naturally have more generality:

- General conditions of honours candidature
- Classes of award
- Award of the Medal

Any WAM formula or other calculation used to determine either admission to, or award of, honours must be stated in sufficient detail for a reader to make the calculation. WAMs can be explained under the heading 'Weighted Average Mark' or here. Faculties should publish a separate statement outlining the assessment criteria and examination procedure for honours. Modify the model text as appropriate.

To qualify for admission to honours candidature a student must:

- have completed the requirements for the pass degree or be a graduate of no more than 10 years' standing; and
- have a WAM of at least XXX; and
- have the written permission of the chair of the school/department/discipline most concerned.

[any other rules specified by the Faculty, including WAM calculations that are different to the University WAM where honours places are limited by quota specify the method used to select the most meritorious.]

General conditions of candidature include:

- Rules including joint honours, suspension-failure-discontinuation-re-enrolment, full time/part time and time limits.

To qualify for the award of honours a student must:

- [Faculties to specify requirements for the award of honours in terms of units of study and credit points to be completed.]

The honours mark is determined by:

- [State how the honours mark is determined, including any calculation used.]

Appended 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>80 to 100</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 to 89</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 to 74</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 to 69</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

Integrated honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade average</th>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>≥ 75</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 to 74</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 to 70</td>
<td></td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>≤ 65</td>
<td></td>
</tr>
</tbody>
</table>

[*Other requirements; if any, such as High Distinction average in Senior units. Delete if not required.]

14. University medal

[Required content if medal area awarded – Specify Faculty requirements for the award of the honours bachelor’s degree with medal. Modify the model text as appropriate. The location of this paragraph is closely linked to decisions made about locating the honours information.]

A student with an honours mark of XXX 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 Rule.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
15. Weighted average mark (WAM)

[Required content] Tell your students about the existence of the University WAM and specify any other WAMs you have in use. Most commonly WAMs will be specified for entry to and award of honours. For Faculty specific or course specific WAMs, provide the formula and any unit weightings used sufficient to allow a student can work out their own WAM.

[Minimum statement]
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progress through a course.

[Optional statements — adapt as necessary]
This Faculty uses the University WAM to calculate admission to, and award of, honours, as well as to determine satisfactory progress to the completion of course requirements and for ranking applicants for prizes and scholarships.

In this Faculty the following WAM calculations are used:

[Sample formulae — use or delete as required]

\[ WAM = \frac{\sum(Wc \times Mc)}{\sum(Wc)} \]

\[ WAM = \frac{\sum(CP \times M)}{\sum(CP)} \]

[Terms in formulae need definition]

Part 5: Other

16. Transitional provisions

[Required content when an existing course changes its requirements]

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

Students who commenced prior to 1 January, 20XX 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, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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 XXX
Bachelor of XXX/Bachelor of Advanced Studies
Bachelor of XXX/Master of XXX
Advanced Diploma in XXX
Diploma in XXX

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 and the Academic Honesty Procedures 2016. Current versions of all such policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes
   [Required content – enter the applicable codes and course names]
<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
   (1) [Required content – select the applicable option from the drop-down list. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode. The attendance pattern for this course is [list] full time or part time according to candidate choice / full time only / part time only / [list ends].]
   [Required content] Visa requirements commonly restrict international students to full time study only.
   (2) [Required content or delete if not applicable] Some/all units of study are available/only available in distance mode.
   [Visas normally restrict international students studying within Australia to taking a maximum of 25% of a course via distance mode]

3. Degree type
   [Select the applicable option from the drop-down list]
   Single
   Combined
   Double

4. Bachelor type
   [Select the applicable options from the drop-down list]
   Liberal Studies
   Specialist
   Professional
   Combined Bachelor (please specify the degree types for the Bachelor degrees)
   Vertically integrated Bachelor/Master (professional or specialist)
   Vertically integrated Bachelor/Master (research track)
   Double Liberal Studies/Professional Masters

5. Streams
   (0) [Optional content – delete if no streams. If the Dalyell Stream is available, it should be mentioned here]
   The [Insert name of Diploma, Advanced Diploma, Bachelor, Combined Bachelor, Vertically integrated Bachelor/Master] is available in the following streams: [insert names].
   (0) [Required content if 5 (1) not deleted] Completion of a stream is/ is not a requirement of the course.
   (0) [Required content if 5 (1) not deleted] Candidates wishing to transfer between streams should contact the Student Centre.

6. Faculty management
   (0) [Required content] This degree is managed by XXX.
   (0) [Optional content – delete or adjust if not relevant] Candidates in a combined or double degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Bachelor of XXX. They will then be under the supervision of the Faculty of YYY.
   (0) [Optional content – delete if not relevant] The Faculty of XXX shall jointly exercise authority in any matter concerned with the combined or double degree not otherwise dealt with in these resolutions.

7. Admission to candidature
   [Required content – admission to candidature for bachelor’s degrees and most diplomas and advanced diplomas is covered by the Coursework Rule 2014. In most cases the generic text below will suffice. You may wish to highlight some of the special features or activities that apply to your course but should avoid detail that is likely to duplicate for

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
potentially contradict the content of the Coursework Rule 2014. Make sure the Coursework Rule 2014 accurately reflects your admission rules, including the information in the course specific schedules such as base, interview, audition etc.

If these rules are for a diploma or advanced diploma where admission to candidacy is not via the UAC and admission is on some basis other than that specified in the Coursework Rule 2014, specify the admission criteria here.

Admission to candidature for honours degrees is dealt with under the heading ‘Requirements for the Honours degree’.

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

(2) [Optional content – delete or modify as necessary] In addition, admission to the course requires the applicant to sit a STAT test / participate in an interview / attend an audition. The results of this process will form part of the ranking or applicants.

(3) [Optional content – delete or modify as necessary] Students who have undertaken a year 12 qualification in Australia need to achieve a Band 4 in the HSC Mathematics (not Mathematics General) or similar result in equivalent interstate year 12, IB or GCE A Level subjects or other year 12 qualifications as determined by the Admissions Committee. To be eligible for admission to XXX.

8. Requirements for award

[Specify requirements in terms of total credit points and subsets of credit points.]

Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree, i.e. how many majors/minors/programs the candidate must complete and whether the degree has a mandatory degree core (maximum 24 credit points for Liberal Studies Degrees). Avoid expressing requirements in terms of number of units of study, i.e. ‘12 units of study’ rather than ‘two units of study’.

Units of study should be listed separately in a table and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements. Tables of units of study should be labelled according to the degree or degrees to which they apply (e.g. Table A for the Bachelor of XXX and referred to consistently by that label. Detailed requirements of the curriculum components: degree core, streams, programs, majors and minors should be listed in the relevant Tables under suitable ordered headings to facilitate navigation. The table of units is part of the resolutions and does NOT replace the expression of the requirements in the resolutions. The Shared Pool for Undergraduate degrees should be referred to as, Table O. The Open Learning Environment should be referred to as Table O.

Requirements for streams should be specified in S (4). Required for programs, majors and minors should be specified in the relevant Tables (Table A for the degree – Table S).

Choose the appropriate options from the pulldown menus.

(1) [Required content] The units of study that may be taken for the XX are set out in –

(a) [Optional content – delete as necessary] Table A for the degree XX and (Optional content – delete as necessary) combined degrees (e.g. Bachelor of XX/Bachelor of Advanced Studies).

(b) [Optional content – delete as necessary] Table O for the Open Learning Environment.

(2) [Required content] In these resolutions, except where otherwise specified, ‘Table A’, ‘Table S’, and ‘Table O’ mean Table A for the degree XX and combined degree, and Table S and Table O as specified here.

(3) [Required content – XX degree]

To qualify for the award of the degree XX, a candidate must complete XX credit points, comprising –

(a) [Optional content – delete as necessary] degree core units of study as set out in Table A (XX credit points)

(b) [Optional content – delete as necessary] a program (XX credit points)

(c) [Optional content – delete as necessary] a major (XX credit points) as listed in section 7 below.

(d) [Optional content – delete as necessary] a minor (XX credit points) or second major as listed in Table S.

(e) [Optional content – delete as necessary] a minimum of XX credit points of units of study from the Open Learning Environment as listed in Table O; and

(f) [Optional content – delete as necessary] where appropriate, elective units of study from Table A of the XX degree. Table S or Table O.

(4) [Optional content – delete as necessary] Bachelor of XX/Bachelor of Advanced Studies combined degree

To qualify for the award of the degree combined XXX, a candidate must complete XXX credit points, comprising –

(a) [Optional content – delete as necessary] XX credit points of core units of study as set out in Table A.

(b) [Optional content – delete as necessary] a stream (XX credit points) as listed in section 3 above.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Candidates who do not maintain a Distinction average will be transferred to the Bachelor of XXXX.

Candidates must maintain a Distinction average in all core units in each year of study to continue in the Bachelor of XXXX or OR Bachelor of X/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table A of the Abnormal Policy 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.

9. Program, Majors and Minors

Programs, majors and minors are as defined in the Learning and Teaching Policy. The requirements for completion of programs, majors and minors are as set out in Table A or Table S as appropriate.

Programs

(a) Completion of a program is not a requirement of the course.
(b) A program requires the completion of XX credit points chosen from units of study listed in Table A.
(c) The programs available in the [insert degree, combined or double degree name] are:

Majors

(a) Completion of a major is not a requirement of the course.
(b) A major requires the completion of XX credit points chosen from units of study listed in the [table for that major]. Requirements for completion of majors are as set out in Table A or Table S as appropriate.
(c) The majors available in the [insert degree, combined or double degree name] are:

Minors

(a) Completion of a minor is not a requirement of the course.
(b) A minor requires the completion of 36 credit points chosen from units of study listed in Table A or Table S as appropriate. The minors available in the [insert degree, combined or double degree name] are:

10. Progression rules

Enrolment and progression within a major, minor or program is governed by the progression rules specified for that component in the relevant Table.

Candidates must pass all 1000 level units of study before proceeding to 2000 level units. Failure in any single unit results in a failure of the year and requires the candidate to retake the entire year without credit or exemption for work previously completed.

Candidates must pass UNITXXXX before proceeding to the core units in year three.

Candidates must maintain a Distinction average in all core units in each year of study to continue in the combined degree. Candidates who do not maintain a distinction average will be transferred to the Bachelor of XXXX.

Candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.

Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream.

Candidates who do not maintain an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies will continue in the Bachelor of XXXX but will not remain in the Dalyell stream.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
11. Requirements for the honours degree or Bachelor of Advanced Studies with honours

[Optional content where integrated Honours, appended honours or Bachelor of Advanced Studies with embedded honours are available. Choose the applicable option from the dropdown menu and then specify requirements for admission to candidature and total credit points or specific units of study required. Where there is a limit on the number of honours places available this must be stated along with the criteria for selection.

Conditions should be specific rather than general. Honours units of study should be listed in the relevant tables for the degree in a way that guides a candidate through the requirements. However, a table does not replace the expression of requirements for honours in the resolutions.

There are three typical patterns of honours: integrated honours, embedded honours within the combined Bachelor of Advanced Studies, and appended honours. You may find the model clauses below useful starting points. Remember that the Faculty resolutions may contain rules about the way the grade of honours is determined and the classes of honours available.

For additional information and suggestions see the Faculty Resolutions template.]

Integrated honours [Optional content]

(1) Honours involving a research project is available to meritorious students who complete an alternative set of units of study in the final XXX year of their course.

(2) Admission to integrated honours is by permission of the program coordinator after the completion of XXX year. Admission requires a WAM of at least 70 in units of study completed in that point.

(3) To qualify for the award of the honours degree, a candidate must complete the requirements for the pass degree but include the alternative XXX credit point honours pathway described in the table of units for the degree. Completion of the degree is required in the minimum standard full-time duration.

(4) The grade of honours will be determined by the honour mark which is calculated according to the following formula (complete). Indicate the honour mark formula is specified.

Embedded honours within the combined Bachelor of Advanced Studies [Optional content]

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of XXX/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the Faculty of XX must complete the requirements for the honours component full-time over two consecutive semesters. If the Faculty of XX is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component with the Faculty of XX, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of XX.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to the relevant faculty or Table S of the Shared Pool for Undergraduate Degrees.

(5) Admission to the embedded honours component is by permission of the relevant honours program coordinator after the completion of the following:

   (i) 48 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment;

   (ii) a Weighted Average Mark of at least 65 in units of study completed to that point;

   (iii) a major or study of equivalent depth in the area of the proposed Honours component; and

   (iv) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(6) To qualify for the award of the Bachelor of XXXX/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree and 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. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table S of the Shared Pool for Undergraduate Degrees.

(7) The grade of honours will be determined by the honour mark calculated from work in the embedded honours component as specified in (indicate where the Honours mark formula is specified for each discipline in which honours are available in Table A and Table S).

Appended honours [Optional content]

(1) Honours involving a research project 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 should:

   (i) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a major/s in the intended area/s of study;

   (ii) have a WAM of at least 65; and

   (iii) 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 Table, as prescribed by the Head of Department/Discipline/Program Coordinator.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
12. Award of the degree/advanced diploma/diploma

(1) The grade of honours will be determined by the honour mark which is calculated according to the following formula...

Table A as indicated in the resolutions of the faculty in which the honours component is undertaken (indicate the formula or where the honour mark formula is specified).

13. Award of the degree/advanced diploma/diploma

(2) [Optional content] The Diploma/Advanced Diploma in XXX is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75).

OR

(3) [Optional content] The Bachelor of XXX or Bachelor of XXX/Bachelor of Advanced Studies with Honours is awarded in the grades of either Pass or Honours.

(4) [For appended or embedded Honours] Honours in the Bachelor or Bachelor of XXX/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the Honours mark as set out in the following table and rules specified in the Resolutions of the Faculty of XXXX or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honour's mark in the range</th>
<th>will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 80 ≤ honour's mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2. 75 ≤ honour's mark ≤ 80</td>
<td>Second Class /Division 1</td>
</tr>
<tr>
<td>3. 70 ≤ honour's mark ≤ 75</td>
<td>Second Class /Division 2</td>
</tr>
<tr>
<td>4. 65 ≤ honour's mark ≤ 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

[Amend table according to classes of Honours offered]

[For integrated Honours, amend table if Honour mark ranges differ]

(5) [Required for degrees with honours] Candidates for the award of the Bachelor or Bachelor of XXX/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 XXX or the Bachelor of XXX/Bachelor of Advanced Studies will be awarded the bachelor degree(s) for which they qualify.

OR

(6) [Optional content] 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) [Optional content] Highly meritorious candidates who receive first class honours may be awarded the University medal according to rules specified in the Resolutions of the Faculty of XXXX.

14. Cross-institutional study

(1) Cross-institutional study is/is not available in this course.

15. International exchange

[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]

(1) International exchange is not allowed in this course.

OR

(2) The faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the Student Centre.

16. Course transfer

[Required content for combined degrees and embedded courses. Specify whether candidates can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Transfer between streams in the Bachelor of Advanced Studies is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules.’]

(1) A candidate may abandon the combined program and elect to complete either the Bachelor of XXX or the Bachelor of YYY in accordance with the resolutions governing that degree.

OR

(2) A candidate may abandon the combined course program and elect to complete the Bachelor of XXX in accordance with the resolutions governing that degree. Completion of the Bachelor of YYY 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.

17. Credit for previous study

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty of XXX. All candidates for the Bachelor of XXX, notwithstanding any credit transfer, must complete (free text describe).

17. Commencement date of these resolutions/Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 20XX 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 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

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.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS (1)

Sydney Professional Certificate

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 Policy’, the Learning and Teaching Policy 2015, the Resolutions of the Faculty or University 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. 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>
<th>Faculty or University School administering the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Aboriginal and Torres</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td></td>
<td>Islander Health Promotion</td>
<td></td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Biostatistics in Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Data Literacy for Health Policymakers</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Health Technology Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Leadership in Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Qualitative Health Research</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Diabetes Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Diagnostic Electromyography (EEG)</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Intensive Care Medicine</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Intraoperative Neuromonitoring</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Metabolic Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Metabolic Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Neurological Electrodiagnosis</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Oncoplastic Breast Surgery</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Orofacial Pain Science</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Psychology of Pain</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Retrieval Medicine</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>SydProfCertXXX</td>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
</tbody>
</table>

2. Attendance pattern

(1) The attendance pattern for this course is full-time or part-time according to candidate choice. Some units of study are only available in distance mode.

3. Qualification type

(1) This course leads to a Professional Certificate, in accordance with requirements set out in the Coursework Rule 2014 and the Coursework Policy 2014.
4. Embedded courses and credit towards other awards

(1) Study in the Sydney Professional Certificate may be used for credit in Graduate Certificates, Graduate Diplomas and Master degrees subject to the resolutions of those awards and the Coursework Policy 2014. The embedded courses for a Sydney Professional Certificate course are given in the award resolutions for the relevant Graduate Certificate, Graduate Diploma or Masters degree as approved by the relevant faculty or University school board and approved by the Academic Board.

(2) Providing that candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Course and candidature management

(1) Candidates in the Sydney Professional Certificate will be under the general supervision of the faculty or University School administering the course as specified in 1 above.

(2) The Dean or Dean and Head of School of the faculty or University school and the Chair of the Board of Interdisciplinary Studies shall jointly exercise authority in any matter concerned with the Sydney Professional Certificate not otherwise dealt with in these resolutions.

6. Admission to candidature

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

(2) Admission to candidature requires:
   (a) A bachelor’s degree or higher award; where relevant this must be in a discipline related to the Sydney Professional Certificate course as specified in Table A; or
   (b) Where specified in Table A, qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; and
   (c) Other admission requirements for the course as specified in Table A.

7. Requirements for award

(1) The units of study that may be taken for the course/s are set out in Table A for the relevant Sydney Professional Certificate course.

(2) To qualify for the award of the Sydney Professional Certificate a candidate must complete 12 credit points from the relevant course as specified in Table A.

8. Recognition of prior learning

(1) No reduction in the volume of learning will be granted for any Sydney Professional Certificate Course.

9. Progression rules

(1) Candidates must complete all requirements for a Sydney Professional Certificate course within a period of 2 years.

10. Cross-institutional study

(1) Cross-institutional study is not available in this course.

11. International exchange

(1) International exchange is not allowed in this course.

12. Award of the Sydney Professional Certificate

(1) The Sydney Professional Certificate will be awarded in the pass grade.

(2) The testamur for the Sydney Professional Certificate will specify the course completed.

(3) The testamur will be forwarded to successful candidates after the University has certified that requirements for the course have been met.

13. Course transfer

(1) A candidate in the Sydney Professional Certificate may apply to transfer into another award as set out in section 4 of these resolutions and subject to the resolutions of the award into which they seek to transfer.

(2) Candidates who transfer into another award will not be awarded the Sydney Professional Certificate but will be awarded the qualification into which they transfer upon completing requirements for that award.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
14. Commencement of these resolutions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS (2)

Note: Where the proposed Sydney Professional Certificate is embedded within an existing postgraduate coursework program, complete this section to enable the Sydney Professional Certificate to be used as an exit pathway for the program.

Sydney Professional Certificate in XXX
Graduate Certificate in XXX
Graduate Diploma in XXX
Master of XXX

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 and the Academic Honesty Procedures 2016. Current versions of all policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1. Course codes
   [List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Attendance pattern
   [Required content – state whether the course is available as full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]

   The attendance pattern for this course is full time or part time according to candidate choice / full time only / part time only. [Some/all units of study are available/only available in distance mode. Visa restriction normally restricts International students studying within Australia to taking a maximum of 25% of courses via distance mode]

3. Master’s type
   [Required content for coursework master’s degrees.]

   This master’s degree is [a professional/ an advanced learning/research pathway/extended] master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence
   [Required content for embedded courses.]

   (1) The embedded courses in this sequence are:
   - the Sydney Professional Certificate in XXX
   - the Graduate Certificate in XXX
   - the Graduate Diploma in XXX
   - the Master of XXX

   (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 and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Streams
   [Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]

   (1) The Graduate Certificate in/ Graduate Diploma in/ Master of XXX is available in the following streams: [free text]
   (2) Completion of a stream is/ is not a requirement of the course.
   (3) Candidates wishing to transfer between streams should contact the Faculty student office.

6. Cross-faculty management
   [Required content for combined degrees delivered by two or more faculties. Delete for non-combined courses or combined courses delivered by only one faculty. Specify the faculty responsible for administration of candidature for this course. Modify the standard clause as appropriate.]

   (1) Candidates in this combined degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Master of XXX. They will then be under the supervision of the Faculty of YYY.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
7. Admission to candidature

Postgraduate requirements for admission to candidature should be specified in detail and should be compliant with the minimum entry standards for postgraduate courses specified in the Coursework Rule. Conditions should be specific rather than general and include names of degrees or disciplines of study required for admission as well as other criteria (if any) e.g. minimum WAM requirements, interviews, auditions or entrance tests. Include the generic statement about available places – modify only if places are allocated on some other basis.

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

Or

(1/2) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

Admission to candidature requires...

- [cut and paste the relevant section from the table below.]

Select the appropriate class of award and paste above

<table>
<thead>
<tr>
<th>Select the appropriate class of award and paste above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Graduate Diploma</td>
</tr>
<tr>
<td>Master’s- Advanced Learning</td>
</tr>
<tr>
<td>Master’s- Professional Master’s</td>
</tr>
<tr>
<td>Master’s - Research pathway Master’s</td>
</tr>
</tbody>
</table>

8. Requirements for award

[Required content - specify the requirements in terms of total credit points and subsets of credit points. Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree i.e. how many major streams the candidate must complete, the number of credit points for a major stream etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.

Units of study should be listed separately in a named table, which should also contain detailed requirements for any streams, majors or specialisations. It is good practice to embed the course rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the XXXX a candidate must complete XX credit points, including:
Select the appropriate class of award and paste above

<table>
<thead>
<tr>
<th>Graduate Certificate</th>
<th>Candidates must complete XX credit points [minimum 24, maximum 36] including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Core units of study.</td>
</tr>
<tr>
<td></td>
<td>o Elective units of study offered by the Faculty of enrolment or another Faculty.</td>
</tr>
<tr>
<td></td>
<td>Additional requirements may include:</td>
</tr>
<tr>
<td></td>
<td>o Elective units of study offered by the Faculty of enrolment or another Faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Diploma</th>
<th>Candidates must complete XX credit points [minimum 36, maximum 48] including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Core units of study.</td>
</tr>
<tr>
<td></td>
<td>o Elective units of study offered by the Faculty of enrolment or another Faculty.</td>
</tr>
<tr>
<td></td>
<td>Additional requirements may include:</td>
</tr>
<tr>
<td></td>
<td>o Elective units of study offered by the Faculty of enrolment or another Faculty.</td>
</tr>
</tbody>
</table>

| Master's - Advanced Learning including: |
| Master of Arts |
| Master of Science |
| Other Advanced Learning |
| Candidates must complete XX credit points [minimum 48, maximum 96] including: |
| o Core advanced units of study; and |
| o A capstone experience. |
| Additional requirements may include: |
| o Elective advanced units of study including: |
| - Optional 12 credit points of research; |
| - Optional elective units of study offered by the Faculty of enrolment or another Faculty. |
| - Optional elective units involving a professional / industry project; |
| - Optional international exchange. |

<table>
<thead>
<tr>
<th>Master's - Professional</th>
<th>Candidates must complete XX credit points [minimum 48, maximum 96] including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Core units of study.</td>
</tr>
<tr>
<td></td>
<td>Additional requirements may include:</td>
</tr>
<tr>
<td></td>
<td>o A capstone experience where appropriate;</td>
</tr>
<tr>
<td></td>
<td>o Elective advanced units of study including:</td>
</tr>
<tr>
<td></td>
<td>- Optional 12 credit points of research;</td>
</tr>
<tr>
<td></td>
<td>- Optional elective units of study offered by the Faculty of enrolment or another Faculty.</td>
</tr>
<tr>
<td></td>
<td>- Optional elective units involving a professional / industry project;</td>
</tr>
<tr>
<td></td>
<td>- Optional international exchange.</td>
</tr>
</tbody>
</table>

9. Specialisations
[Required content where there are specialisations – delete if no specialisations. List the specialisations of the course. State whether a specialisation is a requirement or not. Define the minimum requirements for a specialisation and the maximum number of specialisations one candidate can complete. Modify the model text as appropriate.]

Completion of a specialisation is/ is not a requirement of the course. Candidates have the option of completing up to two specialisations. A specialisation requires the completion of XX credit points chosen from units of study listed in the table for that specialisation as specified in Table xxxx. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are: [List]

10. Recognition of prior learning
[Optional content. Insert any specific details for credit or reduction in the volume of learning in this degree that are not covered in the Coursework Policy 2014.]

(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 xxxx may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
   a. A reduction in the volume of learning to a maximum of 24 credit points for a bachelor degree in a cognate discipline as determined by Faculty of XXXX;
   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;
   c. The maximum reduction in the volume of learning on the basis of prior learning is 48 credit points.

(3) Candidates for the Graduate Diploma in xxxx may be eligible for a reduction in the volume of learning of up to 24 credit points for relevant postgraduate studies where no award has been or will be made.

(4) Candidates for the Graduate Certificate in xxxx may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been or will be made.

(5) 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.

11. Progression rules
[Required content: Delete if not applicable. Specify rules about progression from one stage of the degree, diploma or certificate to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences, such as transfer to a shorter course, or repeat of a year. Note that the

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
process of exclusion from a course is subject to the procedures of the progression policy and exclusion should not be a direct consequence of the rules stated here.

e.g. Candidates must pass all stage one units of study before proceeding to stage two. Failure in any single unit results in a failure of the stage and requires the candidate to retake the entire stage without credit or exemption for work previously completed.

Or

Candidates must pass UNITXXXX before proceeding to the core units in year two.

Or

Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who subsequently fail the clinical placement for a second time will be excluded from the course if they cannot show cause. Any further failures will result in automatic exclusion from the course.

12. Cross-institutional study
[Required content for courses where cross-institutional study is NOT an option, or where course specific restrictions apply. Otherwise, delete.]

Cross-institutional study is not available in this course.

13. International exchange
[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]

International exchange is not allowed in this course.

Or

The Faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

14. Award of the master’s degree, graduate diploma and graduate certificate
[required content: specify that the degree will be awarded at pass level and whether the major or specialisation will appear on the testamur. The permissible class for the award of degrees, diplomas and certificates are specified in the Coursework Rule 2014]

(1) The master’s degree will be awarded in the pass grade
(2) The testamur for the Master of xxxx will specify:
  a. The specialisation(s) completed

15. Course transfer
[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Specify transfer rules from longer embedded courses to shorter embedded courses. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules’]

(1) A candidate may abandon the combined program and elect to complete either the Master of XXX or the Master of YYY in accordance with the resolutions governing that degree.

Or

(1) A candidate may abandon the combined program and elect to complete the Master of XXX in accordance with the resolutions governing that degree. Completion of the Master of YYY 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.

Or

(1) 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.

16. Commencement of these resolutions
[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions.

Candidates who commenced prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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

<table>
<thead>
<tr>
<th>1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</th>
<th>☐ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.</td>
<td></td>
</tr>
<tr>
<td>3. 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>
<td></td>
</tr>
</tbody>
</table>

This section to be completed by library staff

Library resources required

| Does the Library already collect resources in this area? | ☐ Yes ☐ No |
| Comments |
| 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) |
| Ongoing information resources costs |

Additional resource requirements

- Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

Comments

- Specify opportunities for developing research and learning resources.

Implications

- Include issues regarding staff / time to develop and deliver the programs and other support materials.

Estimated number of hours

Library Director’s comments*

* The Library Director should sign on the front page.
**APPENDIX 5: TABLE A**

**Sydney Professional Certificate in XXX**

**Admission requirements**

Achievement of a Sydney Professional Certificate in xxx requires 12 credit points of X000-level units of study, including:

(i) 6 credit points of X000 level core units of study
(ii) 6 credit points of X000 level selective units of study

**Units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>X000 level units of study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAAAXXX Unit of Study 1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
</tr>
<tr>
<td>AAAAXXX Unit of Study 2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
</tr>
</tbody>
</table>

**Commented [LM10]:** Keep this line if there are specific entry requirements in addition to the minimum Bachelor degree or equivalent professional experience.

**Commented [LM11]:** Keep or remove depending on model chosen.

**Commented [LM12]:** Adjust and add row as required.
### APPENDIX 6: REFERENCE – SESSION CODES

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<thead>
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<tr>
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<tr>
<td>S1CIIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
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<td>Int April*</td>
</tr>
<tr>
<td>S1CIMY</td>
<td>Int May*</td>
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<td>S1CIJN</td>
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<tr>
<td>S2CRB</td>
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<td>Int July*</td>
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<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
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<td>Int October*</td>
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<td>NE</td>
<td>Nepean Clinical School</td>
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<tr>
<td>NO</td>
<td>Northern Clinical School</td>
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<td>NP</td>
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<td>OC</td>
<td>Orange</td>
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<td>Rozelle</td>
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<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
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<tr>
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<td>St James</td>
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<td>UK</td>
<td>United Kingdom</td>
</tr>
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<td>WC</td>
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</tr>
<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
</tr>
<tr>
<td>ZZ</td>
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</table>
APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to Master of Transport degree resolutions</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the degree resolutions of the Master of Transport to include in the admission clause the requirement that applicants should have a Bachelor degree in a cognate discipline.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommends that the Academic Board:

1. approve the proposal from the Faculty of Engineering to amend the Master of Transport, the Graduate Diploma in Transport, and the Graduate Certificate in Transport; and
2. approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

It is proposed to amend the degree resolutions of the Master of Transport to include in the admission clause the requirement that applicants should have a Bachelor degree in a cognate discipline.

Cognate disciplines include:
- Business
- Management
- Commerce
- Economics
- Project management
- Engineering
- Physics
- Geography
- Architecture
- Urban planning.

To ensure that all students have sufficient quantitative background to undertake several of the core units of the degree, it is proposed that the admission selection criteria include a clause that the applicant should have a Bachelor degree in any of the aforementioned disciplines.

**ATTACHMENTS**

Attachment 1: Minor Course Amendment proposal – Master of Transport.
Minor Course Amendment Proposal

Faculty: Engineering & IT

Contact person: Prof David Levinson (x76136), Christine Lacey (x40678)

1. Name of award course
   Master of Transport
   Graduate Diploma in Transport
   Graduate Certificate in Transport

2. Purpose of proposal
   To amend the degree resolutions of the Master of Transport to include in the admission clause the requirement that applicants should have a Bachelor degree in a cognate discipline.
   
   Cognate disciplines include Business, management, commerce, economics, project management, engineering, physics, geography, architecture, or planning
   
   This is to ensure that all students have sufficient quantitative background to undertake several of the core units of the degree.

3. Details of amendment
   Appendix 1: Master of Transport degree resolutions

4. Transitional arrangements
   Nil

5. Other relevant information
   Nil

6. Signature of Dean
   
   [Signature]
   03 September 2019
Master of Transport

Graduate Diploma in Transport

Graduate Certificate in Transport

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></td>
<td>Graduate Certificate in Transport</td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma in Transport</td>
</tr>
<tr>
<td></td>
<td>Master of Transport</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.

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 Master of Transport
   (b) the Graduate Diploma in Transport
   (c) the Graduate Certificate in Transport

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 ranked on merit in accordance with the following criteria:
   (a) Master of Transport
   (i) an Australian Qualifications Framework Level 8 or higher qualification in any discipline with a minimum credit average (or equivalent) at an institution approved by the Faculty of Engineering and Information Technology; or
   (ii) an Australian Qualifications Framework Level 7 or higher qualification in a cognate discipline, determined by the Faculty of Engineering and Information Technology, with a minimum credit average (or equivalent) at an institution approved by the Faculty of Engineering and Information Technology; or
   (iii) an Australian Qualifications Framework Level 7 or higher qualification in a non-cognate discipline with a minimum credit average (or equivalent) at an institution approved by the Faculty of Engineering and Information Technology and a minimum of three years relevant work experience; and
   (iv) satisfaction of the English language requirements, where applicable.
   (b) Graduate Diploma in Transport
   (i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) in a cognate discipline at an institution approved by the Faculty of Engineering and Information Technology and graded at a standard acceptable to the Faculty of Engineering and Information Technology; and
   (ii) satisfaction of the English language requirements.
   (c) Graduate Certificate in Transport
   (i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) in a cognate discipline at an institution approved by the Faculty of Engineering and Information Technology and graded at a standard acceptable to the Faculty of Engineering and Information Technology; and
   (ii) satisfaction of the English language requirements.

2 In exceptional circumstances the Faculty of Engineering and Information Technology may admit applicants without these qualifications who, in the opinion of the Faculty of Engineering and Information Technology, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

1 The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Transport.

2 To qualify for the award of the Master of Transport a candidate must complete 72 credit points, comprising:
   (a) 54 credit points of core units of study;
   (b) 18 credit points of elective units of study.

3 To qualify for the award of the Graduate Diploma in Transport a candidate must complete 48 credit points, comprising:
Master of Transport

(a) a minimum of 36 credit points of core units of study;
(b) a maximum of 12 credit points of elective units of study.

(4) To qualify for the award of the Graduate Certificate in Transport a candidate must complete 24 credit points, comprising:
(a) a minimum of 18 credit points of core units of study; and
(b) a maximum of 6 credit points of elective units of study.

7 Recognition of prior learning

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Candidates for the Master of Transport may be eligible for a reduction in the volume of learning of up to 30 credit points for relevant postgraduate studies where no award has been, or will be made.
(3) Candidates for the Graduate Diploma in Transport may be eligible for a reduction in the volume of learning of up to 18 credit points for relevant postgraduate studies where no award has been, or will be made.
(4) Candidates for the Graduate Certificate in Transport may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been, or will be made.
(5) 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.

8 Course transfer

(1) 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 Faculty of Engineering and Information Technology, and provided the requirements of the shorter award have been met.
(2) A candidate for the graduate certificate or graduate diploma may elect to upgrade to the master's degree with full recognition of prior learning upon completion of a minimum of 24 credit points and graded at a standard acceptable to the Faculty of Engineering and Information Technology.

9 Transitional provisions

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Curriculum Team Leader, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to the Master of Professional Engineering degree to include a new specialisation</td>
</tr>
<tr>
<td>Purpose</td>
<td>To introduce from 2021 a new specialisation in Sustainability and Environmental Engineering into the Master of Professional Engineering.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That Academic Board approve:
   a) The proposal from the Faculty of Engineering to amend the Master of Professional Engineering degree
   b) The amendment to the table of Units of Study arising from this proposal, with effect from Semester 1, 2021
   c) The amendment to the course resolutions of the Master of Professional Engineering
   d) The amendment to the Faculty of Engineering Senate resolutions

EXECUTIVE SUMMARY

The School of Civil Engineering proposes to introduce a new specialisation in the Master of Professional Engineering:
   - Sustainability and Environmental Engineering

This specialisation will provide an avenue for students wishing to study in this growing area of engineering expertise, but are unable to gain entry into the Master of Engineering (Sustainability and Environmental Engineering) degree.

Through considered mapping of the curriculum, the specialisation will facilitate the early acquisition of key foundational skills and knowledge that underpin the study of sustainability and environmental engineering. These skills and knowledge were often found lacking in a number of unsuccessful applications into the Master of Engineering (Sustainability and Environmental Engineering) degree.

This proposal has been amended in response to suggestions made by the Graduate Studies Committee.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal MPE specialisation in Sustainability and Environmental Engineering.

Note: The amendment to the Senate resolutions resulting from this proposal is presented in Word in order to improve clarity, as there were several corrections to the Senate resolutions recently approved by Faculty Board which appear as amendments in the handbook system.
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Professor Timothy Langrish (x14568), Rebecca Goldsworthy (x14363)

1. **Name of award course**
   Master of Professional Engineering (Sustainability and Environmental Engineering)

2. **Purpose of proposal**
   It is proposed to introduce a new sustainability and environmental engineering specialisation in the Master of Professional Engineering degree, to be available to incoming students beginning 2021. The addition of the sustainability and environmental engineering specialisation in the MPE will provide an avenue for students wanting to study in this area but are currently not suitable for admission into the Master of Engineering (Sustainability and Environmental) degree. Between February and October 2018, 72 applications were received from students wanting to enroll in the ME (Sustainability and Environmental) degree. Of those 72 applicants, only 9 were admitted into the program. The unsuccessful applicants were found to not have sufficient foundational skills, knowledge, or background in the area of sustainability and environmental engineering and were offered a place in the MPE (Chemical and Biomolecular) course instead. The new MPE in sustainability and environmental engineering will provide an opportunity for students to gain the required foundational skills and knowledge while engaging in study of sustainability and environmental engineering, in part through the introduction of a new unit of study, CIVL9010 Environmental Engineering which is undertaken in semester 1 of the first year. The sustainability and environmental engineering specialisation will develop in students the necessary analytical and synthesis skills to analyse and design solutions to pressing environmental and sustainability issues facing the world today, such as global warming, decarbonising the energy economy, and ensuring sustainable food and water supplies, in industrial, academic, and governmental settings. The program will provide to students from different disciplines the necessary flexibility to achieve their individual professional goals within this framework, while developing their ability to work successfully in multi-disciplinary environments.

The following points summarise the key differentiating features between the proposed program and existing programs (for example, Master of Engineering in Sustainability and Environmental Engineering):
- Anchors students in the understanding and application of system boundaries and mass and energy balances;
- Connects an understanding of transport phenomena (fluid mechanics, heat and mass transfer) to the design of separation processes for both the prevention of environmental problems and environmental remediation; and
- Includes the understanding and application of reaction engineering to both the prevention of environmental problems and environmental remediation.

3. **Details of amendment**
   Appendix 1: Master of Professional Engineering (Sustainability and Environmental Engineering) – proposal detail including learning outcomes
   Appendix 2: Master of Professional Engineering course resolutions
   Appendix 3: Master of Professional Engineering Handbook Table for proposed Sustainability and Environmental Engineering specialisation
   Appendix 4: Faculty of Engineering Senate resolutions

4. **Transitional arrangements**
   The new specialisation will be available to all students commencing in 2021 and beyond.

5. **Other relevant information**
   Nil

6. **Signature of Dean**

Academic Board
03 September 2019

Minor Course Amendment Proposal
Version 03.09.2012
Master of Professional Engineering in Sustainability and Environmental Engineering

Academic rationale

The rationale for this course is the provision of a strong foundation for the deep specialist engineering study of sustainability and the environment, based on an interdisciplinary approach to equip students with a cross-disciplinary set of skills in engineering, management and science. The course will provide specialist postgraduate training in the emerging field of sustainability and the environment to engineering and science graduates with at least three years of professional experience. The course builds on the existing program in the Master of Engineering in Sustainability and Environmental Engineering.

Key differentiating features between this course and existing programs (for example, Master of Engineering in Sustainability and Environmental Engineering) include the provision of key foundation skills in mass and energy balances, mass transfer, separation processes, and chemical thermodynamics, to complement traditional environmental engineering and science skills in chemistry and fluid mechanics. Mass and energy balances, mass transfer and separation processes, together with an understanding of thermodynamics and chemical partitioning, are considered by the process industry (the resource sector, e.g. BHP Billiton) and chemical engineers to be fundamental to understanding environmental problems and developing solutions at all scales.

Sustainability, in the general sense, includes both technical skills and social and economic dimensions. While the key focus of this proposal is to provide technical skills, these are provided in the context of economic and social skills through several units of study, as described in the next section.

This program has been developed in response to the clear need to create a stronger and broader foundation in engineering skills for sustainability and the environment, including a clear and explicit understanding of system boundaries, mass and energy balances, and the full spectrum of transport phenomena (fluid mechanics, heat and mass transfer), and their translation to understanding and designing separation processes, as well as the understanding and application of reaction engineering. The following points summarise the key differentiating features between the proposed program and existing programs:

- Anchors students in the understanding and application of system boundaries and mass and energy balances;
- Connects an understanding of transport phenomena (fluid mechanics, heat and mass transfer) to the design of separation processes for both the prevention of environmental problems and environmental remediation; and
- Includes the understanding and application of reaction engineering to both the prevention of environmental problems and environmental remediation.

Particular groups of students who will benefit from this foundation include those with environmental science backgrounds, who need a strong engineering preparation and who are not currently suitable for the ME Sustainability and Environmental Engineering course.
Academic aims and objectives

The goal of the teaching programs will be to imbue in students the necessary analytical and synthesis skills to analyse and design solutions to pressing environmental and sustainability issues facing the world today, such as global warming, decarbonising the energy economy, and ensuring sustainable food and water supplies, in industrial, academic, and governmental settings. The program will provide to students from different disciplines the necessary flexibility to achieve their individual professional goals within this framework.

In delivering the course, the first year includes critical foundation skills in:

- giving the context of the need for sustainability (PHYS5034: Life Cycle Analysis),
- mass and energy balances (CHNG9103: Conservation of Mass and Energy),
- fluid mechanics (AMME9261: Fluid Mechanics 1, or CHNG9201: Fluid Mechanics),
- heat and mass transfer (CHNG9203: Heat and Mass Transfer),
- environmental engineering (CIVL9010: Environmental Engineering),
- separation processes (CHNG9206: Separation Processes), and
- engineering computing (ENGG9801: Engineering Computing).

All these areas of learning are fundamental building blocks for the understanding of sustainability and environmental engineering.

In the second year, we will build on these fundamental topics to create solutions for sustainability and environmental engineering, as follows:

- the human dimensions of environmental engineering and sustainability challenges (CIVL9310: Humanitarian Engineering, CIVL5320: Engineering for Sustainable Development),
- thermodynamics (AMME9262: Thermal Engineering 1, or CHNG9204: Chemical Engineering Thermodynamics),
- process control (AMME9501: System Dynamics and Control, or CHNG9302: Process Dynamics and Control),
- professional practice (ENGG5204: Engineering Professional Practice),
- an introduction to process plant design (CHNG9301: Process Plant Design), and
- particle processing (CHNG9305: Particle Processing).

In the final year, the following units of study will cap off the degree program by developing skills in delivering and implementing solutions in sustainability and environmental engineering:

- innovation (ENGG5102: Entrepreneurship for Engineers),
- sustainable design (ENGG5202: Sustainable Design, Engineering & Management), and
Learning outcomes from these core units and specialist electives will be focussed, developed and assessed in core capstone research project units (CHNG5020: Capstone Project A, CHNG5021: Capstone Project B, CHNG5222: Dissertation A, CHNG5223: Dissertation B, or CIVL5020: Capstone Project A, CIVL5021: Capstone Project B, CIVL5222: Dissertation A, CIVL5223: Dissertation B).

From a thematic perspective, the economic and social skills that are required for an understanding of sustainability are developed through several units of study, such as:


This course will draw upon the research strength in the Faculty of Engineering and IT to deliver a strong in-depth program that allows specialisation through electives. This program will enable the University of Sydney to develop and enhance its world leading position as a centre of excellence in sustainability and environmental engineering to develop and deliver new solutions for the future.

Overall aims of the course include:

- Instilling a broad understanding of sustainability and environmental engineering in the real world;
- Providing the necessary skill set, knowledge and technical expertise to analyse, design and deliver systems to improve the sustainability of environmental engineering systems;
- Creating a strong multi-disciplinary learning community with excellent connections to industry and government; and
- Graduating students who are able to work in multi-disciplinary environments.

The Master of Professional Engineering in Sustainability and Environmental Engineering will include the following key areas of learning:

- Energy studies;
- Wastewater systems; and
- Green engineering.

Market Analysis

Of 72 applications for ME (Sustainability and Environmental Engineering) from February to October 2018, only 9 could be admitted due to the insufficient foundation and background of the applicants, which is a great loss of opportunity. The 63 who could not be accepted were
offered admission to the MPE (Chemical and Bimolecular) course instead, and it is unclear how many of these students accepted an offer for a course that was not in their preferred area of Sustainability and Environmental Engineering. It is suggested that a high uptake of students into a MPE (Sustainability and Environmental Engineering) course is very likely in these circumstances, perhaps 50%, representing the enrolment of 31 additional postgraduate coursework students.

Industrial feedback for this approach has come from Dr Stephen Grocott, Research and Development manager for BHP Billiton, who notes that “This program will meet the needs of industry by supplying graduates with strong fundamental engineering skills. I particularly commend the inclusion of fundamental courses in mass and energy balances, which are the foundations of industrial approaches to sustainability.”

**Learning Outcomes**

Graduates of the Master of Professional Engineering in Sustainability and Environmental Engineering will develop a critical understanding about the analysis of sustainability and the environment, core capabilities for synthesizing and designing solutions for addressing challenges and for taking opportunities in the areas of sustainability and the environment, and proficiencies in interdisciplinary analysis. They will have mastery of state-of-the-art technologies that are used to develop, analyse and implement such systems. They will have the know-how to design and execute their own research in related fields. They will develop the ability for strategic and logical reasoning, deduction and analysis. The Master of Professional Engineering in Sustainability and Environmental Engineering achieves AQF level 9 learning outcomes through the unit collections given in the table below, as follows:

<table>
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<tr>
<th>Masters Degree (Coursework)</th>
<th>Master of Professional Engineering in Sustainability and Environmental Engineering</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Knowledge of recent developments in the environment and sustainability. Collection: core</td>
</tr>
<tr>
<td></td>
<td>Knowledge of fundamental research principles and methods applicable to the analysis, design and implementation of solutions to challenges in environmental engineering and sustainability. Collection: Core, Elective, Capstone</td>
</tr>
<tr>
<td>Skills</td>
<td>Well-developed skill set to gain mastery of mass and energy balances, fluid mechanics, heat and mass transfer, reaction engineering, separation processes, sustainability and</td>
</tr>
<tr>
<td>Skills</td>
<td>theoretical knowledge and to reflect critically on the theory and professional practice of scholarship</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Skills</td>
<td>Cognitive, technical and creative skills to investigate, analyse and synthesize complex information, problems, concepts and theories, and to apply established theories to different bodies of knowledge or practice</td>
</tr>
<tr>
<td>Skills</td>
<td>Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level</td>
</tr>
<tr>
<td>Skills</td>
<td>Communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</td>
</tr>
</tbody>
</table>
| Skills | Technical and communication skills to design, | Technical and communication skills to contribute to professional practice or scholarship in sustainability and environmental engineering research. Collection: Core,
| Application | The application of knowledge and skills with creativity and initiative to new situations in professional practice and/or learning | The ability to develop creative solutions to challenges in sustainability and environmental engineering. Collection: Core, Capstone |
| Application | The application of knowledge and skills with high level personal autonomy and accountability | High level personal autonomy and accountability. Collection: Core, Elective, Capstone |
| Application | The application of knowledge and skills to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship | Ability to plan and execute a capstone project in the area of sustainability and environmental engineering. Collection: Capstone |
### Year 1, Semester 1

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>AMME9261: Fluid Mechanics 1, or CHNG9201: Fluid Mechanics</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG9801: Engineering Computing</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9203: Heat and Mass Transfer</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9000: Chemical Engineering for Scientists</td>
</tr>
</tbody>
</table>

### Year 1, Semester 2

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CIVL9010: Environmental Engineering</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9103: Conservation of Mass and Energy</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>PHYS5034: Life Cycle Analysis</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9206: Separation Processes</td>
</tr>
</tbody>
</table>

### Year 2, Semester 1

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CIVL9310: Humanitarian Engineering</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9305: Particle Processing</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9302: Process Dynamics and Control</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG5204: Engineering Professional Practice</td>
</tr>
</tbody>
</table>

### Year 2, Semester 2

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9301: Process Plant Design</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>CIVL5320: Engineering for Sustainable Development</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>AMME9262: Thermal Engineering 1, or CHNG9204: Chemical Engineering Thermodynamics</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>Electives</td>
</tr>
</tbody>
</table>
### Year 3, Semester 1

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG5102: Entrepreneurship for Engineers</td>
</tr>
<tr>
<td>Core</td>
<td>6</td>
<td>ENGG5202: Sustainable Design, Engineering &amp; Management</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td>Select from Specialist Electives</td>
</tr>
<tr>
<td>Core Research Units</td>
<td>6</td>
<td>CHNG5020: Capstone Project A, or CIVL5020: Capstone Project A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students achieving a WAM (weighted average mark) of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CHNG5020 and 6CP of recommended electives with CHNG5222 Dissertation A.</td>
</tr>
</tbody>
</table>

### Year 3, Semester 2

<table>
<thead>
<tr>
<th>Type</th>
<th>CPs</th>
<th>Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>6</td>
<td>CHNG9306: Risk Management for Chemical Engineering, or ENGG5103: Safety Systems and Risk Analysis</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td>Select from Specialist Electives</td>
</tr>
<tr>
<td>Core Research Units</td>
<td>6</td>
<td>CHNG5021: Capstone Project B, or CIVL5021: Capstone Project B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students achieving a WAM (weighted average mark) of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CHNG5021 and 6CP of recommended electives with CHNG5223 Dissertation B.</td>
</tr>
<tr>
<td>Type</td>
<td>CPs</td>
<td>CPs from</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Note: Candidates must complete a minimum of 24 credit points of Specialist units, but they may take additional units as Electives. Where Reduced Volume Learning has been granted, candidates must complete a minimum of 12 credit points of Specialist units. Exchange units may be taken as Specialist units with the approval of the Program Director.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Units</td>
<td>12</td>
<td>Select from: CHNG5020: Capstone Project A&lt;br&gt;CHNG5021: Capstone Project B&lt;br&gt;CHNG5020: Capstone Project B Extended&lt;br&gt;CHNG5222: Dissertation A&lt;br&gt;CHNG5223: Dissertation B&lt;br&gt;CIVL5020: Capstone Project A&lt;br&gt;CIVL5021: Capstone Project B&lt;br&gt;CIVL5222: Dissertation A&lt;br&gt;CIVL5223: Dissertation B</td>
</tr>
</tbody>
</table>
Note: Candidates may complete a maximum of 12 credit points of Electives.

Specialist units may also be taken as Exchange units. Other Postgraduate units in the Faculty may be taken as Elective units with the approval of the Program Director.

Electives may be approved for candidates who have been granted RVL with the approval of the Program Director.
Master of Professional Engineering

Master of Professional Engineering (Accelerated)

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>MAPROFEN</td>
<td>Master of Professional Engineering</td>
</tr>
<tr>
<td></td>
<td>Master of Professional Engineering (Accelerated)</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3. Master's type

This master's degree is a professional master's course, as defined in the Coursework Rule 2014 and the Coursework Policy 2014.

4. Specialisations

(1) The Master of Professional Engineering and Master of Professional Engineering (Accelerated) are available in the following specialisations:
   (a) Aerospace Engineering
   (b) Biomedical Engineering
   (c) Chemical and Biomolecular Engineering
   (d) Civil Engineering
   (e) Electrical Engineering
   (f) Fluids Engineering
   (g) Geomechanical Engineering
   (h) Intelligent Information Engineering
   (i) Mechanical Engineering
   (j) Power Engineering
   (k) Software Engineering
   (l) Structural Engineering
   (m) Sustainability and Environmental Engineering* 
   (n) Telecommunications Engineering

* The Sustainability and Environmental Engineering specialisation is only available to students enrolled in the Master of Professional Engineering degree.

5. Admission to candidature

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

(2) Admission to candidacy for the Master of Professional Engineering requires:

   (a) a Bachelor of Engineering from the University of Sydney, or equivalent qualification, with a minimum credit average; or

   (b) a non-engineering bachelor's degree with a minimum credit average, with studies equivalent to 48 credit points in mathematics, physics, chemistry, biology, geology, computing or statistics, as related to the stream sought for admission.

   And:

   (c) All candidates for admission must have prior learning equivalent to 48 credit points in total, which, in the estimation of the Dean, is comparable to the requirements for the first year of a Bachelor of Engineering at this University in the stream sought for admission.

(3) Admission to candidacy for the Master of Professional Engineering (Accelerated) requires:

   (a) a Bachelor of Engineering from the University of Sydney, or equivalent qualification, with a minimum credit average and in a relevant discipline, which, is consistent with at least two years of the specialisation to which the student will be admitted.

(4) 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.

6. Requirements for award

(1) The units of study that may be taken for the course are set out in the tables of units of study:

   (a) Master of Professional Engineering

   (b) Master of Professional Engineering (Accelerated)

(2) To qualify for the award of the Master of Professional Engineering a candidate must complete 144 credit points, including core and elective units of study as listed in the table of units of study for each specialisation.

(3) To qualify for the award of the Master of Professional Engineering (Accelerated) a candidate must complete 96 credit points, including core and elective units of study as listed in the table of units of study for each specialisation.
Master of Professional Engineering

7 Credit for previous study

Master of Professional Engineering

(1) Candidates transferring from the Master of Engineering to the Master of Professional Engineering may transfer up to 24 credit points provided units are equivalent to units of study offered in the Master of Professional Engineering. Any additional credit is subject to the approval by the Dean.

(2) A maximum of 72 credit points may be granted towards the Master of Professional Engineering from external postgraduate studies where no award has been, or will be made, provided the studies are acceptable to the Dean and are equivalent to units of study offered in the Master of Professional Engineering.

(3) Candidates with a Bachelor of Engineering or equivalent in the relevant discipline and who have reached an acceptable level academic achievement in their prior degree may be eligible for a reduction of volume in learning of up to 48 credit points.

(4) Candidates with a Bachelor of Applied Science or equivalent in a field suitable to the faculty, or a Bachelor of Engineering or equivalent in another field, may be eligible for a reduction of volume in learning of up to 24 credit points.

Master of Professional Engineering (Accelerated)

(5) Candidates transferring from the Master of Engineering to the Master of Professional Engineering (Accelerated) may transfer up to 24 credit points provided units are equivalent to units of study offered in the Master of Professional Engineering (Accelerated). Any additional credit is subject to the approval by the Dean.

(6) A maximum of 24 credit points may be granted towards the Master of Professional Engineering (Accelerated) from external postgraduate studies where no award has been, or will be made, provided the studies are acceptable to the Dean and are equivalent to units of study offered in the Master of Professional Engineering (Accelerated).

8 Progression

Candidates are required to meet the progression requirements as specified in the Coursework Rule 2014.

9 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2021 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.
# Unit of study table

## Master of Professional Engineering (Sustainability and Environmental Engineering)

To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including core and elective units of study as listed below. Candidates for the Master of Professional Engineering (Sustainability and Environment Engineering) are required to complete 144 credit points from the units of study listed in the tables below as follows:

1. 108 of core units of study
2. **ENGG5217 Practical Experience**
3. A minimum of 12 and a maximum of 24 credit points of Project units or Research pathway units of study
4. A minimum of 18 credit points of Specialist Elective units of study (reduced to 12 credit points if undertaking the Research pathway)
5. A maximum of 6 credit points of Elective units of study

### Core units

#### Year One

<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>AMME9261 Fluid Mechanics 1</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9000 Chemical Engineering for Scientists</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9103 Conservation of Mass and Energy</td>
<td>6</td>
<td>N</td>
<td>CHNG1103 OR CHNG5707</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9201 Fluid Mechanics</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9203 Heat and Mass Transfer</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9206 Separation Processes</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9010 Environmental Engineering</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG9801 Engineering Computing</td>
<td>6</td>
<td>N</td>
<td>ENGG5801 OR ENGG1801</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHYS5034 Life Cycle Analysis</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Note:** Students should select either AMME9261 Fluid Mechanics 1 or CHNG9201 Fluid Mechanics

#### Year Two

<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>AMME9262 Thermal Engineering 1</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9204 Chemical Engineering Thermodynamics</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9301 Process Plant Design</td>
<td>6</td>
<td>A</td>
<td>CHNG9201 and CHNG9202 and CHNG9203 and CHNG9204 and CHNG9206</td>
<td>CHNG58001</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9302 Process Dynamics and Control</td>
<td>6</td>
<td>A</td>
<td>CHNG9202. Enrolment in this unit of study assumes that all core chemical engineering units in second year have been successfully completed.</td>
<td>CHNG58002</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9305 Particle Processing</td>
<td>6</td>
<td>A</td>
<td>CHNG9201 and CHNG9202 and CHNG9204. Mass and energy balances, physical chemistry, physics.</td>
<td>CHNG3802 OR CHNG5805</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9310 Humanitarian Engineering</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5320 Engineering for Sustainable Development</td>
<td>6</td>
<td>P</td>
<td>CIVL3310 OR CIVL9310</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### ENGG5204 Engineering Professional Practice
6  
**A Competences and experience in engineering obtained during an accepted engineering degree.**  
Semester 1

**Note:** Students should select either AMME9262 Thermal Engineering 1 or CHNG9204 Chemical Engineering Thermodynamics.

### Year Three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5102</td>
<td>Entrepreneurship for Engineers</td>
<td>6</td>
<td><strong>A</strong> Some limited industry experience is preferred but not essential.</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>N</strong> ELEC5701</td>
<td></td>
</tr>
<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td><strong>A</strong> General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9306</td>
<td>Risk Management for Chemical Engineering</td>
<td>6</td>
<td><strong>A</strong> CHNG9201 and CHNG9202 and CHNG9203 and CHNG9204 and CHNG9206. <strong>N</strong> CHNG3806 OR CHNG5806 <strong>or</strong> CHNG9303</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5217</td>
<td>Practical Experience</td>
<td>0</td>
<td><strong>N</strong> ENGP1000 OR ENGP2000 OR ENGP3000 OR ENGG4000 OR CHNG5205 OR AMME5010 <strong>Students should have completed one year of their MPE program before enrolling in this unit.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Intensive: April, May, June, July, August, September, October, November, December.**

**Note:** Students should select either ENGG5103 Safety Systems and Risk Analysis or CHNG9306 Risk Management for Chemical Engineering.

### Specialist Elective units

Candidates must complete a minimum of 18 credit points from the following Specialist Elective units of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR 5801</td>
<td>Climate Change: Process, History, Issues</td>
<td>6</td>
<td><strong>A</strong> A basic understanding of climate change processes and issues. <strong>Students should have completed one year of their MPE program before enrolling in this unit.</strong></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5603</td>
<td>Green Engineering</td>
<td>6</td>
<td><strong>A</strong> CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. All core 3000 level chemical engineering units of study.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5604</td>
<td>Particles and Surfaces</td>
<td>6</td>
<td><strong>A</strong> Enrolment in this unit of study assumes that all 3000 level core chemical engineering units have been successfully completed.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5605</td>
<td>Wastewater Engineering</td>
<td>6</td>
<td><strong>A</strong> Enrolment in this unit assumes that the student has successfully completed CHNG1103 (Mass and Energy Balances), CHNG2801 (Fluid Mechanics), CHNG2802 (Applied Mathematics), CHNG3803 (Chemical and Biological Process Design), CHNG3804 (Biochemical Engineering) and CHNG3805 (Particle Mechanics) or equivalent.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5606</td>
<td>Advanced Wastewater Engineering</td>
<td>6</td>
<td><strong>A</strong> CHNG5005 OR CHNG3804.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5608</td>
<td>Nanotechnology in Chemical Engineering</td>
<td>6</td>
<td><strong>A</strong> 12cp CHEM2xxx</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5601</td>
<td>Membrane Science</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5604</td>
<td>Advanced Membrane Engineering</td>
<td>6</td>
<td><strong>A</strong> CHNG5601</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### CIVL5670
Reservoir, Stream and Coastal Engineering 6  
A (CIVL3612 OR CIVL9612) AND MATH2061  
Semester 1

### CIVL6665
Advanced Water Resources Engineering 6  
A CIVL3612 OR CIVL9612  
N CIVL5665  
Semester 2

### ELEC5206
Sustainable Energy Systems 6  
A Following concepts are assumed knowledge for this unit of study: familiarity with transformers, ac power, capacitors and inductors, electric circuits such as three-phase circuits and circuits with switches, and basic electronic circuit theory.  
Semester 2

### Elective units

Candidates may complete a maximum of 6 credit points from the following Elective units of study.

**CHNG5001**  
Process Systems Engineering 6  
A 1000 level physics and mathematics (differential equations), Use of mathematical and/or computer-based modelling tools and techniques. Feedback control concepts and principles as taught in CHNG3802/CHNG9302 or similar courses. Students who are unsure about meeting these requirements should contact the unit coordinator for advice. This unit of study is for Masters students and can be selected as an elective by 4th year students.  
Semester 2

**CHNG5006**  
Advanced Wastewater Engineering 6  
A CHNG5005 OR CHNG3904  
Semester 2

**CIVL5670**  
Reservoir, Stream and Coastal Engineering 6  
A (CIVL3612 OR CIVL9612) AND MATH2061  
Semester 1

**CIVL9612**  
Fluid Mechanics 6  
A CIVL9201 AND CIVL9611 AND (ENGG9802 OR CIVL9802). This unit of study follows on from Fluid Mechanics CIVL9611, which provides the essential fundamental fluid mechanics background and theory, and is assumed to be known and fully understood.  
Semester 1

**CIVL9614**  
Hydrology 6  
A (CIVL9802 or ENGG9802) AND CIVL9612 AND MATH2061  
P CIVL9611 or AMME9261 or CHNG9201  
Semester 2

**CSYS55010**  
Introduction to Complex Systems 6  
Semester 1  
Semester 2

**INFC7000**  
Inventing the Future 6  
Semester 2

**MECH9261**  
Fluid Mechanics 2 6  
A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series  
P AMME9261 OR AMME9200  
N MECH9261  
Semester 1

### 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 in the second year of study or equivalent are eligible for the Extended Capstone Project.

Extended Capstone Project candidates take Capstone Project units CHNG5020 and CHNG5022 (total 18 cp) in place of Capstone Project CHNG5020, CHNG5021 and 6 cp of elective units, or CIVL5020 and CIVL5022 (total 18 cp) in place of CIVL5020 and CIVL5021 and 6 credit points of elective units.

**CHNG5020**  
Capstone Project A 6  
A (CHNG9301 OR CHNG5801) AND (CHNG9302 OR CHNG5802) AND (CHNG9303 OR CHNG5803) AND (CHNG9305 OR CHNG5805) AND (CHNG9306 OR CHNG5806).  
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).  
C CHNG5020  
N CHNG5022 OR CHNG5222 OR CHNG5223 OR CHNG5205  
Semester 1  
Semester 2

**CHNG5021**  
Capstone Project B 6  
A Enrolment in this unit of study assumes that Capstone Project A has been successfully completed.  
C CHNG5020  
N CHNG5022 OR CHNG5222 OR CHNG5223 OR CHNG5205  
Semester 1  
Semester 2

**CHNG5022**  
Capstone Project B Extended 12  
P 24 credit points in the Master of Engineering and WAM >=70, or 96 credit points in the Master of Professional Engineering and WAM >=70, or 48cp from MPE(Accel) program and WAM >=70  
C CHNG5020  
N CHNG5021 OR CHNG5222 OR CHNG5223  
Note: Department permission required for enrolment  
Permission required for semester 1 or 2 based on achievement in Capstone Project A and taking other program requirements into consideration.  
Semester 1  
Semester 2

**CIVL5020**  
Capstone Project A 6  
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 CIVL5222 OR CIVL5223  
Semester 1  
Semester 2

**CIVL5021**  
Capstone Project B 6  
C CIVL5020  
N CIVL5222 OR CIVL5223 OR CIVL5022  
Semester 1  
Semester 2
CIVL5022  
Capstone Project B Extended  
12  
P 24 credit points in the Master of Engineering and WAM >=70, or 96 credit points in the Master of Professional Engineering and WAM >=70 or 48cp from MPE(Accel) program and WAM >=70  
N CIVL5021 OR CIVL5222 OR CIVL5223  
Note: Department permission required for enrolment  
Semester 1  
Semester 2

Research pathway
Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the second year of study or equivalent are eligible for the Research Pathway. 
Research pathway candidates take Dissertation units CHNG5222 and CHNG5223 (total 24 cp) or CIVL5222 and CIVL5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective or specialist elective units.

CHNG5222  
Dissertation A  
12  
P ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022  
N ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022  
Note: Department permission required for enrolment  
In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.  
Semester 1  
Semester 2

CHNG5223  
Dissertation B  
12  
P CHNG5222  
N ENGG5220 OR ENGG5221 OR CHNG5020 OR CHNG5021 OR CHNG5022  
Note: Department permission required for enrolment  
In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.  
Semester 1  
Semester 2

CIVL5222  
Dissertation A  
12  
P CIVL5020 OR CIVL5021 OR CIVL5022  
N CIVL5020 OR CIVL5021 OR CIVL5022  
Note: Department permission required for enrolment  
In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.  
Semester 1  
Semester 2

CIVL5223  
Dissertation B  
12  
P CIVL5020 OR CIVL5021 OR CIVL5022  
N CIVL5020 OR CIVL5021 OR CIVL5022  
Note: Department permission required for enrolment  
In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.  
Semester 1  
Semester 2

ESIPS-MIPPS (Engineering Sydney Industry Placement Scheme)
ESIPS candidates take CHNG5205 Major Industrial Project Placement (24 credit points) in place of the Engineering Project units (12 credit points) plus two of the electives from the Specialist Units of Study.

CHNG5205  
Major Industrial Placement Project  
24  
P Passed at least 48 credit points in Master of professional engineering with adequate foundation knowledge in discipline. Students wishing to do this unit of study should contact the Head of School prior to enrolment.  
N CHNG5020 OR CHNG5021 OR ENGG5217 OR CHNG9402 OR CHNG5112  
Note: Department permission required for enrolment  
Enrolment by permission only. The students enrolled in this subject should have completed the first year Master of Professional Engineering with specialisation in Chemical and Biomolecular Engineering and a minimum credit average. The candidate will be selected by interview and at the discretion of the Head of School. Students enrolled in this subject are exempted from completing Chemical Engineering Design A (CHNG9402), Capstone Project A and B (CHNG5020 and CHNG5021) and one of the electives from the Specialist Units of Study that students are expected to take in the first semester of the second year. This exemption is granted because students are exposed to the core aspects of these courses through practical exercises undertaken during the MIPPS placement. While undertaking MIPPS, students have a unique opportunity to see and experience the industrial environment around them, in a manner which is not available at University. MIPPS students are required to enroll in Chemical Engineering Design B (CHNG9406) in the following semester.

For more information on degree program requirements visit CUSP (https://cusp.sydney.edu.au).
RESOLUTIONS OF THE SENATE

The Senate Resolutions for the Faculty of Engineering and Information Technologies must be read in conjunction with the appropriate Resolutions for the Faculty of Engineering and Information Technologies the individual Course resolutions and rules.

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering and the Doctor of Philosophy, The Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2017. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
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<td>Master of Complex Systems</td>
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<td>Code</td>
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BHENGMSC-02 Bachelor of Engineering Honours/Bachelor of Medical Science* BEHons/BMedSci 240
BHENGSCI-03 Bachelor of Engineering Honours/Bachelor of Science* BEHons/BSc 240
BPITCART-01 Bachelor of Information Technology/Bachelor of Arts* BIT/BA 240
BPITCCOM-02 Bachelor of Information Technology/Bachelor of Commerce* BIT/BCom 240
BPITCLAW-01 Bachelor of Information Technology/Bachelor of Laws^ BIT/LLB 288
BPITCMSC-01 Bachelor of Information Technology/Bachelor of Medical Science* BIT/BMedSc 240
BPITCSCI-01 Bachelor of Information Technology/Bachelor of Science* BIT/BSc 240
BHENGPRM-03 Bachelor of Engineering Honours/Bachelor of Project Management* BEHons/BPM 240
BHENGMST-01 Bachelor of Engineering Honours/Bachelor of Music Studies* BEHons/BMusStudies 240

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

4 Graduate diplomas

<table>
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<tr>
<th>Code</th>
<th>Course title</th>
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<td>60 48</td>
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<td>GNENGINE-01</td>
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<td>GNENPROF</td>
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<td>GradDipEng(ProfEng)</td>
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<tr>
<td>GNINFTEC-03</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
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<td>GNHLTCIN-01</td>
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<td>GNCPXSYS-01</td>
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## 5 Graduate certificates

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<td>GCENGINE-01</td>
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<td>GCINFTEC-02</td>
<td>Graduate Certificate in Information Technology</td>
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<td>GCINFTMG-02</td>
<td>Graduate Certificate in Information Technology Management</td>
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<td>GCDATASC-01</td>
<td>Graduate Certificate in Data Science</td>
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Non-Confidential

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<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Doctor of Veterinary Medicine resolutions</td>
</tr>
<tr>
<td>Purpose</td>
<td>Amendments to the Course Resolutions for the Doctor of Veterinary Medicine course to clarify the requirements and process for admission, incorporate the new placement units in the progression requirements and clarify time limits and credit for previous study</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to amend the Doctor of Veterinary Medicine; and

(2) approve the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed amendments ensure that admission criteria, deferral, course structure, requirement for progression, assessments, and credit for previous studies are clearly outlined. The amended course resolutions now clearly outline:
- Details about admission criteria and ranking criteria
- Deferral is only considered under exceptional circumstances and requires approval of Dean
- Details about course structure which are outlined for each year of the program
- Detail about progression rules which include new placements units
- Information about assessment structure and organisation
- Information about maximum time permitted for completion of the program (5 years)
- Information on credit for previous study

Terminology has been used consistently across the program.

IMPLEMENTATION

For implementation commencing 1 January 2020. No Academic Model diets or tables need to be updated, only the resolutions in the Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Doctor of Veterinary Medicine resolutions
Minor Course Amendment Proposal

Faculty: Faculty of Science, Sydney School of Veterinary Science

Contact person: Dr. Bianca Waud, Postgraduate Program Director DVM

1. Name of award course

   Doctor of Veterinary Medicine (DVM)

2. Purpose of proposal

   To make minor amendments to the course resolutions of the Doctor of Veterinary Medicine (DVM) to clearly outline requirements and to integrate the new Placement units as part of the progression requirements.

3. Details of amendment

   The proposed amendments ensure that admission criteria, deferral, course structure, requirement for progress, assessments, and credit for previous studies are clearly outlined. The amended course resolutions now clearly outline:
   - Details about admission criteria and ranking criteria
   - Deferral is only considered under exceptional circumstances and requires approval of Dean
   - Details about course structure now outlined the focus of each year in the program
   - Detail about progression rules now including the new placements units
   - Information about assessment structure and organisation
   - Information about maximum time permitted for completion of the program (5 years)
   - Information on credit for previous study

   It further ensures that identical terminology is use consistently across the program.

   Please see the attached resolutions

4. Transitional arrangements

   Transitional arrangements are not required.

5. Other relevant information

6. Signature of Dean

   [Signature]

Minor Course Amendment Proposal

Version 01.10.2014
Doctor of Veterinary Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
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<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>MAVETMED-01</td>
<td>Doctor of Veterinary Medicine</td>
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</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time.

3 Master’s type

The master’s degree in these resolutions is a professional master’s course.

4 Admission to candidature

With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:

(a) Admission to the degree requires a bachelor's degree from the University of Sydney, or equivalent qualification, and completion of one semester of study in each of general chemistry (physical and inorganic), organic chemistry, biology and biochemistry.

(b) Applicants must submit a veterinary science supplementary application form admission statement including relevant work experience and animal handling experience.

(c) English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.

(d) Applicants will be ranked by academic performance and aptitude for the practice of veterinary medicine.

(e) If some applicants are ranked equally according to the above criteria a Faculty selection panel will make a further assessment, and possibly require an interview and will make recommendations for admission; the Faculty may further rank applicants according to the demonstration of their aptitude for the practice of veterinary medicine as assessed at an interview and make recommendations to the Dean for admission accordingly.

5 Deferral

Applications for deferral of enrolment following an offer of a place in the Doctor of Veterinary Medicine will only be considered under exceptional circumstances and requires the approval of the Dean.

6 Course Structure

The Doctor of Veterinary Medicine is structured as a four-year program with learning integrated across units of study in each year:

(a) Year 1 - Function of the Normal Animal Body

(b) Year 2 - Principles and Approach to Clinical Disease

(c) Year 3 - Animal Health and Disease Management

(d) Year 4 - Professional Practice Program

7 Progression

(a) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after successful completion of all Year 1 units of study.

(b) Candidates for the degree may enrol in the units of study prescribed for Year 3 candidature only after successful completion of all Year 1 and Year 2 units of study, including Industry Placements Units of Study.

(c) Candidates for the degree may enrol in the units of study prescribed for Year 4 of candidature only after successful completion of all Year 1, Year 2 and Year 3, including preparatory clinical placements and the abattoir placement units of study.

8 Assessment

(a) The Doctor of Veterinary Medicine is an integrated program and assessment can occur outside the designated University of Sydney examinations periods.

(b) Details of assessment requirements will be outlined in the unit of study outline.

9 Requirements for award

(a) The units of study that may be taken for the course are set out in the table for the Doctor of Veterinary Medicine.

(b) To qualify for the Doctor of Veterinary Medicine a candidate must successfully complete a prescribed program of 192 credit points, and:

(c) Successfully complete the prescribed, extramural placements as listed in the unit of study table including:

(i) 4 weeks of preparatory clinical placements;

(ii) 8 weeks of industry placements; and
(iii) 2 days of abattoir placements.

6 Progression rules

(1) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after successful completion of Year 1.

(2) Candidates for the degree may enrol in the units of study prescribed for Year 3 of candidature only after successful completion of Year 1 and Year 2.

(3) Candidates for the degree may enrol in the units of study prescribed for the final year of candidature only after successful completion of Year 1, and Year 2 and Year 3.

10 Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 1, Year 2, Year 3 or Year 4 of candidature of the Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment for the failed unit of study.

(a) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The methods used for re-assessment type may differ from those used in the original delivery of the unit.

(b) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student's responsibility to be available to attend at these times.

(c) The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).

(d) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

11 Time limits

(a) A candidate for the Doctor of Veterinary Medicine must complete the requirements for the degree within five calendar years.

(b) The Dean may in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Veterinary Medicine to a maximum of 10 years.

12 Credit for previous study

Advanced standing (including Reduced Volume of Learning or credit for previous study) are not available in this degree.

13 Award of the degree

The Doctor of Veterinary Medicine is awarded as a Pass degree only.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Master of Clinical Psychology resolutions</td>
</tr>
<tr>
<td>Purpose</td>
<td>Amendments to the Course Resolutions for the Master of Clinical Psychology (MCP) course to allow for transfer into the double MCP/PhD course and to include the Bachelor of Advanced Studies (Honours) as a pathway into the MCP.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to amend the Master of Clinical Psychology; and

(2) approve the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed amendments to the course resolutions for the Master of Clinical Psychology degree allow enrolled students to transfer to the Master of Clinical Psychology and Doctor of Philosophy (MCP/PhD) double degree. The rationale for the original resolution was to prevent MCP/PhD admission to be a “side-door” entry into the highly competitive MCP program, but as the current application process to both programs is now identical, this is no longer an issue. Furthermore, the School of Psychology aims to increase the number of MCP/PhD students, and allowing students to transfer to the MCP degree will facilitate this aim. We have also included the new degree, Bachelor of Advanced Studies (Honours), as an admissions pathway into the MCP.

IMPLEMENTATION

For implementation commencing 1 January 2020. No Academic Model diets or tables need to be updated, only the resolutions in the Handbook. Implications for the Admissions team and Faculty Services have been canvassed and resolved (see attachments).

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Master of Clinical Psychology resolutions
3. Supporting correspondence
Minor Course Amendment Proposal

Faculty: Science

Contact person: Associate Professor Maree Abbott

1. **Name of award course**
   
   Master of Clinical Psychology

2. **Purpose of proposal**

   The purpose of the proposal is to amend the course resolutions for the Master of Clinical Psychology degree so that enrolled students can transfer to the Master of Clinical Psychology and Doctor of Philosophy (MCP/PhD) double degree. The rationale for the original resolution was to prevent MCP/PhD admission to be a "side-door" entry into the highly competitive MCP program, but as the current application process to both programs is now identical, this is no longer an issue. Furthermore, the School of Psychology aims to increase the number of MCP/PhD students, and allowing students to transfer to the MCP degree will facilitate this aim. Allowing MCP students to transfer to the MCP/PhD degree will mean that they only have to submit one thesis (the PhD thesis), while separate enrolment in the two stand-alone degrees will require the completion of two theses (the MCP thesis plus the PhD thesis). Student enrolment in the two separate stand-alone degrees has not been previously allowed, and this would set a precedent.

   We have also included the Bachelor of Advanced Studies (Honours) as a pathway into this degree.

3. **Details of amendment**

   **Existing Course Resolutions**

   3(1)(a) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences) (Honours) or Bachelor of Liberal Studies Honours from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and

   6 Course transfer

   The Master of Clinical Psychology is completed as a stand-alone course. No transfer from the Master of Clinical Psychology to the Master of Clinical Psychology / Doctor of Philosophy is allowed.

   **Amended (Proposed) Course Resolutions**

   3(1)(a) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Advanced Studies (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences) (Honours) or Bachelor of Liberal Studies Honours from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and

   6 Course transfer

   The Master of Clinical Psychology is completed as a stand-alone course. **No transfer from the Master of Clinical Psychology to the Master of Clinical Psychology / Doctor of Philosophy is allowed.**

4. **Transitional arrangements**

   MCP students who wish to transfer to the MCP/PhD double degree will have to apply (via the Head, Clinical Psychology Unit or Director of Clinical Training) to the Dean of Science to transfer until changes in the course resolutions are approved.

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

   [Date]

---

Minor Course Amendment Proposal

Version 01.10.2014
Master of Clinical Psychology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tbody>
<tr>
<td>MACLIPSY-01</td>
<td>Master of Clinical Psychology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full-time for the first year. Students may apply to the Director of Clinical Training to switch to a part-time enrolment from second year.

3 Admission to candidature

Available places will be offered to qualified applicants based on merit and interview, according to the following admissions criteria.

(1) To be eligible to be admitted to candidature by the Dean, an applicant must:
   (a) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Advanced Studies (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences)(Honours) or Bachelor of Liberal Studies (Honours) from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and
   (b) satisfy the Head of the School of Psychology of his or her personal suitability for the practice of clinical psychology, as determined by interview.

(2) The Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean, are equivalent to those prescribed in sub-clause (1).

(3) An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission; and
   (b) two referees' reports (two academic or one academic and one work experience related), as required by the Head of the School of Psychology.

(4) Aboriginal and Torres Strait Islander applicants who wish to be considered for admission under the Cadigal program must additionally apply through the University's Mana Yura Student Support Team. Eligible applicants may be given priority for interviews.

4 Requirements for award

(1) The units of study that may be taken for the Master of Clinical Psychology are set out in the table of units of study for the Master of Clinical Psychology course.

(2) To qualify for the award of the degree of Master of Clinical Psychology, a candidate must:
   (a) complete 96 credit points of units of study as set out in the table of units of study; and
   (b) complete clinical placements as prescribed by the Head of School; and
   (c) conduct a research project on an approved topic.

5 Cross-institutional study

Cross-institutional study is not available in this course.

6 Course transfer

The Master of Clinical Psychology is completed as a stand-alone course. No transfer from the Master of Clinical Psychology to the Master of Clinical Psychology / Doctor of Philosophy is allowed.

7 Credit for previous study

(1) Credit transfer for the Master of Clinical Psychology component is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science, except that:
   (a) no more than 48 credit points may be credited; and
   (b) the coursework must have been completed no more than three years prior to first enrolment in this course and not have been counted towards another award.

8 Time limits

Except with the permission of the Dean or Associate Dean, a candidate will complete the requirements for the Master of Clinical Psychology degree:

(a) within a minimum period of four semesters and a maximum period of twelve semesters for full-time study; or

(b) within a minimum period of eight semesters and a maximum period of twelve semesters for part-time study; and

(c) within six calendar years of admission to candidature.

9 Progression rules

(1) Candidates for the award course must satisfactorily complete all units of study.

(2) Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.
Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.

Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Policy 2014.

10 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, 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2025, or later date as the faculty may, in special circumstances, approve.
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<table>
<thead>
<tr>
<th>Author</th>
<th>Julian Miller, Policy and Project Officer, Education Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Ross Coleman, Director - Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Researcher graduate qualities for the PhD and development opportunities in candidature</td>
</tr>
<tr>
<td>Purpose</td>
<td>To show how PhD students and supervisors can be informed about the PhD graduate qualities and record students’ development opportunities in candidature.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board:

1) **note** the relationship between the researcher graduate qualities for the PhD and development opportunities to support and enhance the skills and experience of PhD candidates;
2) **endorse** the use of the researcher graduate qualities for the PhD as an important reference for HDR supervisors and students when selecting and/or reflecting upon possible development opportunities in candidature;
3) **provide advice** on the proposed options for recording development opportunities.

**EXECUTIVE SUMMARY**

In August 2019, the Graduate Studies Committee (GSC) recommended that the Academic Board should endorse: (i) the use of the PhD graduate qualities as an important reference for HDR supervisors and students when selecting and/or reflecting upon possible development opportunities in candidature; and (ii) adoption of the phrase ‘researcher graduate qualities for the PhD’ at the University, to appropriately reflect the deep research skills and activities undertaken by doctoral candidates (resolution AB-GSC-19/05-14).

The paper endorsed by the GSC sought to articulate clearly the benefits of the PhD in terms of graduate qualities - as well as the use of providing a framework to support students and supervisors when undertaking a reflective analysis of a candidate’s development of skills and experience, throughout candidature. The intention is to identify student needs and focus on student development over the journey of the PhD - rather than creating a check-box exercise for graduate qualities. In this case, the PhD graduate qualities are more inexact than undergraduate qualities and for this reason the GSC agreed that the PhD graduate qualities should be more accurately termed, ‘researcher graduate qualities’, to make a clear distinction between undergraduate and early researcher qualities. The difference is, the researcher graduate qualities for the PhD are designed to make explicit, for the University, industry and the community, those broader skills that both enable and are enhanced by the profound research outcomes achieved by doctoral candidates. They also provide touchstones for students and supervisors when attesting to a candidate’s skills and experience in portfolios for prospective employers, after thesis examination and graduation.

The relationship between the PhD graduate qualities and skills development activities in candidature is presented in more detail in attachment 1. The attachment also proposes two options for students and supervisors to document any consideration of development opportunities that they think may be required for the forward planning of candidature. It is suggested that this consideration of how candidature is developed should refer to the graduate qualities as a way of framing the PhD in the wider context of University support for the developing researcher. The attachment deliberately takes a ‘light touch’ approach to the relationship between the PhD graduate qualities and skills development, recognising the unique circumstances of each candidate and candidature.

**CONTEXT**

The University of Sydney PhD graduate qualities reflect the University’s aspiration for the PhD as a degree that builds both deep disciplinary expertise and broader, transferable skills that will support a transition to careers in research and innovative organisations following the completion of candidature. The articulation of
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research graduate qualities for the PhD may also be used by candidates and the University to counter potential misunderstandings that the only outcome of a PhD is deep knowledge in a very specialised domain.¹ The definition and purpose of the PhD graduate qualities is described in Table 1 in attachment 1.

The design of the graduate qualities was informed by:

- the University’s undergraduate and researcher qualities identified in the Strategic Plan;
- the 2016 Australian Council of Learned Academies (ACOLA) review of HDR training which identified that transferable skills development is not as strongly embedded in domestic research training programs as it is in other comparable research training systems around the world;²
- the prescribed set of skills defining the PhD as an Australian Qualifications Framework level 10 award;³ and
- contemporary discussions of the nature of PhD outcomes.⁴

CONSULTATION

The DVC Education portfolio is currently consulting with a small working group comprised of stakeholders with educational expertise to further develop design principles for strengthening the relation between the graduate qualities and student/supervisor skills development activities. For example, the group recognises that there is no expectation for every student to undertake development activities with respect to each graduate quality; rather, the PhD degree affords students the potential to maximise their capacity in many areas.

The working group brings together HDR focussed staff from: faculties and schools; the Educational Innovation team, DVC Education; Student Administration Services (SAS); Marketing and Communications; the University Library and the Sydney Operating Model (SOM) HDR project.

The group’s findings and recommendations will also inform work being undertaken as part of the Sydney Operating Model project for HDR support, guiding the delivery of candidature management tools and processes - including support for PhD students in achieving their potential through skills development activities.

COMMUNICATION

A communications strategy for faculties and schools concerning the relation between the PhD graduate qualities and development opportunities will be developed in the future by the Director - Graduate Research with help from Marketing and Communications (Education) staff. The strategy will focus on:

- improving the capacity for supervisors to explain to students how to develop the graduate qualities and which development options may best suit a particular candidature;
- support for supervisors to access resources;
- the relationship between the new HDR coursework requirement, skills development and the graduate qualities;
- how the graduate qualities can provide an effective framework for placing PhD candidature in the wider context of the ‘developing researcher’; and
- how students can understand for themselves that PhD candidature offers the potential for enhancing their personal capacity to develop the graduate qualities and in turn be able to explain this to prospective employers.

ATTACHMENTS

Attachment 1 - University of Sydney researcher graduate qualities for the PhD (development opportunities in candidature).

¹ See: ACOLA Review of Australia’s research training system – final report.
² ibid
³ The Australian Qualifications Framework.
⁴ The Australian Council of Graduate Research Inc (ACGR) Good Practice Framework for Research Training and Vitae (UK).
University of Sydney researcher graduate qualities for the PhD

In August 2017, the Academic Board endorsed a set of University of Sydney PhD graduate qualities with the intention that faculties and schools would support research students in developing these qualities during candidature. The researcher graduate qualities for the PhD are designed to help guide students and supervisors in candidature, enabling students to reflect on needs and opportunities to enhance career possibilities. The PhD graduate qualities are shown in Table 1 below.

Table 1: Definition and purpose of the PhD graduate qualities:

<table>
<thead>
<tr>
<th>Sydney PhD graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep expertise</td>
<td>To possess expert, world standard knowledge in an area of specialisation, a mastery of relevant research methods and the capability to contribute to scholarship and knowledge discovery</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>To display high level capabilities in critical thinking and problem solving and a commitment to lifelong learning and discovery</td>
</tr>
<tr>
<td>- Critical thinking and problem solving</td>
<td>- To have excellent oral and written communication skills relevant to specialist and general audiences</td>
</tr>
<tr>
<td>- Communication (oral and written)</td>
<td>- To evaluate and utilise contemporary digital tools, resources and technologies</td>
</tr>
<tr>
<td>- Information/digital literacy</td>
<td>- To be innovative and creative in response to novel problems, and to be willing to take risks</td>
</tr>
<tr>
<td>- Inventiveness</td>
<td>- To display high level capabilities in disseminating research, and build understanding of own research in a broader context by participating in engagement with end-users of research</td>
</tr>
<tr>
<td>- Engagement</td>
<td>- To plan, manage and deliver research projects effectively</td>
</tr>
<tr>
<td>- Project planning and delivery</td>
<td></td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To display high levels of cultural competence and embody best practice with regard to cultural competence in research</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary settings to develop broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems</td>
</tr>
<tr>
<td>Professional, ethical, personal identity</td>
<td>To exercise integrity, confidence and resilience</td>
</tr>
<tr>
<td>Influence</td>
<td>To be professionally and socially responsible and make a positive contribution to society; Recognise and promote the implications of own research in a broader societal context</td>
</tr>
</tbody>
</table>

The graduate qualities and development opportunities

These graduate qualities will help students contemplate their achievement of skills and experience as their candidature progresses - as well as providing a reference point to guide students and supervisors when identifying relevant development opportunities for enhancing a PhD candidate’s already considerable research skill level. The overall aim is to strengthen students’ career prospects beyond the thesis activity. In the first instance, supervisors should direct their students to resources for developing skills and experience - where appropriate

Not all students will want, or need, to develop all of the graduate qualities to a high level - so they will be of most use in framing consideration of the development needs of each candidate.
Development opportunities may include, but are not restricted to:

- the research undertaken by the student;
- thesis writing retreats;
- ‘beyond the PhD’ publishing workshops;
- HDR coursework, including interdisciplinary Open Learning Environment (OLE) units;
- enrichment activities such as hackathons;
- 3-minute thesis competitions or similar;
- innovation and entrepreneurship challenges;
- opportunities for industry and community placements and projects;
- seminar and conference presentations;
- reviewing academic submissions;
- producing high-quality funding applications;
- communicating research findings to non-academic audiences;
- teaching and other educational activities such as marking undergraduate assessments;
- international mobility experiences;
- external training opportunities;
- mentoring programs;
- public engagement, communication and outreach activities;
- university committee representation;
- student-led seminars and activities and self-reflective evaluation of the candidate’s development of these skills.

Students may engage with a combination of these kinds of activities, again with the wider aim of ensuring that PhD graduates are better prepared for the workforce.

Recording development opportunities requirements

Supervisors and students can record plans to undertake PhD research development activities each year. The supervisor can offer guidance by suggesting areas of skills development that they think will help the student to develop the graduate qualities and by referring the student to appropriate supporting resources in the school, faculty, the wider University and/or networks with other institutions and industry. Likewise, the student can specify the support and opportunities that they think will be needed for the forward planning of candidature. At commencement, it could be beneficial for students to undertake a reflective analysis of their development priorities by using the graduate qualities as a starting point in discussion with supervisors. Following the submission of the thesis, students and supervisors can re-visit this reflective analysis to better understand the student journey over candidature, notwithstanding that the student may want to revisit the reflective statement on a more frequent basis. This understanding would then inform preparation of personal statements for job and fellowship applications, supporting the excellent research outcomes from the student’s successful PhD. Two basic options for both students and supervisors to record requirements for development opportunities are presented in the tables below, noting that they avoid a ‘ticking the boxes’ approach.

It should also be noted that the forms proposed below could be realised in a much more sophisticated fashion through an integrated systems solution under the Sydney Operating Model (SOM), HDR Project/Research Support Model.
## OPTION 1

### Sample supervisor development opportunities plan

<table>
<thead>
<tr>
<th>Student Name and number</th>
<th>Faculty</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

### Commencing year | Current academic year | Mode of study/EFTSL count | Part time/full time/EFTSL
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</table>

### How might the student develop the graduate qualities?

<table>
<thead>
<tr>
<th>Identified development opportunity</th>
<th>Identified graduate qualities</th>
<th>Development activity and source, e.g. APR.Intern</th>
<th>Desired outcomes from development activity</th>
<th>Research period</th>
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</table>

### Analysis of candidate's development needs

Consider what the student might need to help them meet the PhD graduate qualities. When reflecting on the student’s capacities, you may wish to consider their previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on the student’s current skills and personal strengths? In your analysis of their development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.
Sample student development opportunities plan

<table>
<thead>
<tr>
<th>Student Name and number</th>
<th>Faculty</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Start year</th>
<th>Current academic year</th>
<th>Mode of study</th>
<th>Part time/full time</th>
</tr>
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<td></td>
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</table>

‘What do I need to develop the graduate qualities?’

<table>
<thead>
<tr>
<th>Identified development opportunity</th>
<th>Identified graduate qualities</th>
<th>Development activity and source, e.g. APR.Intern</th>
<th>Desired outcomes from development activity</th>
<th>Research period</th>
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</table>

Reflective analysis of development needs

Consider what you might need to help you meet the graduate qualities. In this reflection piece, you may wish to consider your previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on your current skills and personal strengths? In your analysis of development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.
OPTION 2

Simple sample student/supervisor reflective analysis of development needs

**HDR Candidate Name:**

Consider what you might need to help you meet the graduate qualities. In this reflection piece, you may wish to consider your previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on your current skills and personal strengths? In your analysis of development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.

**Supervisor name:**

Consider what the student might need to help them meet the PhD graduate qualities. When reflecting on the student’s capacities, you may wish to consider their previous skills and background prior to commencing candidature. How might the development opportunities offered through the University build on the student’s current skills and personal strengths? In your analysis of their development requirements, you may need to consider the timing of events for the best fit with research and teaching schedules.
RECOMMENDATION

That the Graduate Studies Committee endorse:
1. the proposed exemptions model; and
2. amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (attachment 1).

EXECUTIVE SUMMARY

From 2021, Higher Degree by Research (HDR) students will be required to complete coursework units as part of their candidature. These units will be located in a new research education unit of study table, open to and shared by all HDR candidates, termed ‘Table R’. Doctoral students will be required to take 12 credit points of study within two years and master’s by research six credit points of study in their first year of study. Due to the range of higher education backgrounds of our candidates and embedded coursework arrangements in some combined HDR programs, a process for applying exemptions to the requirement will need to be formalised before the commencement of the coursework requirement. Four types of exemptions are outlined within the paper, separated into two areas: (1) exemptions for candidates enrolled in courses with the Table R requirement and (2) HDR courses exempt from Table R. The proposed exemptions are listed below:

1.1 candidates who commence HDR study at the University or transfer with less than 50% of completed candidature and can demonstrate sufficient prior learning directly related to their thesis;
1.2 candidates who commence candidature at the University at greater than 50% EFSTL completed;
2.1 combined HDR course programs not linked to Table R; and
2.2 all Cotutelle, joint, and dual PhD courses.

This exemptions model has been formalised in the proposed amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (attachment 1).

CONTEXT

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities for HDR students to develop the graduate qualities. Under the coursework requirement, doctoral students commencing their studies in 2021 will be required to complete a minimum of 12 credit points of coursework, and each master’s by research student a minimum of 6 credit points. To complete the HDR coursework requirement, students will be able to select any combination of units from Table R. As part of this offering, the development of a credit or exemptions process is required. Due to the multifaceted nature of the University’s HDR courses, exemptions to the requirement will need to be established to cover situations where research degrees are offered in a dual program with a coursework degree or a significant portion of candidature has occurred at another institution prior to commencement of studies at the University.

The requirements for HDR coursework were established in the Progress, Planning, and Review (HDR) Policy in 2018. As part of this work, provisions pertaining to RPL were included in the policy that suggested a specific credit matching arrangement. However, following further consultation the revised approach outlined in this
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paper is recommended for endorsement by the Graduate Studies Committee. The approach in this paper would allow more flexibility for supervisors and Associate Deans to assess the research training needs of candidates. Additionally, the coursework units are intended to support development of research skills and assist candidates in meeting the graduate qualities, which is difficult to ascertain from matching a unit with another University's without Sydney's graduate qualities. The context of a given student's background and research project means that applying a uniform credit-matching process would not be feasible. A unit of study may be preparatory in some contexts or advanced in others; the local contingency of a student-supervisor-project nexus will mean that all credit matching will have to be negotiated individually. Furthermore, unlike meeting specific credit requirements in a coursework degree, the completion of Table R units are not the basis for conferring a research degree, but are intended to support candidates as they undertake their research and prepare for the next phase of their career. If the approach is endorsed, amendments to the policy will be provided to relevant University Executive and Academic Board committees. These draft amendments are included in attachment 1.

ISSUES

The exemptions model has been separated into exemptions for (1) students and (2) courses. Under this approach there are two further separations of each exemption, resulting in four scenarios whereby HDR candidates would not be required to complete six or 12 credit points of study from Table R.

1.1 Candidates who commence HDR study at the University or transfer with less than 50% of completed candidature and can demonstrate sufficient prior learning directly related to their thesis

If a student commences their study at the University or transfers into an award course with greater than 50% of candidature remaining (that is, at least one year for masters and two years for doctorates) and is able to demonstrate sufficient advanced prior learning in coursework study conducted as part of an AQF level 9 course within five years of commencement, the student may be eligible for an exemption in exceptional circumstances. This exemption would be based on a discussion and agreement with their supervisor that they have sufficient research training and would not benefit from additional coursework units offered in Table R. Such a proposition for an exemption would also need to demonstrate how the student will develop the graduate qualities without coursework support. Applications for an exemption would need the endorsement of supervisor(s) and the approval by their Associate Dean (Research Education). Additionally, a discussion at the first Annual Progress Review (APR) would occur to ensure the candidate would not benefit from additional training after a year of candidature. To avoid the use of special permissions in the event of a student initially seeking an exemption and discovering a training gap that could be supported by enrolling in a Table R unit, these exemptions would not be registered in system, but would be managed through the progression of the student.

The process for this exemption is outlined below:

1 Candidate arrives at Sydney and commences doctoral research (new or less than 50% candidature completed elsewhere). The candidate and supervisor(s) decide an initial project direction and agree that the student has previously completed a directly relevant coursework experience at AQF level 9 (or above), at a sufficient volume of learning, and a satisfactory level of achievement (performance at distinction level or above in a unit of study for each unit exemption applied for).

2 The candidate accesses a form and completes a case for exemption, which is countersigned by the supervisor(s). The exemption request would then need to be approved by the Associate Dean (Research Education). The candidate and supervisors retain a copy of this approval.

3 The APR will report that the student has not completed sufficient coursework. Prior to the APR panel meeting, the student uploads/attaches the evidence of (and reasons for) Associate Dean approval of the exemption. The APR panel will then discuss with the student whether the exemption remains appropriate and does not adversely affect the student's capacity to develop relevant research skills and graduate qualities.

This process is explicitly focussed on the needs of the student in the context of progression of candidature. Supervisors and candidates should also note that coursework is provided to help students develop the graduate qualities for the PhD. Hence, whilst content and discipline knowledge can be served by prior
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preparation, students may need to access coursework opportunities to enhance development of the graduate qualities. Additionally, if a student who has received an exemption later identifies a coursework opportunity that would be relevant to their research project, they may discuss this with their supervisor and enrol in a coursework unit(s) from Table R in support of their research training and completion of candidature.

1.2 Candidates who commence candidature at the University at greater than 50% EFSTL completed

The second exemption involves situations where a student has transferred to a Sydney HDR with the Table R requirement and the candidate has completed greater than 50% of candidature in another institution. In these situations, approval of the Associate Dean (Research Education) would be required to exempt the student. However, this exemption would not be based on coursework completed at another institution as the student is already past the two-year requirement window for completing coursework and would already have to demonstrate sufficient progress in their research degree upon enrolment in the course.

2.1 Combined HDR course programs not linked to Table R

The University currently offers combined and pathway research courses that contain specific and existing coursework requirements. Due to these existing requirements, additional coursework would not be necessary for the candidate once they undertake the research component of the program. The existing HDR combined course programs which will not be linked to Table R are:

- Master of Global Health / Master of Philosophy;
- Master of Health Policy / Master of Philosophy;
- Master of Public Health / Master of Philosophy;
- Master of Medicine / Master of Philosophy;
- Master of Science in Medicine / Master of Philosophy;
- Science Master of Clinical Psychology / Doctor of Philosophy; and
- Master of Veterinary Studies (Clinical Residency Program) / Master of Veterinary Clinical Studies.

Other combined coursework and research degree programs introduced in the future will likely be included in this list. These courses will be listed in Schedule 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

2.2 Cotutelle, joint, and dual PhDs

The other course type without the Table R requirement will be the PhD (Cotutelle) (or future joint PhD and dual PhD programs). Due to the unique candidature arrangements of these degrees and because the candidature requirements are established at the agreement, not course level, it is recommended that the PhD (Cotutelle) is not linked to Table R. A process should however be developed for opting candidates into coursework where the Principal Cotutelle Agreement or Student Cotutelle Agreement sets the duration of candidature at the University of Sydney for the first half of study and where coursework requirements are established in either (or both) of these agreements. This arrangement would mirror the existing process undertaken by the Higher Degree by Research Administration Centre to opt HDR candidates into coursework units, however on a much lower scale due to the low number of outbound Cotutelle PhD candidates.

ATTACHMENTS

Attachment 1: proposed amendments to the 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: 27 November 2018, commencing 1 January 2019

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** 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](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:
   - formulation and approval of research proposal;
   - formulation and approval of research projects;
   - thesis development and examination;
   - research training activities;
   - coursework requirements;
   - 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;

(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:

in 2020, for the Doctor of Philosophy; and

in 2021— for:

(a) the Doctor of Philosophy;

(b) Doctorates other than the Doctor of Philosophy, and

(c) 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.

(a) Awards subject to this requirement are the Masters by Research, Doctor of Philosophy and doctorates other than the Doctor of Philosophy, but not higher doctorates. They are listed in Schedule 3.

(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.

Note: As specified in clause 10, this requirement commences on 1 January 2021.

(a) Candidates must complete these requirements within:

(i) eight research periods from the commencement of full-time candidature; or

(ii) 16 research periods from the commencement of part-time candidature.
(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.

Note: As specified in clause 10, this requirement commences on 1 January 2021

(a) Candidates must complete these requirements within:

   (i) eight research periods from the commencement of full-time candidature; or

   (ii) 16 research periods from the commencement of part-time candidature.

(3)(4) Candidates for the Master's by Research must complete a minimum of 6 credit points of coursework from Table R, which is set out in Schedule 2.

(a) Candidates must complete these requirements within:

   (i) four research periods from the commencement of full-time candidature; or

   (ii) eight research periods from the commencement of part-time candidature.

(4)(5) The course requirements for the Doctor of Philosophy are set out in Schedule 43.

(5)(6) The course requirements for Doctorates by Research other than the Doctor of Philosophy are set out in the course resolutions for the award.

(7) The course requirements for Masters by Research degrees are set out in the course resolutions for the award.

(6)(8) Completion of the coursework requirement will be monitored and verified by the Academic Progress Review panel in each year of candidature.

12 Recognition of prior learning

(1) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are:

   (a) transferring to a Doctor of Philosophy or other Doctorate by Research after completing at least two years of doctoral research study at another institution; or

   (b) transferring to a Master's by Research after completing at least one year of full-time equivalent research study at another institution.

(2) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are transferring to a Doctor of Philosophy or other Doctorate by Research after completing less than two years of doctoral research study at another institution if:

   (a) the student has completed an equivalent volume of coursework at an AQF level 9 in a discipline directly relevant to their thesis:

      (i) which was completed within five years of commencing at the University; and

      (ii) for which results at distinction level or above were obtained.
(b) the student and their co-ordinating supervisor agree that further coursework training is not needed to support the completion of their thesis or achievement of the relevant graduate qualities;

(c) the relevant Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and

(d) the exemption request was submitted within nine months of the commencement of candidature.

(3) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are transferring to a Master’s by Research after completing less than one year of doctoral research study at another institution if:

(a) the student has completed an equivalent volume of coursework at an AQF level 9 in a discipline directly relevant to the thesis:

   (i) which was completed within five years of commencing at the University; and

   (ii) for which results at distinction level or above were obtained;

(b) the student and their co-ordinating supervisor agree that further coursework training is not needed to support the completion of their thesis; and

(c) the relevant Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and

(d) the exemption request was submitted within nine months of the commencement of candidature.

(4) The relevant Associate Dean may grant an exemption from the requirements of clause 11 to students who are commencing their studies in a Doctor of Philosophy, Doctorate by Research, or Master’s by Research if:

(a) the student has completed an equivalent volume of coursework at an AQF level 9 in a discipline directly relevant to the thesis:

   (i) which was completed within five years of commencing at the University; and

   (ii) for which results at distinction level or above were obtained;

(b) the student and their co-ordinating supervisor agree that further coursework training is not needed to support the completion of their thesis or achievement of any applicable graduate qualities;

(c) the relevant Associate Dean is satisfied that there is a substantial overlap between the coursework completed and the coursework which would otherwise be required by clause 11; and

(d) the exemption request was submitted within nine months of the commencement of candidature.

(5) The co-ordinating supervisor must inform the student’s first Annual Progress Review panel of any exemptions which have been granted.

If an exemption has been granted to a student under this clause the first Annual Progress Review panel meeting must be satisfied, after discussion with the student, that the exemption has not adversely affected the student’s capacity to develop relevant research skills or meet the relevant graduate qualities.
Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.

The Associate Dean may only grant specific credit for units of study required by section 11, provided that:

- satisfied that there is a substantial overlap of skills, knowledge and experience equivalent to the program and the standard required at the University of Sydney;
- at a level equivalent to a specific University of Sydney studies unit of study;
- and
- the student has previously completed units listed in Table R that support the development of the graduate qualities; or
- the student has completed 12 credit points of study from units equivalent to units listed in Table R.

# PART 3 PROGRESS REVIEW

## 130 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:

- assess whether the student has adequate support and resources to complete his or her research project and thesis in accordance with the progress plan;
- assess whether the current supervisory arrangements are satisfactory;
- assess the feasibility of the progress plan; and
- 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.
144 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.

152 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.

136 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.
Students must meet the requirements specified in subclause 163(1) to the required standard or quality.

The progress review ratings are:
(a) meets or exceeds objectives;
(b) marginal progress;
(c) unsatisfactory progress.

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.

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.

The student will have an opportunity to respond to the Review Panel’s report.

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.
‘Meets or exceeds objectives’

(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.

(9) To achieve a rating of ‘meets or exceeds expectations’ the student must:

(a) have satisfactorily met all requirements (as specified in subclause 163(1)) since the last progress review;

(b) for a first progress review, have submitted a major piece of writing for similarity checking; and

(c) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.

‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:

(a) the student has not satisfactorily met all requirements (as specified in subclause 163(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.
‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 136(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.
Supplementary progress reviews

(6) 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.

(7) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a supplementary progress review, clause 185 of this policy will apply.

(8) 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 196 of this policy will apply.

PART 4 MILESTONES AND ACTIVITIES

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 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’.

**2249 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.

**230 Transitional provisions**

Rescinded
### SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary appraisal</td>
<td>6 months</td>
<td>• Review research idea.</td>
<td>• Complete training needs analysis.</td>
<td>• Complete Responsible Research Practice module.</td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft research plan.</td>
<td>• Schedule relevant training activities.</td>
<td>• Complete induction(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft data management plan.</td>
<td>• Review communication skills (especially writing).</td>
<td>• Identify any need for ethics approval.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify subsequent actions in progress plan.</td>
<td>• Conduct intellectual property review, and consider need for IP agreements.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Conduct autonomous sanctions check.</td>
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<td></td>
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<td></td>
<td></td>
<td>• Consider potential for restricted information.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>WhS [Activity, within Preliminary Proposal Milestone]</td>
<td>2 months</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>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Identify actions needed to further develop the graduate qualities.</td>
<td></td>
</tr>
<tr>
<td>Consent Matters Module</td>
<td>6 months</td>
<td></td>
<td></td>
<td>• Complete WHS training</td>
<td>• WHS training completed.</td>
</tr>
<tr>
<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>
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<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>
<td></td>
<td></td>
<td>• Review the student’s development of the graduate qualities.</td>
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<td></td>
<td></td>
<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></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 actions to further develop the graduate qualities.</td>
<td></td>
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</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>
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<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>• Ensure the HDR coursework requirement is complete</td>
<td>• Check the student has completed and passed the required unit of study to complete the HDR coursework requirement.</td>
<td>• Is the research proposal feasible? • Is the research proposal agreed by all parties?</td>
</tr>
<tr>
<td>Coursework (Master's by Research linked to Table R)</td>
<td>12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coursework (Doctorates linked to Table R)</td>
<td>24 months</td>
<td></td>
<td></td>
<td></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>• Consider whether confidentiality agreements are required for examiners.</td>
<td>• Is the thesis examinable? • If yes, have examiners been appointed?</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>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?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• If yes, are there any conditions that must be satisfied?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• If no, can the student revise and resubmit?</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>Confer degree</td>
<td></td>
<td>Ensure the HDR coursework requirement is complete.</td>
<td></td>
<td>• Check the student has completed and passed all required units of study to complete the HDR coursework requirement.</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>

Academic Board
03 September 2019
SCHEDULE 3: HIGHER DEGREES BY RESEARCH WITH COURSEWORK REQUIREMENTS

(1) The following higher degree by research courses require the completion of 12 credit points of coursework within two years of candidature:
   (a) Doctor of Philosophy;
   (b) Doctor of Arts;
   (c) Doctor of Social Sciences; and
   (d) Doctor of Musical Arts.

(2) The following higher degree by research courses require the completion of six credit points of coursework within two years of candidature:
   (a) Master of Arts (Research);
   (b) Master of Education (Research);
   (c) Master of Fine Arts;
   (d) Master of Philosophy (Arts and Social Sciences);
   (e) Master of Philosophy (Education);
   (f) Master of Philosophy (Social Work);
   (g) Master of Philosophy (Business School);
   (h) Master of Philosophy (Engineering & Information Technologies);
   (i) Master of Applied Science (Health Sciences);
   (j) Master of Philosophy (Dentistry);
   (k) Master of Philosophy (Nursing);
   (l) Master of Philosophy Pharmacy;
   (m) Master of Philosophy (Medicine);
   (n) Master of Philosophy (Science);
   (o) Master of Philosophy (Architecture);
   (p) Master of Music (Composition);
   (q) Master of Music (Music Education);
   (r) Master of Music (Musicology);
   (s) Master of Music (Performance);
   (t) Master of Laws (Research); and
   (u) Master of Criminology (Research).

(3) The following higher degree by research courses do not have to meet the coursework requirement established in section 11 but may have to meet separate coursework requirements as established in course resolutions or inter-institutional agreements:
   (a) Master of Global Health / Master of Philosophy;
   (b) Master of Health Policy / Master of Philosophy;
   (c) Master of Public Health / Master of Philosophy;
(d) Master of Medicine / Master of Philosophy;
(e) Master of Science in Medicine / Master of Philosophy;
(f) Science Master of Clinical Psychology / Doctor of Philosophy;
(g) Master of Veterinary Studies (Clinical Residency Program) / Master of Veterinary Clinical Studies;
(h) Doctor of Philosophy (Cotutelle).

Note: Candidates for the Doctor of Philosophy (Cotutelle) may have to meet coursework requirements subject to the terms of the principal agreement and student agreement.
SCHEDULE 43: 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; and
(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;

(b) a minimum of 12 credit points of coursework from Table R.

(2)(2) To meet the progression requirements for the Doctor of Philosophy, candidates must complete a minimum of 12 credit points of coursework from Table R within:
(a) 8 research periods from the commencement of candidature for full-time candidates; or
(b) 16 research periods from the commencement of candidature for part-time candidates.
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),</td>
<td>Subclause and note added</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>16(1)(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<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);</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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<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>16(2)(a)(iii)</td>
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<td>16(3); 16(4);</td>
<td></td>
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<tr>
<td>17(1)</td>
<td></td>
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<tr>
<td>6; 9(5)(a);</td>
<td>Amendments to align with organisational design changes</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>13(10)(a);</td>
<td></td>
<td></td>
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<tr>
<td>13(7)(e);</td>
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<td>18(1); 18(3);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18(3)(b)-(d);</td>
<td></td>
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<tr>
<td>13(5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10; 11; 12</td>
<td>New Part 2A added, comprising new clauses 10-12, detailing HDR coursework</td>
<td>1 January 2019</td>
</tr>
<tr>
<td></td>
<td>requirements; consequential renumbering of following clauses</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Formatting changes</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>11(2), (3)</td>
<td>Note added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>12(1)</td>
<td>Subclause replaced</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>12 (2)</td>
<td>Subclause replaced</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Amendments pertaining to HDR courseworkAddition of required coursework</td>
<td>1 January 2020</td>
</tr>
<tr>
<td></td>
<td>modules</td>
<td></td>
</tr>
<tr>
<td>Schedule 2</td>
<td>New schedule — added — Table R</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>New schedule — course requirements for the doctor of philosophyNew Schedule</td>
<td>1 January 2020</td>
</tr>
<tr>
<td></td>
<td>added — awards impacted by new part 2A</td>
<td></td>
</tr>
<tr>
<td>Schedule 4</td>
<td>New schedule added — course requirements for the Doctor of Philosophy</td>
<td>1 January 2020</td>
</tr>
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</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kate Munro (Manager, Curriculum Planning &amp; Development, Business School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approver</td>
<td>Dr Helena Nguyen (Program Director Master of Human Resource Management and Industrial Relations, Business School)</td>
</tr>
<tr>
<td>Paper title</td>
<td>MASTER OF HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL RELATIONS MINOR COURSE AMENDMENT PROPOSAL</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>28 May 2019</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2020</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal to amend the course resolutions for the Master of Human Resource Management and Industrial Relations with effect from 1 January 2020.

EXECUTIVE SUMMARY

The Business School proposes to reduce the duration of relevant work experience required for admission to the Master of Human Resource Management and Industrial Relations for candidates holding a non-cognate degree. The proposed reduction from three to two years’ relevant work experience is appropriate given the approved revisions to the curriculum arising from the recent course review.

Upon completion of the revised degree, students will have similar employability skill development opportunities thus making the difference between two and three years’ work experience for non-cognate degree graduates relatively negligible. Specifically, WIL electives are used to prepare students who require additional assistance for job-readiness. Students who already have experience will be credentialing this more formally and evolving as the new leaders in the field. This targeted approach results in an employment-driven curriculum for HR&IR knowledge and skills.

The proposed reduction in the required work experience for non-cognate graduates will also make the 1.5 year/10-unit degree more competitive with degrees of a similar duration (either standard or with RPL) offered by the University of Melbourne, University Technology Sydney, University of Western Australia and University of Canberra.

The AQF learning outcomes are not in any way affected by the proposed changes.

BACKGROUND / CONTEXT

A comprehensive review of the Master of Human Resource Management and Industrial Relations was undertaken in 2018 with revisions to the curriculum recommended. In the revised curriculum, a selection of WIL units are available to provide learning experiences that maximise student and industry engagement and better prepare students with limited (or no) work experience with employability skills. By embedding WIL and business practicums opportunities in the curriculum, the knowledge gap is reduced between students without and those with work experience.

Further, the extensive local and international benchmarking undertaken during the course review indicates that the reduced work experience requirement will ensure the degree is more competitive with similar offerings.
The University of Sydney Business School
MHRM&IR - Competitor analysis - Domestic Institutions

USYD  M of Human Resource Management and Industrial Relations
UMELB  M of Management (Human Resources)
UTS  M of Human Resource Management
Deakin  M of Human Resource Management
Monash  M of Human Resource Management
UWA  M of Human Resource and Employment Relations
UWS  M of Human Resource Management
Canberra  M of Human Resource Management
Griffith  M of Human Resource Management
RMIT  M of Human Resource Management
Swinburne  M of Human Resource Management
Macquarie  M of Commerce with specialisation in Human Resource Management

Course length (full-time enrolment)

<table>
<thead>
<tr>
<th>Shortest</th>
<th>Longest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year (FT)</td>
<td>1.5 years (FT)</td>
</tr>
<tr>
<td>UWS</td>
<td>USYD</td>
</tr>
<tr>
<td>UTS</td>
<td>Canberra</td>
</tr>
<tr>
<td>Deakin</td>
<td>Griffith</td>
</tr>
<tr>
<td>Monash</td>
<td>Swinburne</td>
</tr>
</tbody>
</table>

with reduction of credits due to prior learning - RVL (not an option in USYD, Deakin, UWA, Canberra, Griffith and UWS)

<table>
<thead>
<tr>
<th>Shortest</th>
<th>Longest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year (FT)</td>
<td>1.5 years (FT)</td>
</tr>
<tr>
<td>UTS</td>
<td>USYD</td>
</tr>
<tr>
<td>Monash</td>
<td>UMELB</td>
</tr>
<tr>
<td>UWS</td>
<td>Deakin</td>
</tr>
<tr>
<td>Swinburne</td>
<td>UWA*</td>
</tr>
<tr>
<td>Macquarie</td>
<td>Canberra</td>
</tr>
</tbody>
</table>

*An extension in the duration of the program may apply for those students with non-business background

Entry requirements (sorted by restrictions) - academic performance is not used in this classification

Classification made based on a) UG qualification area/discipline, and b) work experience

Least restrictive entry requirements

<table>
<thead>
<tr>
<th>UG in ANY FIELD (NO professional experience required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMELB</td>
</tr>
<tr>
<td>Macquarie</td>
</tr>
</tbody>
</table>

UG in a ANY FIELD AND professional experience required

| Canberra | 2 years of relevant work experience are required |
| Monash   | Honours degree and 2 years work experienced required |

UG in a COGNATE discipline OR ANY FIELD AND professional experience required

| UTS | 2 years work experience for applicants without a cognate qualification |
| USYD | 3 years work experience for applicants without a cognate qualification |
| Deakin | 3 years work experience for applicants without a cognate qualification |
| RMIT | 3 years work experience for applicants without a cognate qualification |

UG in a COGNATE discipline (NO professional experience required)

| Griffith | Applicants without a cognate qualification may be admitted to the GradCert |
| Swinburne | |

Most restrictive entry requirements

| UWS | GradCert In a business discipline OR UG degree in any discipline AND 5 years of general work experience in Human Resource Management of equivalent |

NOTE: English language requirements are not included in the above analysis; specific marks are not included in this classification
Non-Confidential

ATTACHMENTS

Attachment 1. Minor course amendment proposal - Master of Human Resource Management (and embedded courses)
Attachment 2. Amendments to course resolutions - Master of Human Resource Management (and embedded courses)
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

1. Name of award course
   Master of Human Resource Management and Industrial Relations

2. Purpose of proposal
   The purpose of the proposal is to amend the course resolutions relating to admission to the Master of Human Resource Management and Industrial Relations with effect from January 2020.

3. Details of amendment
   See Attachment 2. for proposed amendments to course resolutions. Approval is sought for amendments to resolution 5(1)(iii) only (amendments to other sections are pending approval by Academic Board).

4. Other relevant information
   N/A

5. Signature of Dean

[Signature]
Master of Human Resource Management and Industrial Relations

Graduate Diploma in Human Resource Management and Industrial Relations

Graduate Certificate in Human Resource Management and Industrial Relations

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>
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<tr>
<td>MAHRMIRE-01</td>
<td>Master of Human Resource Management and Industrial Relations</td>
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<td>GNHRMIRE-01</td>
<td>Graduate Diploma in Human Resource Management and Industrial Relations</td>
</tr>
<tr>
<td>GCHRMIRE-01</td>
<td>Graduate Certificate in Human Resource Management and Industrial Relations</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:

(a) the Master of Human Resource Management and Industrial Relations

(b) the Graduate Diploma in Human Resource Management and Industrial Relations

(c) the Graduate Certificate in Human Resource Management and Industrial Relations

(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 ranked on merit in accordance with the following criteria:

(a) Master of Human Resource Management and Industrial Relations

(i) an Australian Qualifications Framework Level 8 or higher qualification in any discipline with a minimum credit average (or equivalent) at an institution approved by the Business School; or

(ii) an Australian Qualifications Framework Level 7 qualification in a cognate discipline, as defined by the Business School, with a minimum credit average (or equivalent) at an institution approved by the Business School; or

(iii) an Australian Qualifications Framework Level 7 qualification in a non-cognate discipline with a minimum credit average (or equivalent) at an institution approved by the Business School and a minimum of two years relevant work experience; or

(iv) completion of the qualifications and experience specified in (i), (ii) or (iii) 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

(v) satisfaction of the English language requirements; and

(vi) any other minimum standards specified by the Business School.

(b) Graduate Diploma in Human Resource Management and Industrial Relations

(i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School; or

(ii) satisfaction of the English language requirements; and

(iii) any other minimum standards specified by the Business School.

(c) Graduate Certificate in Human Resource Management and Industrial Relations

(i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School; or

(ii) equivalent professional work experience of no less than three years in a relevant field, as defined by the Business School; and

(iii) satisfaction of the English language requirements; and

(iv) any other minimum standards specified by the Business School.

(2) In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Human Resource Management and Industrial Relations coursework programs.

(2) To qualify for the award of the Master of Human Resource Management and Industrial Relations a candidate must complete 60 credit points, comprising:

(a) 24 credit points of core units of study;
(b) 30 credit points of elective units of study; and
(c) a 6 credit point capstone unit of study.

(3) To qualify for the award of the Graduate Diploma in Human Resource Management and Industrial Relations a candidate must complete 36 credit points, comprising:
(a) 24 credit points of core units of study; and
(b) 12 credit points of elective units of study.

(4) To qualify for the award of the Graduate Certificate in Human Resource Management and Industrial Relations a candidate must complete 24 credit points, comprising:
(a) 24 credit points of core units of study; and
(b) 6 credit points of elective units of study.

7 Progression rules

Unless otherwise permitted, candidates must complete the units of study for the courses in a prescribed sequence as specified by the Business School.

8 Recognition of prior learning

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Candidates for the Master of Human Resource Management and Industrial Relations may be eligible for:
(a) a reduction in the volume of learning of up to 30 credit points for relevant postgraduate studies where no award has been, or will be made,
(b) a reduction in the volume of learning of up to 12 credit points if they hold both a cognate degree and have relevant professional work experience of at least two years in duration.
(3) Candidates for the Graduate Diploma in Human Resource Management and Industrial Relations may be eligible for a reduction in the volume of learning of up to 18 credit points for relevant postgraduate studies where no award has been, or will be made.
(4) Candidates for the Graduate Certificate in Human Resource Management and Industrial Relations may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been, or will be made.
(5) 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.

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 Business School, and provided the requirements of the shorter award have been met.

(2) A candidate for the graduate certificate or graduate diploma may elect to upgrade to the master’s degree with full recognition of prior learning upon completion of a minimum of 24 credit points and graded at a standard acceptable to the Business School.

8 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2025. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 6 August 2019 and:

(1) note that the Committee approved the Master of Commerce course review from The University of Sydney Business School and approved the Master of Political Economy course review from the Faculty of Arts and Social Sciences.

(2) note that the Committee conditionally approved the Master of Economics course review from the Faculty of Arts and Social Sciences.

ITEMS FOR NOTING

Item #

10.1 Course Reviews – Sydney Business School
The AQC approved the course review of the Master of Commerce from The University of Sydney Business School.

10.2 Course Reviews – Faculty of Arts and Social Sciences
The AQC approved the completed course review of the Master of Political Economy from The Faculty of Arts and Social Sciences.

The AQC conditionally approved the course review of the Master of Economics.

The Committee also:
- noted the Standing Orders for meetings of the Academic Board
- discussed the confidentiality of course reviews
- discussed course monitoring outlier data

Full agenda papers are available from the Committee Officer, via cory.thomas@sydney.edu.au.

Associate Professor Wendy Davis
Chair, Academic Quality Committee
RECOMMENDATION

The Academic Board note the 2019 Central Promotions Committee membership. The membership complies with the Academic Promotions Policy, Schedule 3, Central Promotions Committees, terms of reference and operation.

EXECUTIVE SUMMARY

2019 Level D and E Central Promotions Committee membership attached, new members are noted in red.
MEMORANDUM

Renée Dodds  
(Acting) Manager, Academic Promotions Unit

Memorandum to: Professor Stephen Garton  
Provost & Deputy Vice-Chancellor

Re: 2019 Level D & E Confirmed Central Promotions Committee membership

Level D (Meeting date – Tuesday 19 November)

<table>
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### Level E (Meeting date – Wednesday 13 November)

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<td>Professor Sheelagh McCracken</td>
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Approved: _____________________________________________

Professor Stephen Garton (Provost)

Date: ___________________________________________

13.08.2019
RECOMMENDATION

That the Academic Board note the Curriculum Timetabling Policy 2019, endorsed at the University Executive meeting of 8 August 2019.

EXECUTIVE SUMMARY

The University of Sydney has developed a Curriculum Timetabling Policy to provide the guiding principles for timetabling in the University.

The scope of the Curriculum Timetabling Project, under the Sydney Operating Model program, includes managing the delivery of a timetabling policy and procedures. The policy has been created by a Policy Working Group. It has been circulated for review and feedback to a Policy Reference Group and other key stakeholders, with broad representation of University academic and administrative roles.

The Provost Steering Committee endorsed the draft, and it was submitted to the committees listed in Consultation, below. A draft version was previously noted by the Academic Board on 4 June 2019. The Policy was endorsed by the University Executive meeting of 8 August 2019. At time of writing, it is expected that the Policy will commence on 19 August 2019.

Curriculum Timetabling Procedures are currently under development and will be separately submitted to the Academic Board.
ADDITIONAL CONTENT FOR REPORT

BACKGROUND / CONTEXT

An earlier draft of the Curriculum Timetabling Policy 2019 was submitted to the Academic Board for noting on 4th June 2019.

CONSULTATION

The Curriculum Timetabling Policy 2019 has been subject to consultation and review by
- Policy Working Group, Curriculum Timetabling Project
- Policy Reference Group, Curriculum Timetabling Project
- Disability Services
- Health and Wellbeing
- The software vendor of the timetabling product Syllabus Plus, which the University will procure
- Provost Steering Committee, Sydney Operating Model
- Education Committee (UE)
- Academic Standards and Policy Committee (ASPC)
- Academic Board
- Joint Consultative Committee (under the Enterprise Agreement)
- University Executive, for endorsement

BENEFITS

The benefits of the University implementing a Curriculum Timetabling Project are that it can
- Standardise the timetabling and student allocation processes with the University;
- Provide a stronger alignment of timetabling with strategic objectives of the University;
- Improve the student experience of timetabling within the University;
- Improve the staff experience of timetabling within the University;
- Improve the utilisation of teaching space through the span of the University’s teaching week.

IMPLEMENTATION

The Policy has been submitted for registration in the Office of General Counsel’s Policy Register. At time of writing, it is expected that the Policy will come into force on 19 August 2019.

COMMUNICATION

A communication and engagement plan is underway to socialise the Policy within the University community.

ATTACHMENTS

Curriculum Timetabling Policy 2019
CURRICULUM TIMETABLING POLICY
2019

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

Dated:

Last amended:

Signature:

Name: Dr Michael Spence

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PART 1 – PRELIMINARY

1 Name of policy
This is the Curriculum Timetabling Policy 2019.

2 Commencement
This policy commences on 19 August 2019.

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

4 Statement of intent
This policy:
(a) provides clear principles and a framework for the planning and scheduling of the University’s learning and teaching activities;
(b) requires a University timetable that supports the student learning experience and enables best teaching practice; and
(c) establishes reporting requirements for quality assurance of the timetabling process.

5 Application
(1) This policy applies to:
   (a) all students undertaking coursework;
   (b) all participants in non-award courses; and
   (c) all staff involved in;
       (i) planning;
       (ii) scheduling;
       (iii) maintaining;
       (iv) monitoring; and
       (v) teaching;
       the University’s educational offerings.

(2) This includes, but is not limited to:
   (a) all scheduled learning and teaching activities relating to units of study;
   (b) coursework undertaken by higher degree research students;
(c) scheduled learning and teaching activities relating to non-award courses.

6 Definitions

**academic staff** has the meaning given in the *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*, which at the date of this policy is:

academic staff of the University, including teaching and research academic staff, research only and teaching focused academic staff.

**allocation** means, as appropriate, allocating any of:

- teaching time;
- teaching spaces; or
- students to classes in a unit of study.

**annual timetable production schedule** means the schedule of activities involved in the planning and creation of the curriculum timetable and the allocation of students to the timetable, specifying deadlines for the work necessary to complete the timetable.

**award course** Has the meaning given in the *Learning and Teaching Policy 2015*, which at the date of this policy is:

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.

**clash** means an overlap in scheduled time for two or more separate learning activities in a student's personal timetable.

**class** means an individual scheduled activity for delivery of a unit of study, such as a lecture, laboratory session or tutorial.

**curriculum** has the meaning given in the *Learning and Teaching Policy 2015*, which at the date of this policy is:

the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

**Dean** means, as appropriate, the Dean or Executive Dean of a faculty, or the Head of School and Dean of a University school.

**enrolment** means completing, to the satisfaction of the University, all requirements for enrolment or re-enrolment in an award course.

**Enterprise Agreement** means the *University of Sydney Enterprise Agreement 2018 - 2021*, and any successor to that agreement.
faculty means, as appropriate, a faculty, University school or Board of Studies.

Head of School means:

- for schools within a faculty, the Head of School;
- for faculties which do not have a school structure, the Deputy Dean;
- for clinical schools within the Faculty of Medicine and Health, the Head of Clinical School; and
- for University schools, the Head of School and Dean.

mode of delivery means the manner by which courses and units of study are presented to students, and include:

- face to face classes, in either the daytime or evening;
- fully online learning;
- blends of face to face and online learning; and
- on or off campus delivery, including off shore delivery.

non-award means studies undertaken that do not lead to an award from the University. Non-award courses include professional development programs.

non-teaching space means a room or location on campus that can be booked for an activity, but which has not been designed for teaching.

precinct means the area within a campus that is dedicated to the teaching and research activities of a specific cluster of disciplines.


student has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:

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.

teacher means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.

timetable means the schedule of lectures, tutorials, laboratories and other academic activities that a student is expected to attend.

teaching space means a room or location designed for teaching.

timetabling team means the functional area with the University responsible for managing unit of study timetables, student personal timetables and associated information and systems.
unit of study has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:
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.

unit of study coordinator has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:
the academic staff member with overall responsibility for the planning and delivery of a unit of study.

PART 2 – PRINCIPLES

7 Timetabling principles

(1) The University should produce an equitable and efficient timetable for its students and staff.

(2) The timetable should foster educational excellence by:
   (a) matching learning spaces to teaching delivery requirements;
   (b) aiming to schedule the mix of learning and teaching activities to facilitate excellent learning outcomes and experiences.

Note: See Clause 8 of the Learning and Teaching Policy 2015.

(3) The timetabling process should optimise use of teaching facilities and resources by:
   (a) minimising scheduled timetable clashes for students, subject to:
        (i) agreed and documented availability of staff for teaching;
        (ii) agreed and documented availability of essential specialised teaching space; and
        (iii) availability of security and other necessary services;
        (b) optimising:
            (i) the match of teaching spaces to scheduled class requirements (such as size of class, type of class, teaching facilities needed);
            (ii) proximity of teaching spaces to staff-preferred precincts; and
            (iii) proximity of teaching spaces to precincts relevant to the students’ courses.

(4) The University aims to minimise travel time between learning and teaching activities for students and staff.

(5) For the purposes of venue allocation and scheduling, the University will prioritise in the following order:
(a) all scheduled teaching, learning and assessment activities that comprise units of study. During exam periods, examinations have priority over all other activities;

(b) approved non-award teaching activities;

(c) non-teaching activities that are part of the University's core activities, such as research-related workshops, conferences and symposia.

(6) As from 17 August 2020, there will be a Timetabling Committee, with responsibility for:

(a) overseeing the University timetable; and

(b) approving the annual Timetable production schedule.

(7) As from 17 August 2020, the Timetabling Committee will have the membership and terms of reference specified in Schedule 1. The University will publish the timetable based on the annual timetable production schedule approved by the Timetabling Committee.

PART 3 – TIMETABLE PLANNING

8 Timetable planning and development

(1) The timetabling team within the central student administration unit is responsible for producing the annual timetable production schedule, specifying deadlines for the work necessary to complete the timetable in accordance with this policy.

(2) All academic and professional staff involved in producing the University timetable must:

(a) provide current and accurate information for timetabling purposes; and

(b) undertake this work according to the timetable production schedule.

9 Teaching time allocation

(1) Core teaching hours for timetabling purposes are from 8.00 am to 9.00 pm, Monday to Friday.

(a) Units of study offered in daytime mode of delivery will normally have classes scheduled between 8.00 am to 6.00 pm, but may have some classes scheduled between 6.00 pm to 9.00 pm if requested; and

(b) Units of study offered in evening mode of delivery will have classes scheduled between 5.00 pm to 9.00 pm.

Note: Clause 9(3) allows for teaching outside of core teaching hours for both daytime and evening modes of delivery.

(2) Staff allocation to teaching must be consistent with:

(a) the faculty’s academic workload allocation policy, established under the Enterprise Agreement; and

(b) the workload provisions of the Enterprise Agreement; and

(c) approved flexible working or outside earning arrangements.
10 Teaching space allocation

(1) The University will allocate classes to appropriately equipped spaces according to function and need.

(2) If classes cannot be scheduled due to competing requirements, the DVC (Education) will decide the schedule.

(3) The University will ensure that all teaching spaces are:
   (a) recorded in the timetabling system;
   (b) as from 17 August 2020, categorised as one of:
      (i) general teaching space, to which any teaching and learning activity that requires the properties of that space can be allocated (e.g. seminar rooms);
      (ii) prioritised space (e.g. computer laboratories with specialised software), to which priority will be given for their principal use, but can also be timetabled for other use depending on need and availability; or
      (iii) specialised space, which is unsuitable for general use (e.g. purpose-built wet laboratories); and
   (c) allocated accordingly.

11 Timetable draft

(1) The timetable will normally be provided to academic staff before publication to students, as provided by the annual timetable production schedule.

(2) Staff should be given a period during which they can request changes to the timetable before publication.

(3) Staff may request changes if:
   (a) they advise why the draft does not meet the class requirements; and
   (b) the requirements are consistent with the procedures.

PART 4 – TIMETABLE PUBLICATION

12 Timetable publication

(1) The timetable will be published and released to students:
(a) after the staff revision period; and
(b) as provided in the timetable production schedule.

(2) The timetable will be published online and provided to relevant University systems.

13 Timetable changes after final publication

(1) Changes to the published timetable can only be made in the circumstances specified in the procedures.

(2) Students will be notified of changes to their personal timetable as soon as practical after the changes have been approved.

PART 5 – STUDENT TIMETABLE ALLOCATION

14 Student allocation to classes

(1) All classes that students are expected to attend as part of their units of study should appear on their personal timetable.

(2) A student should be allocated a clash-free timetable where unit of study timetables and venue capacity permit.

(3) If a student’s personal timetable contains unresolvable clashes, the student must choose whether to:
   (a) proceed with their timetable, and ensure that they can complete the requirements of the units of study; or
   (b) change their selected units of study to enable a clash-free timetable.

(4) Students may apply to change classes in the manner specified in the procedures.

15 Staff permissions and accountabilities

(1) Timetabling staff may manage class lists where appropriate, including adding and removing students.

(2) Teaching staff may request students present at, but not allocated to, a particular class to leave.

(3) Where the number of students present constitutes a health and safety risk teaching staff must require that those students not allocated to the class leave.
PART 6 – QUALITY ASSURANCE

16 Reporting and diagnostics

The timetabling team will report annually to the University Executive Education Committee about efficiency of timetabling processes.

NOTES

Curriculum Timetabling Policy 2019

Date adopted: 
Date commenced: 19 August 2019
Administrator: Deputy Vice-Chancellor, Education
Review date: 19 August 2020

Rescinded documents:

Related documents:
- TEQSA Higher Education Standards Framework (Threshold Standards) 2015
- University of Sydney (Coursework) Rule 2014
- University of Sydney (Delegations of Authority - Academic Functions) Rule 2016
- University of Sydney (Delegations of Authority - Administrative Functions) Rule 2016
- University of Sydney (Governance of Faculties and University Schools) Rule 2016
- University of Sydney Enterprise Agreement 2018-2021
- Academic Staff Workloads Policy 2011
- Coursework Policy 2014
- Learning and Teaching Policy 2015
- Space Management Policy 2012
- Student Placement and Projects Policy 2015
- Space Management Procedures 2012
AMENDMENT HISTORY

Note:  [To be completed.]

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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</table>
SCHEDULE 1

Timetabling Committee – Terms of Reference

Purpose and role

(1) The Timetabling Committee is responsible for delivering a University timetable:
   (a) to a high standard;
   (b) with continuous performance improvement;
   (c) aligned with the University’s strategic goals;
   (d) consistently with the Curriculum Timetabling Policy 2019.

(2) The Committee will:
   (a) approve the annual timetable production schedule;
   (b) in exceptional circumstances, authorise overriding the annual timetable production schedule.
      (i) Exceptional circumstances may include a building becoming unavailable at short notice for health and safety reasons, requiring the replanning of the timetable;
   (c) approve updates to the list of teaching space properties that meet teaching delivery requirements;
   (d) provide guidance to the timetabling team in implementing the strategic direction set by the Deputy Vice-Chancellor (Education);
   (e) review the annual performance reporting from the timetabling team;
   (f) assist in implementing continuous improvement initiatives within the University community to benefit timetabling; and
   (g) assist in resolving root cause issues within the University community to benefit timetabling.

(3) The Committee is not required to resolve operational issues arising in the standard timetabling process.

Membership

(1) Members will be appointed by the Deputy Vice-Chancellor (Education).

(2) The committee will consist of:
   (a) the Deputy Vice-Chancellor (Education), or nominee, acting as chair;
   (b) the Vice-Principal of Operations, or nominee, acting as deputy chair;
   (c) the Director of Student Operations, Student Administrative Services;
   (d) three Associate Deans (Education) from faculties and University schools, with rotation every two years;
   (e) one Faculty General Manager or School General Manager of a University school, with rotation every two years;
(f) the [role tbc], Campus Infrastructure Services, or nominee.

(g) the [role tbc], Information and Communications Technology, or nominee.

Meetings

(1) The group will meet at least once every three months.

(2) Meetings will be convened by the chair, who may convene additional meetings if required.
Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Executive Director, Office of The Provost and Deputy Vice-Chancellor</th>
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</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Provost and General Counsel</td>
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<tr>
<td>Paper title</td>
<td>Proposed Amendments to The Academic Board Rule 2017</td>
</tr>
<tr>
<td>Purpose</td>
<td>To outline proposed amendments required to the Academic Board Rule 2017 to enable transitional arrangements for Health Sciences staff and student representation on the Academic Board.</td>
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</table>

RECOMMENDATION

That the Academic Board note the transitional arrangements outlined below, endorse the proposed amendments to the University of Sydney (Academic Board) Rule 2017 and recommend that they be adopted by the University of Sydney Senate at its meeting of 6 November 2019.

1. EXECUTIVE SUMMARY - BACKGROUND

The University of Sydney (Academic Board) Rule 2017 (the “Academic Board Rule”) requires that elections for staff and student representation on the Academic Board occur in Semester 2, 2019. The nomination period for the 2019 Academic Board elections will commence in early September.

Simultaneously, preparations are underway to ensure the smooth transition of the Faculty of Health Sciences into the Faculty of Medicine and Health from 1 January 2020.

To facilitate the Academic Board election process, amendments are proposed to the current Academic Board Rule to ensure that Health Sciences staff and student representation on the Academic Board is accommodated for 2020/2021.

2. DESIGNATION OF MEMBERSHIP SIZE UNDER THE ACADEMIC BOARD RULE

Clause 1.4 ( Interpretation section) of the current Academic Board Rule designates faculties and University schools into the below categories, based on the proportion of FTE academic staff employed.

<table>
<thead>
<tr>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
<th>Category D</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Size of membership on Academic Board</th>
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<th>Size of membership on Academic Board</th>
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<tbody>
<tr>
<td>4 staff and 2 student representatives at Academic Board</td>
<td>8 staff and 2 student representatives at Academic Board</td>
<td>12 staff and 4 student representatives at Academic Board</td>
<td>16 staff and 4 student representatives at Academic Board</td>
</tr>
</tbody>
</table>

The Faculty of Health Sciences is currently a Category B faculty, with eight staff and two students elected to the Academic Board.

The current Faculty of Medicine and Health (excluding Health Sciences) currently employs 28.75% academic FTE, making it a Category D faculty under the Academic Board Rule. This number will rise to around 35% academic FTE once Health Sciences joins the Faculty of Medicine and Health.
3. PROPOSED TRANSITIONAL ARRANGEMENTS FOR HEALTH SCIENCES REPRESENTATION ON THE ACADEMIC BOARD (2020/2021 MEMBERSHIP)

The proposed amendments to the Academic Board Rule are required to ensure Health Sciences staff and student representation on the Academic Board will continue beyond 1 January 2020 and until the next regular elections thereafter for membership of the Academic Board.

Proposed transitional arrangements:

- Academic Board elections proceed as usual in 2019 for all faculties, including the current Faculty of Health Sciences and the Faculty of Medicine and Health.

- As a category B faculty, Health Sciences has eight staff members and two student representatives on the Academic Board. The Faculty of Medicine and Health is a Category D faculty with sixteen staff members and four student representatives on the Academic Board.

- It is proposed that the eight staff members elected and the two student members chosen (*see section 4 below) on behalf of Health Sciences serve out their full membership term, which is two years for staff (2020/2021) and one year for students (2020).

- From the date the Faculty of Health Sciences joins the Faculty of Medicine and Health (1 January 2020), those eight elected staff and two chosen students from Health Sciences in 2019 will continue as members of the Academic Board and do so on behalf of the Faculty of Medicine and Health.

- Thus as a transitional arrangement, from 1 January 2020, the Faculty of Medicine and Health will have a total of twenty-four elected staff representatives (including eight from Health Sciences) on the Academic Board for 2020/2021.

  There will also be a total of six student representatives from the Faculty of Medicine and Health (including two from Health Sciences) appointed to the Academic Board for the duration of 2020.

- After the Faculty of Health Sciences and the Faculty of Medicine and Health join, then, in the post-transition period, the next Academic Board elections for the combined Faculty of Medicine and Health (that includes Health Sciences) will be held in 2020 for students (for 2021 membership) and in 2021 for staff (for 2022/2023 membership).

  For these future elections, the representation of the Faculty of Medicine and Health (including Health Sciences) on the Academic Board will reflect its status as a Category D faculty with sixteen staff and four student members of the Board.

4. TECHNICAL MATTER RELATING TO HEALTH SCIENCES AND FMH STUDENT REPRESENTATIVES (2020 MEMBERSHIP)

As a category B faculty, Health Sciences is currently entitled to have two student representatives on the Academic Board, while the Faculty of Medicine and Health as a Category D faculty, is entitled to four student representatives.

However, following the recent amendments to the University of Sydney (Governance of Faculties and University Schools) Rule 2019 approved by Senate on 9 August 2019, there is only one combined electorate (that includes Health Sciences and Medicine and Health) for the GOFUS Rule staff and student elections to the Board of the merged Faculty.

The GOFUS Rule elections will therefore enable a combined faculty board for the Faculty of Medicine and Health (that includes Health Sciences) to function from 1 January 2020. However, this impacts on Clause 3.4 of the Academic Board Rule, which states that the student members of each faculty board/University school board will elect student members of the Academic Board from among themselves.
Given the complexity of having a combined student electorate (those students elected to a combined FMH faculty board) for separate Academic Board student elections, it is proposed instead that:

- Two student representatives from the current Faculty of Health Sciences and four student representatives from the Faculty of Medicine and Health will be appointed to the Academic Board for 2020.

- The two student representatives from the Faculty of Health Sciences will be appointed by the current Dean of the Faculty of Health Sciences/Head of School of the School of Health Sciences (as of 1 January 2020).

- The four student representatives from the Faculty of Medicine and Health will be appointed by the Executive Dean of the Faculty of Medicine and Health.

- Post-transition period, the next election of Academic Board student representatives for a combined Faculty of Medicine and Health (that includes Health Sciences) will occur in the usual manner in Semester 2, 2020 for 2021 membership.
UNIVERSITY OF SYDNEY (ACADEMIC BOARD) RULE 2017

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: 23 August 2017
Amended on: 27 June 2018
Effective from: 1 September 2017

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PART 1   PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Academic Board) Rule 2017.

1.2 Commencement

This Rule commences on 31 July 2017.

1.3 Purpose of Rule

The purpose of this Rule is to provide for the constitution, functions and operations of the Academic Board.

1.4 Interpretation

(1) In this Rule:

- **Academic Board** means the Academic Board established by section 15 of the *University of Sydney Act 1989 (NSW)*
- **Act** means the *University of Sydney Act 1989 (NSW)* as amended from time to time
- **academic staff member** has the meaning given in section 50(1) of the *By-Law*, which at the date of this Rule is:
  - a person who is employed as a member (other than a casual member) of the academic staff of the University.
- **allocated position** means a position allocated to be filled by a member of a particular school, as provided by subsection 3.3(3).
- **By – Law** means the *University of Sydney By-Law 1999 (NSW)* as amended from time to time.
- **Category A** means a faculty or University school which employs 5% or less of the University’s full-time equivalent academic staff, as specified in Schedule 1.
- **Category B** means a faculty or University school which employs more than 5% and up to (and including) 15% of the University’s full-time equivalent academic staff, as specified in Schedule 1.
Category C means a faculty or University school which employs more than 15% and up to (and including) 25% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

Category D means a faculty or University school which employs more than 25% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

centre means an academic grouping or collaborative network established by the University to add value to research or education activities, enhance collaboration and increase knowledge transfer.

clinical school means any clinical school in the Faculty of Medicine, or any such school as may be defined in the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

enrolled student has the meaning given in section 50(1) of the By-Law, which at the date of this Rule is:

means a person (other than a person who is an academic staff member) who is enrolled as a student in an award course at the University.

faculty means, as appropriate, a faculty or a University school.

Faculty General Managers Committee means the University Executive subcommittee of that name.

Heads of School Committee means the University Executive subcommittee of that name.

procedures means any procedures associated with this Rule, as provided in Part 8.

quota requirement means the requirements for representation of academic staff between Levels A-C and Levels D – E specified in subsection 3.3(4).

Returning Officer means the Secretary to Senate, or their nominee.

school means a school within a faculty, established and constituted consistently with the provisions of the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

Secretary to the Academic Board means the Secretary to Senate or their nominee.

University Executive means the senior management committee comprised of the Vice-Chancellor, Deputy Vice-Chancellors, Deans of Faculties, Vice- Principals and Chair of the Academic Board.

University school means a University school as constituted and established by the University of Sydney (Governance of Faculties and University Schools) Rule 2016.
(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.

PART 2 PURPOSE AND FUNCTIONS OF THE ACADEMIC BOARD

2.1 Principal responsibilities

(1) Subject to the Act, the By-law, the governing authority of the Senate and to the powers of the Vice-Chancellor, the Academic Board has the functions, powers and responsibilities set out in this part.

(2) The Academic Board has principal responsibility for:

(a) assuring the highest standards in teaching, scholarship and research and, in so doing, safeguarding the academic freedom of the University;

(b) overseeing and monitoring the development of academic activities of the University;

(c) communicating with the academic community, particularly through academic organisational units such as faculties, University schools, boards of studies and centres; and

(d) providing a forum for debate and information flow within the University in relation to academic matters.

2.2. Specific roles and powers

(1) Subject to any inconsistent provision in the Act, By-law or any Rule, the Academic Board will determine standards and, after consultation with the University Executive, determine policy in relation to:

(a) admission requirements;

(b) programs of study, including requirements for the award of any qualification;

(c) progression requirements;

(d) examinations and assessment;

(e) student recognition awards, including scholarships, subsidies or prizes; and

(f) such other matters as Senate may delegate to it.

Note: See the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 for details of the Academic Board’s delegated powers.

See the University of Sydney (Policies Development and Review) Rule 2011 for details of the requirements for developing and registering policies and procedures.

(2) The Academic Board will consider and, if appropriate, approve new academic award courses and amendments to existing courses, provided that the approved new or amended course:

(a) is tabled and considered at the next appropriate Senate meeting; and
(b) may not commence until after it has been endorsed by Senate.

(3) The Academic Board will provide advice to Senate, the Vice-Chancellor and the University Executive about academic matters, including but not limited to:

(a) teaching, research and educational programs;
(b) academic priorities;
(c) academic aspects of current and proposed University strategic plans;
(d) academic aspects of policies and procedures, including but not limited to those relating to the appointment, promotion and conditions of employment of academic staff;
(e) establishing and maintaining academic standards; and
(f) any academic matter it considers to be of strategic importance.

(4) Jointly with the University Executive, the Academic Board will initiate and oversee a formal program of reviews of the academic activities of the University and its academic organisational units.

(5) The Academic Board may receive, and may direct provision of, reports from faculties and other organisational units in relation to academic matters.

2.3 Reporting

(1) The Academic Board must report to Senate:

(a) after each meeting of the Academic Board, on its activities; and
(b) annually, on its activities and its assessment of its own performance.

(2) The Academic Board will consider, and report on, all matters referred to it by the Senate or the Vice-Chancellor.

PART 3 MEMBERSHIP

3.1 Membership of Academic Board

The Academic Board will consist of:

(a) the Chair;
(b) the Vice-Chancellor;
(c) the ex officio members;
(d) the elected staff members;
(e) the student members; and
(f) appointed or co-opted members.

3.2 Ex officio members

The ex-officio members will be:

(a) the Vice-Chancellor;
(b) the Deputy Vice-Chancellors;
(c) the Pro Vice-Chancellors;
(d) the Deans;
(e) the Heads of School and Deans of University schools;
(f) the Director, University Libraries;
(g) the Director, Student Administrative Services;
(h) two representatives nominated by the Heads of School Committee;
(i) two representatives nominated by the Faculty General Managers Committee;
(j) the President of the Students’ Representative Council;
(k) two other undergraduate students nominated by the executive of the Students’ Representative Council;
(l) the President of the Sydney University Postgraduate Representative Association;
(m) two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association; and
(n) appointed or co-opted members, as provided in section 3.5.

3.3 Elected staff members

(1) The elected staff members must be academic staff members who do not already hold office in another capacity, elected or appointed consistently with this Rule.

(2) Academic staff members of faculties and University schools will be entitled to elect staff members of the Academic Board from among themselves, on the following basis:

(a) Category A – four members each;
(b) Category B – eight members each;
(c) Category C – 12 members each;
(d) Category D – 16 members each.

(3) One of each faculty or University school’s member entitlement will be allocated for each school (other than a clinical school) within the faculty or University school.

(4) In addition, the following quotas will apply to the elected members for each faculty or University school:

(a) at least 25% must be from Levels A-C; and
(b) at least 25% must be from Levels D and E, with at least one from Level E.

(5) Election results will be determined in the manner set out in the procedures, in the following sequence:

(a) allocated places;
(b) places subject to any remaining quota requirements; then
(c) any remaining places.

(6) If there are insufficient nominees to fill available places (whether allocated places or quota requirements or otherwise):
(a) the nominees will be declared elected unopposed; and
(b) the Faculty Board may nominate staff members to fill the vacant positions.

(7) When nominating staff members to fill vacant positions, the Faculty Board must take into account the need to achieve an appropriate and equitable representation of the faculty’s diversity.

3.4 Student members

(1) Subject to subsection 3.4 (3), the student members of each faculty and University school board will elect student members of the Academic Board from among themselves, on the following basis:
   (a) Category A – two members each;
   (b) Category B – two members each;
   (c) Category C – four members each;
   (d) Category D – four members each.

(2) For each faculty or University school:
   (a) at least one elected student member of the Academic Board must be an undergraduate student and one a postgraduate student; and
   (b) the elected student members must be enrolled students who do not already hold office on the Academic Board in another capacity.

3.5 Appointed or co-opted members

(1) The Academic Board may appoint up to four members who do not already hold office in another capacity:
   (a) on the recommendation of the Chair; and
   (b) by resolution at an ordinary meeting.

(2) Co-opted members are intended to be short term appointees appointed to assist the Academic Board with a particular issue or project.

(3) Co-opted members must be appointed:
   (a) by resolution at an ordinary meeting; and
   (b) for a specified term of office which reflects the time span of the relevant issue or project.

3.6 Terms of office

(1) Elected staff members hold office for a term of two years commencing on 1 January in the year following their election.

(2) *Ex officio* members hold office during the period in which they hold the position on which their membership depends.

(3) Student members hold office for a term of one year commencing on 1 January in the year following their nomination.

(4) Appointed and co-opted members hold office for the term, and on the conditions, specified in the resolution by which their membership is approved.
(5) A person filling a casual vacancy holds office from the time that person is elected or appointed to do so, until the expiry of the term of the person’s predecessor.

3.7 Re-election or re-nomination in the same category

(1) Elected members of the Academic Board are eligible to be re-elected in the same category provided that:
   (a) they meet the eligibility criteria for that category at the time of their nomination; and
   (b) they may not serve more than three, full, consecutive terms in the same category.

(2) Student members of the Academic Board are eligible to be re-nominated in the same category provided that:
   (a) they meet the eligibility criteria for that category at the time of their nomination; and
   (b) they may not serve more than three, full consecutive terms in the same category.

3.8 Cessation of membership

A person will cease to be a member of the Academic Board if they:
   (a) resign from the Academic Board;
   (b) cease to hold the position on which their ex officio membership depends;
   (c) as appropriate, cease to be an academic staff member or an enrolled student; or
   (d) die.

PART 4 OFFICE BEARERS

4.1 Chair

(1) The Chair of the Academic Board is responsible for:
   (a) managing and supervising the functions and business of the Academic Board;
   (b) facilitating communications between the academic community of the University, the University Executive and Senate;
   (c) subject to delegations of authority by Senate and resolutions of the Academic Board, apportioning authority for carrying out the Academic Board’s functions to other members of the Academic Board;
   (d) reporting to Senate on behalf of the Academic Board, as required by this Rule or any request of Senate.

(2) The Chair must be an academic staff member appointed at Level D or Level E.
(3) Elections for the position of Chair must be held and finalised before the final meeting of the Academic Board for the year preceding the commencement of a new Chair’s term of office.

(4) The electorate for election of the Chair will consist of:
   (a) all incoming elected staff members;
   (b) all incoming student members; and
   (c) all ex officio members.

(5) The term of office for the Chair is:
   (a) if elected immediately after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if elected at any other time, from the date of their election until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Chair is eligible for re-election, provided that no person may serve as Chair for more than three, full, consecutive terms.

(7) A person may not serve as Chair while they are:
   (a) the Vice-Chancellor;
      Note: The Vice-Chancellor may preside at any Academic Board meeting: see section 47(3)(b) of the University of Sydney By-Law 1999 (as amended).
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

(8) The office of Chair will become vacant if the occupant:
   (a) resigns, either as Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.1(7); or
   (c) dies.

(9) If the office of Chair becomes vacant on or after the last six months of the Chair’s term, the vacancy must be filled by the Deputy Chair.

(10) If the office of Chair becomes vacant before the last six months of the Chair’s term, a new Chair must be elected as soon as possible, by the electorate specified in subsection 4.1(4).

4.2 Deputy Chair

(1) The Deputy Chair of the Academic Board is responsible for:
   (a) assisting the Chair in the performance of their functions, as determined by the Chair from time to time;
   (b) acting as Chair when:
      (i) the Chair is on leave;
      (ii) the Chair is otherwise unavailable to attend meetings; or
      (iii) the office of Chair is vacant.
(2) The Deputy Chair must be an academic staff member.

(3) The Deputy Chair must be appointed by the Academic Board on the recommendation of the Chair:
   (a) from among the Committee Chairs;
   (b) by ordinary resolution;
   (c) at, or as soon as possible after, the meeting at which Committee Chairs are appointed.

(4) If the Deputy Chair is required to act as Chair but is unavailable or unable to do so, the Academic Board may appoint an interim Acting Chair for a specified period.
   (a) Such an appointment may be made by ordinary resolution, at a meeting or by circular resolution.

(5) The term of office of the Deputy Chair is:
   (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Deputy Chair is eligible for re-election, provided that no person may serve as Deputy Chair for more than three, full, consecutive terms.

(7) A person may not serve as Deputy Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

(8) The office of Deputy Chair will become vacant if the occupant:
   (a) resigns, either as Deputy Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.2 (7); or
   (c) dies.

(9) If the office of Deputy Chair becomes vacant the Academic Board must appoint a new Deputy Chair, as provided in subsection 4.2(3).
   (a) A person elected under this subsection will hold office for the remainder of their predecessor’s term of office.

4.3 Committee Chairs

(1) Committee Chairs will be appointed by the Academic Board as soon as possible after:
   (a) the Chair of the Academic Board takes office; or
   (b) establishment of the committee.

(2) If necessary, the Academic Board may appoint a Committee Chair by circular resolution.
(3) The term of office of a Committee Chair is:
   (a) if appointed after elections for staff members of the Academic Board, two
       years from 1 January immediately following the election; or
   (b) if appointed at any other time, from the date of their appointment until 31
       December immediately following the next elections for staff members of the
       Academic Board.

(4) A Committee Chair is eligible for re-appointment, provided that no person may
    serve as Chair of the same committee for more than three, full, consecutive terms.

(5) A person may not serve as a Committee Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

(6) The office of Committee Chair will become vacant if the occupant:
   (a) resigns, either as Committee Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.3 (5); or
   (c) dies.

(7) If the office of Committee Chair becomes vacant the Chair of the Academic Board
    must appoint a new Committee Chair, as soon as practicable.

    (a) A person appointed under this subclause will hold office for the remainder of
        their predecessor's term of office.

PART 5   ELECTIONS

(1) Elections for staff members of the Academic Board will be held:
    (a) in the second semester of every alternate year, commencing in the second
        semester of 2017; and
    (b) in the manner specified in the procedures.

(2) The University Secretariat will conduct the elections.

(3) The Returning Officer's decision in relation to any matter affecting the conduct of
    an election will be final including, but not limited to, eligibility of candidates or
    results of elections.

PART 6   COMMITTEES AND WORKING PARTIES

(1) The Academic Board will have such committees and sub-committees as it
    determines to be appropriate from time to time.

(2) The Academic Board may establish committees and sub-committees by ordinary
    resolution.

(3) The Chair of the Academic Board may preside at any meeting of any Academic
    Board Committee or sub-committee.
(4) When establishing a committee, the Academic Board will:

(a) after consultation with the University Executive, determine the Terms of Reference; and
(b) appoint an initial Chair.

(5) Committee membership must:

(a) provide appropriate discipline representation and expertise;
(b) as far as possible, reflect the diversity of the University community;
(c) include:

(i) academic staff members who are not members of the Academic Board;
(ii) non-academic staff members with relevant expertise or experience;
(iii) at least one enrolled student, but preferably one undergraduate and one postgraduate enrolled student.

(6) The Chair of each committee must report:

(a) to each meeting of the Academic Board, on the committee's activities; and
(b) annually, on the committee’s activities and its assessment of its own performance.

(7) The Academic Board, or the Chair of the Academic Board, may establish such working parties, with such terms of reference, as they consider necessary to assist or advise the Academic Board or the Chair in performance of their functions.

PART 7    MEETINGS

7.1 Meetings of the Academic Board

(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.

(a) The Chair must convene at least six meetings in each calendar year.
(b) The Chair may also convene a meeting at any time on their own motion.
(c) The Chair must convene a meeting if requested to do so by any of:

(i) Senate;
(ii) the Vice-Chancellor; or
(iii) at least 50% of all members.

(2) A meeting held or a resolution passed at a meeting is not invalid because:

(a) a person entitled to receive notice of the meeting did not receive it; or
(b) less than the prescribed time of notice was given.

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

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

(b) The alternate must meet the membership criteria applicable to the member.

(5) Quorum for Academic Board meetings is 30 members.

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

(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.


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

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

(8) Each member present at a meeting has one deliberative vote.

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

(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.

(a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).

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

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

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

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

(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.
(a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.

(b) A successful motion of dissent will:
   (i) overrule the relevant ruling of the Chair; and
   (ii) substitute a new ruling for that ruling.

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

7.2 Meetings of Committees

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

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

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

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


PART 8 ADMINISTRATIVE MATTERS

8.1 Procedures

(1) The Returning Officer may determine procedures for the conduct of elections under this Rule.

(2) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.
   (a) 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.

(3) The Chair of the Academic Board may determine any other procedures as they consider necessary for the implementation of this Rule.

8.2 Transitional provisions – 2019

(4) On a future date, to be determined by the Vice-Chancellor, the University will consolidate the following faculties:
   (a) the faculty of Dentistry
   (b) the faculty of Medicine
   (c) the faculty of Nursing and Midwifery; and
(d) the faculty of Pharmacy.

(5) Members of the Academic Board elected under this Rule and in office at the date of effect of any such consolidation (whether undertaken in one or more stages) will remain members until the expiration of the term for which they were elected.

(1) The entitlement of consolidated faculties to elect members of the Academic Board will commence at the first election held after the date of any consolidation, and will be calculated consistently with the requirements of section 3.3 of this Rule. In 2019, elections will be held for staff and student members of the Academic Board for each of:

(a) The University of Sydney School of Architecture, Design and Planning;
(b) The University of Sydney Law School;
(c) The Sydney Conservatorium of Music;
(d) The University of Sydney Business School;
(e) The Faculty of Engineering;
(f) The Faculty of Health Sciences;
(g) The Faculty of Arts and Social Sciences;
(h) The Faculty of Science; and
(i) The Faculty of Medicine and Health.

(2) Each faculty will be entitled to elect representatives consistently with the provisions of sections 3.3(2) and 3.4(1).

(3) Members of the Academic Board elected in 2019 on behalf of the Faculty of Health Sciences will hold office until the expiration of the term for which they were elected, but as from the date of consolidation of the Faculty of Health Sciences and the Faculty of Medicine and Health will hold office on behalf of the Faculty of Medicine and Health.

(4) Notwithstanding any other provision in this Rule, following the merger of the Faculty of Health Sciences with the Faculty of Medicine and Health (called in this sub-clause the “Merged Faculty”), for so long as there are:

i. more than 16 staff of the Merged Faculty; or
ii. more than 4 students in the Merged Faculty

who are members of the Academic Board, then there shall be no staff or students (as the case may require) appointed to fill any casual vacancy on the Academic Board created by reason of any of them ceasing to be a member of the Academic Board.

### 8.3 Rescissions and replacements

This document replaces the University of Sydney (Academic Governance) Rule 2009 (as amended) which is rescinded as from the date of commencement of this Rule.
NOTES

University of Sydney (Academic Board) Rule 2017

Date adopted: 23 August 2017
Date commenced: 1 September 2017

Rescinded documents: University of Sydney (Academic Governance) Rule 2009 (as amended).

Related documents:

- University of Sydney Act 1989 (NSW)
- University of Sydney By-Law 1999 (NSW)
- University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
- University of Sydney (Governance of Faculties and University Schools) Rule 2016
- Code of Conduct for Students
- Code of Conduct – Staff and Affiliates
- Recordkeeping Policy 2017
- Recordkeeping Manual

AMENDMENT HISTORY

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<tr>
<th>Provision</th>
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<td>3.4(3)</td>
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<td>23 July 2018</td>
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<tr>
<td>8.2 (1)–(3)</td>
<td>Deleted. New 8.2 inserted: Transitional Provisions 2019</td>
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<td>References to Faculties of Dentistry, Pharmacy and Medicine Deleted. Reference to University of Sydney Nursing School deleted. Reference to Faculty of Engineering and Information Technologies changed to Faculty of Engineering. Reference to Faculty of Medicine and Health inserted.</td>
<td>TBC</td>
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### SCHEDULE 1 - CATEGORISATION OF FACULTIES AND UNIVERSITY SCHOOLS

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty</th>
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</table>
| **Category A** | • The University of Sydney School of Architecture, Design and Planning  
• The University of Sydney Law School  
• Sydney Conservatorium of Music  
  • Faculty of Dentistry  
  • Faculty of Pharmacy  
  • The University of Sydney Nursing School  
  • |
| **Category B** | • The University of Sydney Business School  
• Faculty of Engineering and Information Technologies  
• Faculty of Health Sciences |
| **Category C** | • Faculty of Arts and Social Sciences  
• Faculty of Science  
  Faculty of Medicine |
| **Category D** | • Faculty of Medicine and Health NIL |

**Note:** As at the date of commencement of this Rule, the University is undergoing a period of organisational redesign and transition. This schedule sets out the position as at the date of this Rule, and [insert date] and will be amended as the redesign process progresses after the consolidation of the Faculty of Health Sciences and Faculty of Medicine and Health has been completed.