NOTICE OF MEETING

Meeting 1/2019 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 5 March 2019 in the Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23). Members who are unable to attend are asked to notify Matthew Charet at the above address. Enquiries concerning this meeting may also be directed to Dr Charet.

The agenda for this meeting is below.

Dr Matthew Charet
Executive Officer to Academic Board

AGENDA

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

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Paper</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Chair</td>
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<tr>
<td>Lisa Jackson Pulver</td>
<td>2:05pm</td>
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1 WELCOME AND APOLOGIES

1.1 Acknowledgement of Country

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items

2.2 Minutes of Previous Meeting

2.3 Business Arising

2.4 2019 Membership of the Academic Board

3 STRATEGIC ITEMS OF BUSINESS

3.1 Implementation of Mathematics Prerequisites – An Update

3.2 ARC Applications Update

3.3 Review of the AQF

4 REPORT OF THE CHAIR

4.1 General Report

4.2 Student members’ report

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4.3 Honours and Distinctions

🌟 5 REPORT OF THE VICE-CHANCELLOR
Vice-Chancellor attached 3.10pm

🌟 6 QUESTION TIME
Questions to the Vice-Chancellor and Chair of the Academic Board. Vice-Chancellor & Principal / Chair 3:25pm

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

🌟 7.1 Approval of Accredited Micro-Credentials

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
Chair attached 3:45pm

8.1 Education Portfolio: Bachelor of Advanced Studies Course Learning Outcomes (for stand-alone degree)

8.2 Board of Interdisciplinary Studies: 2018 Interdisciplinary Undergraduate Curriculum Report from the Board of Interdisciplinary Studies

9 REPORT OF THE GRADUATE STUDIES COMMITTEE
Michael Kertesz attached 3:50pm

9.1 Medicine and Health: Doctor of Medicine

9.2 Medicine and Health: Master of Global Health/Master of Philosophy

9.3 Medicine and Health: Master of Health Policy/Master of Philosophy

9.4 Medicine and Health: Master of Public Health/Master of Philosophy

9.5 Arts and Social Sciences: Master of Economics (Dual Pathway)

9.6 Education Portfolio: Postgraduate Research Support Scheme Procedures 2019

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE
Wendy Davis attached 3:55pm

10.1 Course Reviews

10.2 Extension of educational integrity annual reporting deadline

11 GENERAL BUSINESS
4:00pm

11.1 Nominations and Amendments to the Academic Panel 2019-2021 attached

11.2 Academic Promotions attached

Next meeting: 2:00pm – 4:00pm, Tuesday 16 April 2019
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)

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<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet (Executive Officer to Academic Board)</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minutes of the Previous Meeting</td>
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<tr>
<td>Purpose</td>
<td>To ask the Academic Board adopt the minutes of the previous meeting held on 27 November 2018 as a true record.</td>
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RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 27 November 2018 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD

2:00 pm, Tuesday 27 November 2018
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)

Members Present: The Chair (Associate Professor Tony Masters); Professor Sally Andrews (Science); Natasha Arthars (HDR Student, Arts & Social Sciences); Donald Azuatalam (HDR Student, Engineering & IT); Associate Professor Salvatore Babones (Arts & Social Sciences); Anne Bell (Director of University Libraries); Dr Amanda Budde-Sung (Business); Dr Betty Chaar (Sydney Pharmacy School); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Academic Quality Committee); Professor Alan Fekete (Engineering & IT); Professor Maria Fiatarone Singh (Health Sciences); Denzel Florez (Student, Science); Professor Stephen Garton (Provost & Acting Vice-Chancellor); Dr Jinlong Gao (Dentistry); Dr Ingrid Gelissen (Pharmacy School); Professor Mark Gorrell (Medical School); Imogen Grant (President, SRC); Professor Jane Hanrahan (Chair, ASPC); Dr Melissa Hardie (Chair, Undergraduate Studies Committee); Dr Michelle Irving (Dentistry); Gemma Jacklyn (Medical School); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Rebecca Johnson (Nominee, SUPRA); Associate Professor Annette Katelaris (Medical School); Dr Melanie Keep (Health Sciences); Associate Professor Patrick Kelly (Acting Chair, Graduate Studies Committee); Vincent Labancz (UG Student, Arts & Social Sciences); Christina Lee (UG Student, Science); Daniel Lee (UG Student, Science); Weihong Liang (President, SUPRA); Dr Slade Matthews (Medical School); Associate Professor Susan McGrath-Champ (Business); Professor Richard Miles (Pro-Vice-Chancellor (Education – Enterprise & Engagement)); Sayan Mitra (PG Student, Pharmacy); Associate Professor Nicole Mockler (Arts & Social Sciences); Dr Shanika Nanayakkara (Dentistry); Associate Professor John O’Byrne (Science); Jennifer Ong (Pharmacy); Associate Professor Rhonda Orr (Health Sciences); Associate Professor Juliette Overland (Business); Associate Professor Evangelos Pappas (Health Sciences); Dr James Parkinson (Science); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Associate Professor Maurice Peat (Business); Dr Fernanda Peñaloza (Arts & Social Sciences); Yvette Quinn (UG Student, Health Sciences); Professor John Redmond (Head of School & Dean, Architecture); Professor Kathy Refshauge (Dean, Health Sciences); Associate Professor Patrice Rey (Science); Associate Professor Rita Shackel (Law); Dr Matthew Smith (Arts & Social Sciences); Professor Heiko Spallek (Head of School & Dean, Dentistry); Dr Rayner Thwaites (Law); Associate Professor Marjorie Valix (Engineering & IT); Dr Gareth Vio (Engineering & IT); Dr Bianca Waud (Science); Associate Professor Nial Wheate (Pharmacy); Associate Professor Tim Wilkinson (Engineering & IT); Dr Narelle Yeo (Conservatorium); Professor Iain Young (Dean, Science); Dr Ülkü Yüksel (Business).

Attendees: Kate Calhau (EA to the Chair of Academic Board); Dr Matthew Charet (Executive Officer); Professor Ross Coleman (Director, Graduate Research); Dr Glenys Eddy (Committee Officer, Secretariat); Tristan Enright (Education Portfolio) (for Item7.8); Professor Colm Harmon (Vice-Provost (Academic Performance)); Kerrie Henderson (University Policy Manager); Justine Landis-Hanley (for Item 1.1); Associate...
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Professor Peter McCallum (Director, Educational Strategy); Professor Manju Sharma (for Item 3.2); Alexander Tighe (for Item 1.1); Dr Vicky Tzioumis (for Item 3.2); Georgina Wheeldon (Education Portfolio).

Apologies: Associate Professor Jacqueline Bloomfield (Sydney Nursing School); Dr Joanna Diong (Medical School); Dr Alan Freeman (Medical School); Professor Ofer Gal (Science); Associate Professor Thomas Grewal (Pharmacy); Associate Professor Pablo Guillen Alvarez (Arts & Social Sciences); Dr Christopher Hartney (Arts & Social Sciences); Professor Barbara Helwing (Arts & Social Sciences); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Dr Arunima Malik (Science); Professor Andrew McLachlan (Head of School & Dean, Pharmacy); Gloria Mirzaei (UG Student, Pharmacy); Associate Professor Lenka Munoz (Medicine & Health); Professor Anna Reid (Head of School & Dean, Conservatorium); Joshua Reisler (PG Student, Law); Dr Paul Rickard-Ford (Conservatorium); Professor Joellen Riley (University of Sydney, Law); Associate Professor Siegbert Schmid (Science); Dr Carl Schneider (Pharmacy); Dr Michael Spence (Vice-Chancellor); Associate Professor Catherine Sutton-Brady (Business); Professor Donna Waters (Head of School & Dean, Nursing); Associate Professor Bronwyn Winter (Arts & Social Sciences).

UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

The Chair welcomed Professor Lisa Jackson Pulver in absentia as the Deputy Vice-Chancellor (Indigenous Strategy and Services), replacing Professor Juanita Sherwood. He invited the Academic Board to join him in acknowledging the contributions made to the Academic Board by Professor Sherwood during her service, which was met with acclamation.

The Chair also informed members that this would be the final meeting of the currently-appointed elected student members including the President of the SRC, whose terms of office expire on 31 December. The Board thanked these student members for their engagement, by acclamation. The Chair also extended thanks to members of the Academic Board who have served on its committees, to the chairs of each of the committees and sub-committees and to the Secretariat staff who collectively enable the fundamental work of the Academic Board. He observed that the proper functioning of these committees and the confidence the Academic Board has had in their work, has allowed the freeing up of Academic Board meeting time for strategic discussions. The Chair further expressed his indebtedness to the members of the Board for the courtesy and consideration for others they have exhibited in the discussions we have had on sometimes quite contentious issues.

Members were invited to join the Chair for celebratory drinks immediately following the meeting, and were reminded that funds were also being raised for Our Watch, an organisation which is working to raise awareness of domestic violence.

Apologies were noted as received, with further apologies to be communicated to the Executive Officer.

1.1 Presentation of the Wentworth Medal

The Chair provided a brief history of the Wentworth Medal and invited the Acting Vice-Chancellor and the Academic Board to recognise the achievement of the 2018 winner, Alexander Tighe, whose submission entitled ‘Eating for Humans’ was judged the best of this year’s submissions. The Board acknowledged this achievement by acclamation, noting that the medal would be presented by the Chancellor at the 14 December meeting of Senate.

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items

Members were advised that Items 7.4, 7.8 and 9.2 had been starred for further discussion. All unstarred items were resolved as presented.

Resolution AB2018/6-1

The Academic Board resolved as recommended with respect to all unstarred items.
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2.2 Minutes of Previous Meeting

Subject to the making of two minor corrections, the minutes of the meeting held on 2 October 2018 were accepted as a true record.

Resolution AB2018/6-2
The Academic Board adopted the amended minutes of the previous meeting held on 2 October 2018 as a true record.

2.3 Business Arising

There was no business arising

2.4 2019 Membership of the Academic Board

This proposal was approved as presented.

Resolution AB2018/6-3
The Academic Board approved changes to membership of the Board and its committees, as presented.

2.5 Authority of the Chair

The Chair declared a conflict of interest in this proposal, which was approved as presented.

Resolution AB2018/6-4
That the Academic Board:
(1) authorise Associate Professor Tony Masters as Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting on 27 November 2018 and 13 January 2019 and between 4 February 2019 and the Academic Board meeting on 5 March 2019; and
(2) authorise Professor Jane Hanrahan as Deputy Chair to act on its behalf in respect of any urgent matters that may arise while the Chair is on annual leave, between 14 January 2019 and 3 February 2019 inclusive.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Report of the Assessment Working Group 2018

The Director, Educational Strategy, provided members with an overview of the history and aims of the Assessment Working Group, which included measurement of graduate qualities, refreshing and embedding authentic assessment, and providing an overview of assessment activities within degrees and degree components to align assessment activities between units of study, majors and at the degree level. During 2018, realising these aims has focussed on two key areas: reviewing learning outcomes for undergraduate award courses (for which faculties and the Undergraduate Studies Committee and its Chair were thanked, noting the submission of learning outcomes to this committee as reflected in Items 8.13 through 8.21 of the current agenda); and definition and refinement of draft rubrics for all nine graduate qualities, which can be adapted to suit all disciplines. In 2019, the focus will move to assessment plans, validating the rubrics, and the development of technical support mechanisms, including the provision of reports to students and staff. It is also intended to provide an individualised report to each student on graduation to demonstrate how they have demonstrated the graduate qualities.

This presentation then segued into the following item, at the conclusion of which the recommendations of the Assessment Working Group were endorsed as presented.

Resolution AB2018/6-5
The Academic Board approved the 2018 report of the Assessment Working Group, including:
• interim definitions of the University graduate qualities; and
• the suite of nine common draft University rubrics for faculties to refer to in making disciplinary interpretations and developing assessment plans.

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3.2 Assessment Rubrics

Professor Sharma was invited to address the Board to convey the impressions of her and her colleagues regarding the rubrics, which had been trialled in the School of Physics during 2018. She informed members that the School had focussed on first year units of study in the first instance, with tutors asked to multiple-mark all assessment and provide feedback on the rubrics. The aim was to implement the rubrics within existing assessment activities (so no changes to assessment were necessary), with both summative and formative assessment included, the emphasis was on how assessment can be used to demonstrate achievement against the graduate qualities.

For the information of members, Professor Sharma also outlined the implementation process, which involved laying the rubrics over existing assessment tasks; interrogating some of the phrasing in the rubrics to apply to the discipline, and tutor group self-education to understand the intent. The School then decided to “give it a go” and identified scaffolding opportunities throughout. It was also observed that, with minor simplification of phrases the rubrics were easily implemented as existing assessments were focussed on process rather than content (that is, not focussing on correct/incorrect conclusions, but on demonstrating an understanding of the process). Since the existing formative and summative assessment structure was identical to that in Semester 1, an analysis of Semester 1 results suggests that such authentic assessment of processes using the rubrics can have great effects, reflected by indicators such as increased gender parity. Professor Sharma suggested that more tutor training would be beneficial, and that the experience has been a positive one with measurably improved outcomes.

3.3 Student Experience Strategy

The Deputy Vice-Chancellor (Education) opened this discussion by providing an outline of why the student experience matters, and divided the student experience into three broad categories: interactional (between students and with staff, alumni and others); degree planning and transition (both into university and into the workforce); and lifestyle (health and wellbeing, encompassing the physical, social, mental and cultural aspects of university life). Periodic national and international surveys provide data in each of these areas and on student satisfaction overall and have been used to inform the development of the University’s strategy.

In 2018, improvements have been implemented in Student Administration Services resulting in significant improvements in response times and providing an overall better administrative experience; these changes will continue to be built upon in 2019. The findings of the International Student Experience Taskforce have also led to improvements in providing opportunities for international students to settle into the University quickly and well, and many faculties augment central initiatives by also providing local transition activities. The University has implemented a new Learning Management System; is working to improve assessment planning and practices; and academic support and advising is intended as a primary focus for 2019.

Workshops held by the Education Portfolio during 2018 have also allowed for the identification of eight key pain points in the student experience space: lack of student-centric digital systems, ad hoc quality improvement; lack of interactive, experiential and collaborative pedagogies; lack of social integration; inadequate transition to university; lack of access to academic advice, including career development; and inadequate essential support services. Members were then informed of the strategies that have been developed to address these points over the coming years, with a focus on ensuring that students do not feel disconnected and lonely, that student support is provided as simply as possible, and that systems are improved. These areas will continue to be developed through 2019 and 2020 and into the next Strategic Plan, and members were provided with an outline of the timelines for development and implementation of key parts of the strategy.

In discussion, Professor Fekete observed that the IT components of the plan are “disastrous” and do not go to the heart of the matter as systems are not relational, and that more support is needed for first year coordinators that is relational rather than transactional. The lack of staff training in establishing and maintaining a “service culture” at the University was also noted, as was the marginalisation of regional and remote and postgraduate coursework students (who

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are often part-time or study online). The Deputy Vice-Chancellor (Education) re-iterated the relational focus of the strategy and noted that offering effective relational opportunities was contingent on well-functioning systems for transactional encounters. She also advised that the first step is assessing the needs of these different cohorts as data is currently inadequate, and that there will be a great deal of discussion as the strategy moves forward regarding system requirements.

Resolution AB2018/6-6
The Academic Board provided feedback on the draft strategy for the student experience.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair thanked members of the Academic Board for their significant contributions to the University during 2018, especially recognised the engagement of Board members who have also served on committees. The guidance and leadership provided by each of the committee and sub-committee Chairs was also acknowledged by acclamation. Thanks were also extended to those staff in the University Secretariat who support these committees, which was also acknowledged by acclamation.

Resolution AB2018/6-7
The Academic Board noted the General Report of the Chair.

4.2 Culture Strategy Report

The Director, Culture Strategy, informed members that the Culture Taskforce is now in its second year of operation and that the University is half way through its 2016-2020 Strategic Plan. A written summary of highlights, achievements and future directions in realisation of the Culture Strategy, was circulated with the agenda papers. The pervasive nature of culture change was briefly explored, and the Director advised that the next challenge for the strategy is to develop a governance structure for ongoing activity and begin thinking about the position in which we want to be by 2020 to guide preliminary thought about the next phase.

Resolution AB2018/6-8
The Academic Board noted the 2018 End of Year Report on the progress of the Culture Strategy.

4.3 Student Members’ Report

The President, SRC, thanked members for “a wonderful year” as this is her final meeting as a member of the Academic Board. She also informed members that she and other members of the SRC had been involved in a protest earlier this year which had sparked the current sector-wide discussion of freedom of speech, and she expressed concern that misconduct procedures increasingly seem to be used to silence student activists. She argued that if the University embraces freedom of speech, it also needs to respect dissent and protest.

The President, SUPRA, addressed the Board on several matters. Members were informed that SUPRA will be running a student-managed and student-judged Teacher of the Year award in 2019, similar in intent to the Supervisor of the Year awards which have been successfully run for the last three years. It is intended for this award to recognise excellent teaching of postgraduate coursework, with a potential trial in one or two faculties before extension to the entire University. The SUPRA HDR Guide (formerly known as The Thesis Guide) has been updated and is now available only by download from the SUPRA website. This is an important and valued resource as it explains in simple English and from a student perspective, key University HDR policies and procedures. SUPRA is also calling for greater transparency in feedback regarding final unit of study results, with fake news reported by international students that the fail rate in certain subjects is 40%-50%, and that the University intends to fail more students to fund campus expansion. This fake news is potentially causing students additional stress during the examination period, and SUPRA is calling for more feedback and transparency around assessment and results, particularly in units of study with large enrolments. Data such as the average and median marks and the Fail / HD rate would

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assist students to contextualise their performance.

Resolution AB2018/6-9
The Academic Board noted the report of the student members of the Academic Board.

4.4 End-of-year event and charitable collection
This item was mentioned by the Chair in his opening remarks at Item 1 above.

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

Resolution AB2018/6-10
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 178/2018: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

5 REPORT OF THE ACTING VICE-CHANCELLOR AND PRINCIPAL

The Provost, as Acting Vice-Chancellor, informed members that the Vice-Chancellor is currently enjoying parental leave to welcome a new addition to his family. He also thanked the Chair for his significant contributions to both the Academic Board and the broader University community during 2018, and this was supported by acclamation.

The Acting Vice-Chancellor drew the attention of members to the written report circulated with the agenda and invited questions. He also advised that the University is currently hosting a gathering of First Nations peoples at the Healing Our Spirit Worldwide gathering and he had the privilege of representing the Vice-Chancellor and University Executive at the opening ceremony the previous evening. Thanks were extended to Professor Juanita Sherwood and all of the other Aboriginal and Torres Strait Islander staff and students and other staff and students who contributed to organising this significant event.

In response to the report of the President, SRC, the Acting Vice-Chancellor also affirmed the legitimate right of protest, provided it is both legal and respectful, and that the University should protect this right. In discussion, the diversification of international student recruitment to seek greater engagement with India was questioned, and members were advised that this is only one possible market being investigated.

Resolution AB2018/6-11
The Academic Board received and noted the written and verbal reports of the Acting Vice-Chancellor.

6 QUESTION TIME

No further questions were raised.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2018/6-12
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 6 November 2018.

7.1 Outbound Student Mobility Policy 2018
This proposal was approved as presented.

Resolution AB2018/6-13
The Academic Board approve the introduction of the Outbound Student Mobility Policy 2018.

Action 179/2018: Executive Officer to submit the Outbound Student Mobility Policy 2018 for promulgation to the Policy Register.

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7.2 GOFUS Rule Amendment

This proposal was approved as presented.

Resolution AB2018/6-14
The Academic Board agreed to recommend that Senate approve the amendment of the University of Sydney (Governance of Faculties and University Schools) Rule 2016, with effect from 1 January 2019.

Action 180/2018: Chair of Academic Board to recommend that Senate approve the amendment of the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

7.3 Learning and Teaching Policy 2015

This proposal was approved as presented.

Resolution AB2018/6-15
The Academic Board approved the amendment of the Learning and Teaching Policy 2015.

Action 181/2018: Executive Officer to submit the amended Learning and Teaching Policy 2015 for promulgation to the Policy Register.

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

This item was starred at the request of Professor Fekete, who expressed his concern that this proposal represents a serious change to PhD work patterns. Acknowledging that the matter was extensively discussed at the most recent meeting of the Academic Standards & Policy Committee, he highlighted that preparation for oral examination will require more work for both the candidate and the supervisory team, at the same time that coursework is being made mandatory and overall candidature length is being shortened.

In discussion, Ms Arthars (HDR student member from the Faculty of Arts and Social Sciences) questioned whether students agreeing to an oral examination might be permitted additional time prior to submission, as the stated reason for reducing submission deadlines is to allow for the examination process and this is facilitated by an oral defence. In response, the Director, Graduate Research, advised that the new standard length of candidature has been designed to align with the duration of an RTS scholarship and with Government expectations and reporting standards. He also informed members that candidates will be able to extend their candidature – as at present – but that the default duration of study will be shorter. The need to ensure that distribution of theses to examiners is not delayed was also highlighted, with a member observing that theses can sometimes take more than a month after submission to reach examiners.

The proposal was voted on by a show of hands and was approved as presented, with five members against.

Resolution AB2018/6-16
The Academic Board agreed to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011.

Action 182/2018: Chair of Academic Board to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011.

7.5 Admissions / Coursework Policy Changes

This proposal was approved as presented.

Resolution AB2018/6-17
The Academic Board approved the amendment of the Coursework Policy 2014 and approve the introduction of the Admissions Standards – English Language Proficiency.

Action 183/2018: Executive Officer to submit the amended Coursework Policy 2014 for promulgation to the Policy Register.
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**Action 184/2018:** Executive Officer to publish the Admissions Standards – English Language Proficiency on the Governance Instruments page on the University Secretariat website.

### 7.6 Higher Degree by Research Coursework Implementation Model

This proposal was approved as presented.

**Resolution AB2018/6-18**
The Academic Board approved the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

**Action 185/2018:** Executive Officer to submit the amended Progress Planning and Review for Higher Degree by Research Students Policy 2015 for promulgation to the Policy Register.

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

This proposal was approved as presented.

**Resolution AB2018/6-19**
The Academic Board approve the introduction of the Continuing and Extra-Curricular Education Procedures 2018, Continuing and Extra-Curricular Education reporting template, and course evaluation and approval template, as presented.

**Action 186/2018:** Executive Officer to submit the Continuing and Extra-Curricular Education Procedures 2018 for promulgation to the Policy Register.

**Action 187/2018:** Deputy Vice-Chancellor (Education) to note the Academic Board’s approval to introduce the Continuing and Extra-Curricular Education Procedures 2018, the Continuing and Extra-Curricular Education reporting template, and course evaluation and approval template.

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

This item was starred by Professor Fekete, who expressed broad support for the proposal but identified a number of issues that need further exploration, including inadvertent sharing and legitimate cooperation. In discussion, members were advised that faculty Educational Integrity Coordinators, student associations and other stakeholders were all extensively engaged in the development of the Guidelines and have expressed comfort with the version presented, although it is acknowledged that there is scope for further work and refinement.

The proposal was approved as presented.

**Resolution AB2018/6-20**
The Academic Board approved the introduction of the Educational Integrity Decision-Making and Penalty Guidelines 2018.

**Action 188/2018:** Executive Officer to submit the Educational Integrity Decision-Making and Penalty Guidelines 2018 for promulgation to the Policy Register.

### 7.9 Student Placement and Project Policy 2015

This proposal was approved as presented.

[Note: Subsequent to the meeting, the Secretary added the Higher Degree by Research Internships Procedures 2018 document to the agenda pack; these were available to members via a hyperlink in the Academic Board agenda pack but were not directly included.]

**Resolution AB2018/6-21**
The Academic Board:
(1) approved the amendment of the Student Placement and Project Policy 2015; and
(2) approved the introduction of the Higher Degree by Research Internships Procedures 2018.

**Action 189/2018:** Executive Officer to submit the amended Student Placement and Project Policy 2015 and the Higher Degree by Research Internships Procedures 2018 for promulgation to the Policy Register.

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7.10 RTP Scholarships Policy 2018

This proposal was approved as presented.

Resolution AB2018/6-22
The Academic Board approved the amendment of the Student Recognition Awards Policy 2016.

Action 190/2018: Executive Officer to submit the amended Student Recognition Awards Policy 2016 for promulgation to the Policy Register.

7.11 Annual Report of Student Misconduct 2017

This proposal was resolved as recommended.

Resolution AB2018/6-23
The Academic Board received and agreed to recommend to Senate the Annual Report of Student Misconduct 2017.

Action 191/2018: Chair of Academic Board to recommend that Senate note the Annual Report of Student Misconduct 2017.

7.12 Annual Report of Student Appeals Body 2017

This proposal was resolved as recommended.

Resolution AB2018/6-24
The Academic Board received and agreed to recommend to Senate the Annual Report of Student Appeals Body 2017.

Action 192/2018: Chair of Academic Board to recommend that Senate note the Annual Report of Student Appeals Body 2017.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2018/6-25
The Academic Board noted the report from the meetings of the Undergraduate Studies Committee held on 23 October, 30 October, and 13 November 2018.

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

This proposal was approved as presented.

Resolution AB2018/6-26
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Arts/Bachelor of Advanced Studies (Languages);
(2) approved the amendment of faculty and course resolutions and unit of study tables arising from the proposal, and
(3) agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Arts and Social Sciences, with effect from 1 January 2020.

Action 193/2018: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to introduce the Bachelor of Arts/Bachelor of Advanced Studies (Languages) and update Faculty and course resolutions and unit of study tables in CMS.

Action 194/2018: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Arts and Social Sciences.

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

This proposal was approved as presented.
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Resolution AB2018/6-27
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications); and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 195/2018: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications) and update course resolutions and unit of study tables in CMS.

8.3 Arts & Social Sciences: Bachelor of Arts / Bachelor of Advanced Studies (International and Global Studies)
This proposal was approved as presented.

Resolution AB2018/6-28
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts / Bachelor of Advanced Studies (International and Global Studies); and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 196/2018: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Arts / Bachelor of Advanced Studies (International and Global Studies) and update unit of study tables in CMS.

8.4 Arts & Social Sciences: Bachelor of Arts / Bachelor of Social Work
This proposal was approved as presented.

Resolution AB2018/6-29
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts / Bachelor of Social Work; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

Action 197/2018: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Arts / Bachelor of Social Work and update course resolutions in CMS.

8.5 Arts & Social Sciences: Bachelor of Economics; Bachelor of Economics / Bachelor of Advanced Studies
This proposal was approved as presented.

Resolution AB2018/6-30
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics and the Bachelor of Economics / Bachelor of Advanced Studies; and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 198/2018: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Economics and the Bachelor of Economics / Bachelor of Advanced Studies and update course resolutions and unit of study tables in CMS.

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### 8.6 Conservatorium: Bachelor of Music

This proposal was approved as presented.

**Resolution AB2018/6-31**

The Academic Board:

(1) approved the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; and

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

**Action 199/2018**: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal to amend the Bachelor of Music and update unit of study tables in CMS.

### 8.7 Health Sciences: Bachelor of Applied Science (Exercise Physiology)

This proposal was approved as presented.

**Resolution AB2018/6-32**

The Academic Board:

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

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

**Action 200/2018**: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Applied Science (Exercise Physiology) and the Bachelor of Applied Science (Exercise Physiology) Honours and update course resolutions and unit of study tables in CMS.

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

This proposal was approved as presented.

**Resolution AB2018/6-33**

The Academic Board:

(1) approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport Science) and to introduce the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science);

(2) approved the amendment of course resolutions and unit of study tables arising from the proposal;

(3) noted the Board of Interdisciplinary Studies’ endorsement of the proposal to include the Physical Activity and Health Major and Minor in the Shared Pool (Table S) for all Undergraduate degrees; and

(4) 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 201/2018**: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Applied Science (Exercise and Sport Science) and to introduce the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) and update course resolutions and unit of study tables in CMS.

**Action 202/2018**: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences.

### 8.9 Law: Bachelor of Laws

This proposal was approved as presented.

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Resolution AB2018/6-34
The Academic Board:
(1) approved the proposal from the Sydney Law School to amend the Bachelor Laws; and
(2) approved the amendments to the faculty and course resolutions arising from the proposal, with effect from 1 January 2019.

Action 203/2018: Head of School and Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Bachelor Laws and update course resolutions in CMS.

8.10 Engineering & IT: Bachelor of Engineering Honours combined degrees
This proposal was approved as presented.

Resolution AB2018/6-35
The Academic Board:
(1) approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Combined Degrees; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019.

Action 204/2018: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering (Honours) Combined Degrees and update course resolutions in CMS.

8.11 Science: Bachelor of Liberal Arts and Sciences
This proposal was approved as presented.

Resolution AB2018/6-36
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019.

Action 205/2018: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Liberal Arts and Science and update course resolutions in CMS.

8.12 Education Portfolio / BIS: Bachelor of Advanced Studies
This proposal was approved as presented.

Resolution AB2018/6-37
The Academic Board:
(1) approved the proposal from the DVC Education Portfolio to amend the Bachelor of Advanced Studies; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

Action 206/2018: Deputy Vice-Chancellor (Education) and Board of Interdisciplinary Studies to note the Academic Board’s approval of the proposal to amend the Bachelor of Advanced Studies and update course resolutions in CMS.

Undergraduate Learning Outcomes submissions

8.13 Sydney Law School course and component learning outcomes
This proposal was approved as presented.

Resolution AB2018/6-38
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Sydney Law School, for implementation with effect from 1 January 2019.
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Action 207/2018: Head of School and Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the Sydney Law School, for implementation with effect from 1 January 2019.

8.14 Sydney Conservatorium of Music course and component learning outcomes

This proposal was approved as presented.

Resolution AB2018/6-39
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Sydney Conservatorium of Music, for implementation with effect from 1 January 2019.

Action 208/2018: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the Sydney Conservatorium of Music, for implementation with effect from 1 January 2019.

8.15 Faculty of Health Sciences course and component learning outcomes

This proposal was approved as presented.

Resolution AB2018/6-40
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Faculty of Health Sciences, for implementation with effect from 1 January 2019.

Action 209/2018: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the Faculty of Health Sciences, for implementation with effect from 1 January 2019.

8.16 Faculty of Medicine and Health course and component learning outcomes

This proposal was approved as presented.

Resolution AB2018/6-41
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Faculty of Medicine and Health, for implementation with effect from 1 January 2019.

Action 210/2018: Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the Faculty of Medicine and Health, for implementation with effect from 1 January 2019.

8.17 Faculty of Business course learning outcomes

This proposal was approved as presented.

Resolution AB2018/6-42
The Academic Board approved the Undergraduate course learning outcomes proposed by the University of Sydney Business School, for implementation with effect from 1 January 2019.

Action 211/2018: Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval of the Undergraduate course learning outcomes proposed by the University of Sydney Business School, for implementation with effect from 1 January 2019.

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

This proposal was approved as presented.

Resolution AB2018/6-43
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Sydney School of Architecture, Design and Planning, for implementation with
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effect from 1 January 2019.

**Action 212/2018:** Head of School and Dean and School General Manager, School of Architecture, Design and Planning, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the School of Architecture, Design and Planning, for implementation with effect from 1 January 2019.

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

This proposal was approved as presented.

**Resolution AB2018/6-44**
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Faculty of Arts and Social Sciences, for implementation with effect from 1 January 2019.

**Action 213/2018:** Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the Faculty of Arts and Social Sciences, for implementation with effect from 1 January 2019.

8.20 Faculty of Science course and component learning outcomes

This proposal was approved as presented.

**Resolution AB2018/6-45**
The Academic Board approved the Undergraduate course and component learning outcomes proposed by the Faculty of Science, for implementation with effect from 1 January 2019.

**Action 214/2018:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the Undergraduate course and component learning outcomes proposed by the Faculty of Science, for implementation with effect from 1 January 2019.

8.21 University of Sydney Business School component learning outcomes

This proposal was approved as presented.

**Resolution AB2018/6-46**
The Academic Board approved the Undergraduate component learning outcomes proposed by the University of Sydney Business School, for implementation with effect from 1 January 2019.

**Action 215/2018:** Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval of the Undergraduate component learning outcomes proposed by the University of Sydney Business School, for implementation with effect from 1 January 2019.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

**Resolution AB2018/6-47**
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 6 November 2018.

9.1 Engineering & IT: Master of Transport

This proposal was approved as presented.

**Resolution AB2018/6-48**
The Academic Board:

1. approved the proposal from the Faculty of Engineering and Information Technologies to introduce the Master of Transport, Graduate Diploma in Transport and Graduate Certificate in Transport;
2. approved the introduction of course resolutions and unit of study tables arising from the proposal; and
3. agreed to recommend that Senate approve the amendment of the Resolutions of Senate
for the Faculty of Engineering and Information Technologies, with effect from 1 January 2020.

**Action 216/2018**: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to introduce the Master of Transport, Graduate Diploma in Transport and Graduate Certificate in Transport and update course resolutions and unit of study tables in CMS.

**Action 217/2018**: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and Information Technologies.

### 9.2 Education Portfolio: Master of Advanced Studies

This item was starred by Mr Flores, who inquired whether it was intended to include a Graduate Certificate or Graduate Diploma pathway to enable admission for students who do not meet the admission criteria for the Masters. The Director, Research Strategy, took this matter under advisement for possible inclusion in a future iteration, and also informed members that new disciplines may be included in the Master of Advanced Studies in future.

The proposal was approved as presented.

**Resolution AB2018/6-49**

The Academic Board:

1. approved the proposal from the Education Portfolio to introduce the Master of Advanced Studies;
2. approved the introduction of course resolutions and unit of study tables arising from the proposal; and
3. recommend that Senate introduce Resolutions of Senate for the Board of Interdisciplinary Studies, with effect from 1 January 2020.

**Action 218/2018**: Chair, Board of Interdisciplinary Studies, to note the Academic Board’s approval of the proposal to introduce the Master of Advanced Studies and update course resolutions and unit of study tables in CMS.

**Action 219/2018**: Chair of Academic Board to recommend that Senate approve the implementation of Resolutions of Senate for the Board of Interdisciplinary Studies.

### 9.3 Science: Master of Agriculture and Environment

This proposal was approved as presented.

**Resolution AB2018/6-50**

The Academic Board:

1. approved the proposal from the Faculty of Science to amend the Master of Agriculture and Environment to delete the specialisation “Forest and Atmosphere Interactions”; and
2. amend the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

**Action 220/2018**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Master of Agriculture and Environment and update course resolutions and unit of study tables in CMS.

### 9.4 Law: Juris Doctor course resolutions

This proposal was approved as presented.

**Resolution AB2018/6-51**

The Academic Board:

1. approved the proposal as amended from Sydney Law School to amend the Juris Doctor; and
2. approved the amendment of Faculty and course resolutions arising from this proposal, with effect from 1 January 2019.
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**Action 221/2018**: Head of School and Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Juris Doctor and update Faculty and course resolutions in CMS.

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

This proposal was approved as presented.

**Resolution AB2018/6-52**

The Academic Board:

1. approved the proposal from the Faculty of Engineering and Information Technology to amend the Master of Professional Engineering (Accelerated); and
2. approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019.

**Action 222/2018**: Dean and Faculty General Manager, Faculty of Engineering and Information Technology, to note the Academic Board’s approval of the proposal to amend the Master of Professional Engineering (Accelerated) and update unit of study tables in CMS.

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

This proposal was approved as presented.

**Resolution AB2018/6-53**

The Academic Board:

1. approved the proposal from the University of Sydney Business School to amend the Master of Business Administration (Leadership & Enterprise); and
2. approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019.

**Action 223/2018**: Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend the Master of Business Administration (Leadership & Enterprise) and update course resolutions in CMS.

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

This proposal was approved as presented.

**Resolution AB2018/6-54**

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 course resolutions arising from the proposal, with effect from January 1, 2020.

**Action 224/2018**: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Economic Analysis and embedded award courses and update course resolutions in CMS.

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

This proposal was approved as presented.

**Resolution AB2018/6-55**

The Academic Board:

1. approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Crosscultural and Applied Linguistics and embedded award courses; and
2. approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2020.

**Action 225/2018**: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Crosscultural and Applied Linguistics and embedded award courses and update course resolutions and unit of study tables.

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study tables in CMS.

9.9 **Arts & Social Sciences: Master of International Relations, Master of International Security, Master of International Studies, and Master of Public Policy**

This proposal was approved as presented.

**Resolution AB2018/6-56**

The Academic Board:

(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, Master of International Security, Master of International Studies and Master of Public Policy; and

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

**Action 226/2018**: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of International Relations, Master of International Security, Master of International Studies, and Master of Public Policy and update unit of study tables in CMS.

9.10 **Arts & Social Sciences: Master of Education and embedded award courses**

This proposal was approved as presented.

**Resolution AB2018/6-57**

The Academic Board:

(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education, Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies; and

(2) approve the amendment of course resolutions and unit of study tables arising from the proposal,

with effect from January 1, 2020.

**Action 227/2018**: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Education, Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies and update course resolutions and unit of study tables in CMS.

9.11 **Arts & Social Sciences: Resolutions of the Senate**

This proposal was approved as presented.

**Resolution AB2018/6-58**

The Academic Board:

(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Senate for the Faculty of Arts and Social Sciences; and

(2) agreed to recommend that Senate approve the amendment, as presented,

with effect from January 1, 2019.

**Action 228/2018**: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Arts and Social Sciences.

9.12 **Medicine & Health: Doctor of Clinical Dentistry**

This proposal was approved as presented.

**Resolution AB2018/6-59**

The Academic Board:

(1) approved the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry; and

(2) approved the amendment of course resolutions arising from this proposal,

with effect from 1 January 2019.

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**Action 229/2018:** Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal to amend the Doctor of Clinical Dentistry and update course resolutions in CMS.

9.13 HDR Coursework Implementation

This proposal was approved as presented.

**Resolution AB2018/6-60**

The Academic Board:

1. approved the amendment of the Terms of Reference for the Graduate Studies Committee;

2. noted the Committee’s endorsement of the proposal to amend the Progress Planning and Review for Higher Degree by Research Students Policy 2015, with effect from 1 January 2019.

**Action 230/2018:** Chair and Secretary, Graduate Studies Committee, to note the Academic Board’s approval of the amendment of the Terms of Reference for the Graduate Studies Committee.

9.14 Amendment of the Student Placement and Project Policy 2015 and introduction of the Higher Degree by Research Internships Procedures

This proposal was approved as presented in Item 7.9 above.

**Resolution AB2018/6-61**

The Academic Board noted the Committee’s endorsement of the proposal to amend the Student Placement and Project Policy 2015 and approve the Higher Degree by Research Internships Procedures 2018, with effect from 1 January 2019.

9.15 Amendment of the University of Sydney (Higher Degree by Research) Rule 2011

This proposal was approved as presented in Item 7.4 above.

**Resolution AB2018/6-62**

The Academic Board noted the Committee’s endorsement of the proposal to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011, with effect from 1 January 2019.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

**Resolution AB2018/6-63**

The Academic Board noted the report from the meeting of the Academic Quality Committee held on 30 October 2018.

10.1 Course Reviews

This item was noted as presented.

**Resolution AB2018/6-64**

The Academic Board noted the Committee’s review of three postgraduate coursework courses.

10.2 Course Monitoring: Outliers

This paper was noted as presented.

**Resolution AB2018/6-65**

The Academic Board noted the Committee’s discussion of course monitoring outliers.

10.3 Human/Animal Ethics Approval for HDR Students

This paper was noted as presented.

**Resolution AB2018/6-66**

The Academic Board noted the Committee’s discussion of the monitoring of ethics approval
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for HDR students.

10.4 Reforming the PhD Examination

This proposal was starred at the request of the Director, Graduate Research, who informed members that it forms the start of a conversation and requires no action at present.

The paper was noted as presented.

Resolution AB2018/6-67
The Academic Board noted the Committee’s discussion of the potential changes to PhD examinations.

10.5 Proposed changes to the University of Sydney (Higher Degree by Research) Rule 2011

This paper was noted as presented.

Resolution AB2018/6-68
The Academic Board noted the Committee’s discussion of the proposed changes to the HDR Rule.

10.6 English Language Proficiency Requirements

This paper was noted as presented.

Resolution AB2018/6-69
The Academic Board noted the Committee’s discussion of the proposal to amend the English Language Proficiency Requirements.

11 GENERAL BUSINESS

11.1 Nominations and Amendments to the Academic Panel 2018-2020

This paper was noted as presented.

Resolution AB2018/6-70
The Academic Board noted the amendments to the academic staff listed as members of the Academic Panel for the period 2018-2020, as presented.

11.2 Business: Faculty Resolutions

This proposal was approved as presented.

Resolution AB2018/6-71
The Academic Board approved the proposal from the University of Sydney Business School to amend the Business School Faculty Resolutions, with effect from 1 January 2019.

Action 231/2018: Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend the Business School Faculty Resolutions and update the resolutions in CMS.

11.3 Health Sciences: Faculty Resolutions

This proposal was approved as presented.

Resolution AB2018/6-72
The Academic Board approved the amendment of the Resolutions of the Faculty of Health Sciences, with effect from 1 January 2019.

Action 232/2018: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Health Sciences and update the resolutions in CMS.

11.4 Conservatorium: 2019 Academic Calendar

This proposal was approved as presented.

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Resolution AB2018/6-73
The Academic Board approved the 2019 SCM Academic Calendar, as presented.

Action 233/2018: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the 2019 Academic Calendar for the Sydney Conservatorium of Music.

11.5 Medicine & Health: 2019 Academic Calendar (Sydney Medical Program)
This proposal was approved as presented.

Resolution AB2018/6-74
The Academic Board approved the 2019 Academic Calendar for the Faculty of Medicine & Health Doctor of Medicine program, as presented.

Action 234/2018: Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the 2019 Academic Calendar for the Faculty of Medicine and Health (Sydney Medical Program).

11.6 Medicine & Health: 2019 Academic Calendar (Sydney Nursing School)
This proposal was approved as presented.

Resolution AB2018/6-75
The Academic Board approved the 2019 Academic Calendar for the Faculty of Medicine & Health (School of Nursing & Midwifery), as presented.

Action 235/2018: Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the 2019 Academic Calendar for the Faculty of Medicine and Health (Sydney Medical Program).

11.7 Updated Timelines for 2020 Curriculum Approvals
This paper was approved as presented.

Resolution AB2018/6-76
The Academic Board approved the updated approval timelines for the 2020 curriculum.

Action 236/2018: All Deans and Faculty General Managers (and equivalent roles) to note the Academic Board’s approval of the updated timelines for 2020 curriculum approvals.

11.8 Amendment of the Admissions Prerequisite Standards – Mathematics
The Director, Educational Strategy, informed members that this proposal provides an admission pathway for Cadigal students who do not meet the mathematics prerequisites on application. It gives effect to the intent of a proposal discussed at and approved by the Academic Board at its meeting on 7 August 2018, by empowering Associate Deans to allow students being admitted under the Cadigal pathway to undertake Mathematics as a co-requisite during study.

The proposal was voted on by a show of hands and was approved as presented, with one member against.

Resolution AB2018/6-77
The Academic Board approved the amendment of the Admissions Prerequisite Standards – Mathematics, as presented, with immediate effect.

Action 237/2018: All Deans and Faculty General Managers (and equivalent roles) to note the Academic Board’s approval of the Admissions Prerequisite Standards – Mathematics, as amended.

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

The agenda pack for this meeting is available at: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2018/20181127-AB-Agenda-Pack.pdf
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<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet (Executive Officer to Academic Board)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>2019 Membership of the Academic Board</td>
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<tr>
<td>Purpose</td>
<td>To advise the Academic Board of changes to membership of the Board and its committees</td>
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RECOMMENDATION

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

MEMBERSHIP OF ACADEMIC BOARD

The Academic Board is asked to welcome the following new *ex officio* members:

- Professor Robyn Dowling, replacing Professor John Redmond as the Head of School & Dean of the Sydney School of Architecture, Design & Planning;
- Professor Cameron Stewart, replacing Professor Joellen Riley as Acting Head of School and Dean of the Sydney Law School;
- Professor Wai Fong Chua AM as interim Pro-Vice-Chancellor (Student Life);
- Jacky He, who has been elected President of the SRC, replacing Imogen Grant;
- Sean Perry and Chanum Torres, undergraduate students nominated by the executive of the SRC, replacing Pranay Jha and Isabella Pytka;
- Adrienne Sach (Sydney Conservatorium of Music) and Leah Hill (Faculty of Arts & Social Sciences), replacing Jas Chambers and Dr Sascha Jenkins as representatives of the Faculty General Managers Committee;
- Jodie Chieh as undergraduate student representative for the Sydney School of Architecture, Design & Planning;
- Gu Yu as Higher Degree by research student representative for the Faculty of Arts & Social Sciences;

MEMBERSHIP OF COMMITTEES

The Academic Board is asked to approve changes to the membership of the committees of the Academic Board, as below:

Staff:

- Associate Professor Alexandre Lefebvre (Associate Dean, Student Affairs) is replacing Associate Professor Mark Melatos as the Faculty of Arts & Social Sciences representative on the Academic Standards & Policy Committee;
- Associate Professor Catherine Hardy is representing the Business School on the Academic Quality Committee and the Graduate Studies Committee while Professor Rae Cooper is on leave during Semester 1;
- Dr Andrea McCloughen has been appointed representative of the Susan Wakil School of Nursing and Midwifery on the Graduate Studies Committee; and
- Professor Pauline Ross has been appointed as representative from Science on the Graduate Studies Committee.
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<tr>
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<tr>
<td>Reviewer/Approver</td>
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<tr>
<td>Paper title</td>
<td>Australian Qualifications Framework Review</td>
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<tr>
<td>Purpose</td>
<td>To provide information on the current Expert Panel Review of the Australian Qualifications Framework and seek feedback on key issues to help inform the University’s engagement with this process.</td>
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**RECOMMENDATION**

*That the Academic Board note the paper on the AQF Review.*

**EXECUTIVE SUMMARY**

The Australian Qualifications Framework is the national policy which regulates, defines and prescribes the regulated qualifications issued in the Australian education sector. It is part of the legal framework which determines the names and usage of academic qualifications, mandates the learning outcomes of individual qualifications and authorises by whom such qualifications can be issued.

The Federal Minister for Education has commissioned an Expert Panel Review of the AQF.

**BACKGROUND / CONTEXT**

The Australian Qualifications Framework (AQF) was introduced in 1995, having its roots in the former Register of Australian Tertiary Education (RATE), and the Australian Standards Framework (ASF). It covers qualifications issued by the senior secondary school, vocational education and training and higher education sectors, placing qualifications into a single, national framework. Importantly, the AQF is the legal document permitting the use and issuing of AQF qualifications. The AQF has been subject to several reviews, most recently between 2009 and 2011. The ongoing quality assurance of the qualifications is conducted by the Tertiary Education and Quality Standards Agency (TEQSA), established in 2011.

The 2017-18 budget announced a Review of the AQF and Minister for Education and Training appointed an AQF Review Panel – the Expert Panel for the Review of the Australian Qualifications Framework. The composition of the panel and the terms of reference for the Review are available on-line. Consulting firm PhillipsKPA was contracted by the Department of Education and Training to provide contextual research for the review by analysing international qualifications frameworks and the domestic use of the AQF. Their report was released on 25 April 2018 and compromises 2 parts: a comparison of AQF against national frameworks from other countries as well as an analysis of the use of AQF in educational and non-educational settings in Australia.

In December 2018, the Expert Panel for the Review of the Australian Qualifications Framework released a discussion paper, and a presentation, intended to form the basis of and frame the Review.

The discussion paper (p 13) identified several “areas for possible change”.

The Expert Panel is currently conducting stakeholder consultations in capital cities, Albury/Wodonga and Townsville.

The AQF has invited public submissions which must be received by 15 March 2019. The DVC(Education) is preparing a submission for the March deadline, a synopsis of which is attached (see Attachment A).
CONSULTATION

The AQF Expert Panel held its first consultation sessions on 7 February 2019 in Sydney. The University was represented at these sessions the Deputy Vice-Chancellor (Education), the Chair of the Academic Board, the former Chair of the Academic Board, and the Director for Higher Education Policy and Projects. The discussion of the consultation session focused on five main areas for possible change to the AQF have informed the structure of our draft submission as outlined in Attachment B.

ATTACHMENTS

Attachment A: The DVC Education’s proposed University position and approach for internal consultation
Attachment B: Consultation questions and structure of the University of Sydney submission
Attachment A: Proposed University position and approach on the AQF Consultation Paper

Key points:

1. **A single set of specifications for each level, rather than for each qualification type.** We agree with this simplification, but raise specifically the importance of clarifying whether the distinctive expectations for the Masters Extended qualification type will be retained. Our view is that:
   a. the distinctive expectations are of value but could be clarified, perhaps to require: advanced coverage of methods of inquiry in the field; a research experience sufficient to prepare a graduate to contribute to research as a working professional in the field of the degree; an integrative capstone experience; and possibly also the option of a more substantial research project affording a pathway to doctoral level study in the field;
   b. the Issuance Policy can cover any distinctive requirements for use of Masters Extended nomenclature (JD, MD etc).

2. **Too early to put microcredentials into the AQF.** We see rapid change in the development and arrangements for microcredentials, and our preference is not to rush to regulation, lest we fail to gain the full value of an innovative moment in time. We are also concerned to ensure that we don't undermine the AQF through a poor conceptualisation (more on some of the challenges below and the direction we think this needs to take, but we think we need to move very carefully).

3. **Microcredentials and the meaning of ‘level’.** If microcredentials are to be included in the AQF, it will be important to define what exactly it means for a microcredential to be allocated to a level and to distinguish it from the meaning of a substantial award being at that level (e.g. Bachelor, Master and Doctoral degrees). In particular, if microcredentials are to be included we support an intercalated level structure for two types of awards:
   a. Accreditation at a level for major awards: an allocation of major awards to the current levels with the current level specifications characterising the meaning of accreditation at each level; and
   b. Accreditation of smaller awards and non-award courses as leading to a level: an allocation of smaller awards and non-awards including microcredentials as leading to (understood as offering potential credit towards) these levels, described further below.

We see it as implausible that a microcredential can *achieve* the full level specifications of a particular level unless students undertaking the microcredential are required to enter with a high level of mastery at that level. Rather, we think it is more feasible to allocate a microcredential as leading to a level *if it can be recognised as offering credit to a major award at that level*. Allocation of a microcredential to a level will probably entail in many cases the assumption that students have achieved the learning outcomes of the prior level. In this way, microcredentials and non-award and smaller award courses serve as steps between the existing AQF levels. We also see potential value in reclassifying some existing qualification...
types (e.g. the Graduate Certificate) to this second type. For an illustration of what we propose, please see Figure 1 below (the right hand diagram reflects this recommendation; the left hand diagram also incorporates the additional suggestion immediately below).

4. **Levels 7 and 8.** We think it is worth revisiting whether the structure of the existing levels 7 and 8 is fit for purpose. We recognise that some national qualifications include the equivalent of level 8 (e.g. UK, NZ) whereas others do not (e.g. Europe). We see value in the simplicity of the European system and we note that the unpublished study conducted by the AQF Council prior to finalisation of the 2011 framework showed that key stakeholders were able to make clear distinctions among Bachelor, Masters and Doctoral degrees, but failed to distinguish clearly between awards at levels 7 and 8. Furthermore, as just suggested, if the AQF recognises awards as leading to a level rather than being at a level, we believe there is merit in reclassifying existing level 8 awards (Graduate Certificate, Graduate Diploma, Bachelor (Honours)) as leading to Masters level rather than as at level 8.

Alternatively, if there is a strong wish to retain level 8, we believe that at least the smaller level 8 award (i.e. Graduate Certificate) should be reclassified as leading to level 8 rather than as at level 8.

5. **The Diploma problem.** There are currently two quite distinct versions of an AQF level 5 Diploma: an award recognised as preceding a Bachelor degree and offering no credit towards it; and an award which might be wholly contained within a Bachelor degree and hence offer full credit towards it. We think these two should be distinguished in name and we therefore recommend re-introducing a diploma-like award (e.g. Baccalaureate Diploma) leading to level 7. The value of this step would be to recognise the common need for a student to complete the equivalent of an undergraduate major and it would resolve the longstanding confusion between a genuine level 5 Diploma and an undergraduate Bachelor sequence currently labelled a Diploma.

6. **Breadth versus depth.** The AQF was created as a hierarchy, distinguishing awards by the depth of required knowledge, skills and application of knowledge and skills. Nonetheless, there is an expectation of some breadth since the requirement for application of knowledge and skills requires graduates to be able to understand the context in which their level of knowledge and skills are being applied. The intercalated two-part structure for the AQF proposed here arguably resolves a longstanding concern that the AQF failed to reflect some important variations in the breadth of knowledge, skills and application of skills among awards. If the higher education awards at a level all have a requirement for at least some breadth (as implied by the current level specifications), then this tension is reduced.

7. **A common unit for the description of ‘credit hours’.** We support this.

8. **Removal of AQF policies.** We support removing as many AQF policies as possible.

9. **A national credit transfer register.** We think the proposed structure of the AQF will provide clear signals about the level of recognition each awarding institution is giving to its own accredited award and non-award courses, and this is a more achievable initial step than an immediate decision to create a national credit transfer register.

10. **A body to allocate microcredentials to a level, as in New Zealand.** We do not support this. Self-accrediting institutions can allocate awards and non-awards to levels for themselves using...
their existing mechanisms; those without self-accrediting capability can apply for accreditation at a proposed level through TEQSA, as at present.

11. **The role of generic, enterprise and social skills in the AQF.** We believe these broader skills are of immense importance to graduates and we include them as learning outcomes within all of our degrees (e.g. in addition to mastery of primary field and discipline, the learning outcomes of all Bachelor degrees at the University of Sydney refer to: critical thinking; problem solving; digital literacy; inventiveness; cultural competence; interdisciplinary effectiveness; an integrated professional, personal and ethical identity; and influence). But we don’t see the need for the AQF to separate these learning outcomes from more discipline-based outcomes, and we particularly advise against the adoption of any one particular list of skills or qualities because variation in emphasis across institutions is desirable.

12. **The proposal to recognise some awards as at multiple levels.** While this is possible, it questions the value of characterising the award in the AQF, which must surely be the level achieved by all undertaking the award (i.e. if an award sits across levels 5-7, it is arguably a level 5 award).

13. **Funding implications.** It will be very important to understand early how any changes to the AQF will change the funding environment for students, universities and government and other stakeholders.

![Diagram](image.png)

**Figure 1.** Proposed structure for AQF showing bachelor level and above only and some illustrative award and non-award courses. The version on the left reduces levels 7-10 to 3 levels; the version on the right retains levels 7-10.
Attachment B: Consultation questions and structure of University of Sydney submission

It is proposed that The University of Sydney’s submission will be structured along the five main areas for potential change in the AQF that have been identified the stakeholder consultation sessions:

- Shorter form credentials
- Enterprise and social skills
- The AQF taxonomy and levels
- The Senior Secondary School Certificate
- Volume of Learning and Credit Points

Within each are three main questions will be addressed:

**Question A:** In what ways is the AQF fit, or not fit for purpose?

**Question B:** Where the AQF is not fit for purpose, what reforms should be made to it and what are the most urgent priorities? Please be specific, having regard to the possible approaches suggested in the discussion paper and other approaches

**Question C:** In relation to approaches suggested by the Panel or proposed in submissions or through consultations, what are the major implementation issues the Review should consider? Please consider regulatory and other impacts.

The overall submission will be structured along the following taxonomy:
RECOMMENDATION

That the Academic Board note the General Report of the Chair.

1. ACTION TAKEN BY THE CHAIR

At the 27 November 2018 meeting, authority was given to the Chair and Acting Chair of the Academic Board to act on behalf of the Academic Board to address any urgent matters that arose between that meeting and the first meeting of 2019. Based on this authority, the following actions were taken and are hereby reported to the Academic Board:

- On 13 December 2018, the Chair approved the addition of three majors and minors to Table S: Biological Design, Disability & Participation and Physical Activity & Health. These had been endorsed by the Board of Interdisciplinary Studies but were omitted from the 27 November Academic Board agenda papers.
- On 19 December 2018, the Chair approved the addition of two FASS elective units of study to Table S.
- On 22 January 2019, the Acting Chair (Professor Jane Hanrahan) approved the correction of the IELTS requirements for the stand-alone Master of Nutrition & Dietetics in the Admissions Standards – English Language Proficiency to 7.5 (this was incorrectly cited as 7.0 in the version of the Standards approved at the 27 November meeting of the Academic Board).
- On 24 January 2019, the Acting Chair approved an update of the Continuing and Extra-Curricular Education Procedures 2018, omitting a clause that had incorrectly been included in the version submitted to the Academic Board meeting of 27 November 2018.

2. COMMITTEE SUPPORT SURVEY

In late 2018, the University Secretariat sought feedback from members of the Academic Board, its committees and sub-committees, and from key stakeholders, on the secretariat support provided to these committees.

A total of 49 responses were obtained across these committees, with overall very positive feedback received.

Strengths:

- “The secretariat does a great job, is personable, communicates well, and facilitates all committee processes with ease.”
- “The Secretariat's support provided by [staff member] has truly been excellent and I am very grateful for (their) support.”
- “The support given is of the highest standard.”
- “Everyone I deal with for the committee is very pleasant and responsive.”
- “Thanks for the hard work of the secretariat – the committee is very well organised”

Weaknesses:

- “…Sometimes not enough time to discuss/resolve the most important/pressing issues due to the constraints of having to go through the whole list of items…”
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- “there is often too much to discuss [on the agenda] at reasonable depth.”
- “The volume of information is too large.”
- “…Presentations are often impossible to view, screen is too small and most presenters provide slides that contain exorbitant amount of text, impossible to follow in detail.”

Opportunities:

- “Some further training around the function of the Committee would be beneficial for new members as it can take a few meetings to associate oneself with the protocols of the Committee.”
- “Could be more [induction], often an assumption that everyone knows everyone. Can be a little intimidating.”
- “Need to work on what we do with papers that go to literally every committee without obvious alteration or discussion of nuance, contentious issues or consensus. This undermines collaborative decision making.”
- “…would be really great to track the passage of papers from committee to committee so that members understand where there has been consensus or disagreement.”

Some of these matters are already being addressed: agenda papers for Academic Board meetings are being distributed two weeks in advance of each meeting; the Academic Board meetings have been relocated to the Administration Building to enable clearer presentations; and student induction processes have been improved (to be extended to all new members from 2020).

Further exploration will be undertaken to present essential information more clearly, as well as to better track the consultation process for papers passing through multiple committees (this is currently being trialled with UE). A post-meeting communications plan is also being formulated to better convey meeting outcomes and updates to the broader University community.

3. ELECTION OF STAFF FELLOWS OF SENATE

Members of the Academic Board are advised that elections for the appointment of two Academic Staff Fellows and one Professional Staff Fellow of Senate will take place in April 2019, for a two year term of office commencing 3 June 2019.

Further information regarding these elections will be communicated in the Staff News and by direct all-staff emails during March. Members who are interested in standing for election as a Fellow are advised to look out for these communications. Further information about the duties of Senate Fellows is available via the Secretariat website, at http://sydney.edu.au/secretariat/senate-committees/senate/duties.shtml.

4. 2018 CHARITABLE COLLECTION

I am pleased to advise that at the end-of-year function following the final meeting for 2018, a total of $270 was raised for Our Watch.
HONOURS AND DISTINCTIONS

Professor Elizabeth Elliott, Faculty of Medicine and Health
Winner of the Royal Society of New South Wales James Cook Medal for outstanding contributions to both science and human welfare in and for the southern hemisphere.

Professor Paul Griffiths, Faculty of Arts and Social Sciences
Winner of the Royal Society of New South Wales History and Philosophy of Science Medal, recognising outstanding achievement in the History and Philosophy of Science, with preference being given to the study of ideas, institutions, and individuals of significance to the practice of the natural sciences in Australia.

Professor Nalini Joshi, Faculty of Science
Elected as Co-Vice-President of the International Mathematical Union for 2019-2022.

Associate Professor Julia Kindt, Faculty of Arts and Social Sciences
Elected to the Australian Academy of the Humanities.

Emeritus Professor Allan Marett, Sydney Conservatorium of Music
Elected to the Australian Academy of the Humanities.

Associate Professor Elizabeth New, Faculty of Science
Winner of the Royal Society of New South Wales Edgeworth David Medal which is awarded each year for distinguished research by a young scientist under the age of 35 years for work done mainly in Australia or for contributing to the advancement of Australian science. Also honoured by inclusion in the 'Periodic table of younger chemists' by the International Union of Pure and Applied Chemistry (IUPAC).

Professor Robert Park, Sydney Institute of Agriculture, Faculty of Science
Awards the Poggendorff Lecture at the Royal Society of New South Wales.

Professor Richard Payne, Faculty of Science
Awarded the RACI Birch medal at the Organic Chemistry meeting in Perth. The Birch medal is the premier award of the Organic Chemistry Division of the RACI, for excellence in organic chemistry research conducted in Australia. Also honoured by inclusion in the 'Periodic table of younger chemists' by the International Union of Pure and Applied Chemistry (IUPAC).

Professor Vanessa Smith, Faculty of Arts and Social Sciences
Elected to the Australian Academy of the Humanities.

Professor Geordie Williamson, Faculty of Science
Winner of the 2018 Australian Mathematical Society Medal.
Non-Confidential

AUSTRALIA DAY HONOURS

**Officer (AO) in the General Division of the Order of Australia**

Professor Elaine Sadler, School of Physics, Faculty of Science
Appointed an Officer (AO) in the General Division of the Order of Australia in the Australia Day Honours.

**Member (AM) in the General Division of the Order of Australia**

Professor Carol Armour, Sydney Medical School, Faculty of Medicine & Health
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Dr Jeanell Carrigan, Sydney Conservatorium of Music
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Emeritus Professor Gareth Evans, Sydney School of Veterinary Science, Faculty of Science
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Professor Robert Grunstein, Central Clinical School, Faculty of Medicine & Health
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Professor Paul Haber, Central Clinical School, Faculty of Medicine & Health
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Professor David Harris, Westmead Clinical School, Faculty of Medicine & Health
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Professor Matthew Kiernan, Brain and Mind Centre, Faculty of Medicine & Health
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

Associate Professor Goetz Richter, Sydney Conservatorium of Music
Appointed a Member (AM) in the General Division of the Order of Australia in the Australia Day Honours.

**Medal of the Order of Australia (OAM)**

Professor Christabel (Kirsty) Foster, Sydney Medical School, Faculty of Medicine & Health
Awarded the Medal of the Order of Australia (OAM) in the Australia Day Honours.
Non-Confidential

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RECOMMENDATION

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

EXECUTIVE SUMMARY

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

ITEMS FOR NOTING

1. **2018 Year in Review**
   2018 was a year of remarkable achievements in relation to our key strategic themes of Excellence, Engagement and Simplification. 2018 was the midpoint of our 2016-2020 strategic plan and was the year in which we really began to see the impact of the enabling work that has been underway over a long period of time. At the beginning of 2018, the Senior Executive Team identified seven priorities that were absolutely critical for the institution’s performance for the year. This Year in Review report *(Attachment 1)* provides a summary of our substantial achievements in relation to these goals. It also provides a summary of other issues which emerged as critical as the year progressed.

   It should be noted that this document is not intended to cover the entirety of the University’s activity for 2018 – the organisation is simply too broad, and the scale of activity too significant to meaningfully cover. Instead, the Year in Review is an account of the most significant undertakings of the year.

   In 2019, the key priorities for the year will be determined by the University Executive. Discussion about the 2019 priorities will take place at a UE retreat in February and will be shared across the University soon afterwards.

2. **Appointments**
   I am delighted to advise the Board of two strategic appointments, both of which will play an important role in achieving our objectives in 2019.

   **Interim Pro Vice-Chancellor (Student Life)**
   Professor Wai Fong Chua AM of the University of Sydney Business School has accepted an 8-month appointment as Interim Pro Vice-Chancellor (Student Life). Professor Chua has successfully led a number of projects to improve the student experience in previous roles at UNSW Sydney, including as PVC (Enterprise Systems) and PVC (Students). She will provide strategic academic leadership for student life at the University, including implementation of many aspects of the Student Experience Strategy.

   **Professor of Practice (Sociology and Political Theory)**
   I am delighted to welcome back Tim Soutphommasane, former Race Discrimination Commissioner, to the University of Sydney community as our first Professor of Practice (in Sociology and Political Theory). Professor Soutphommasane will be based primarily in the Faculty of Arts and Social Sciences, where he will teach the Master of Human Rights degree at the School of Social and Political Sciences. He will also contribute to the work of our Business School, and work closely with me on strategic projects that continue to strengthen cultural change at our University.
3. **Establishment of a School of Biomedical Engineering**

I have approved the establishment of a School of Biomedical Engineering in the Faculty of Engineering and Information Technology. The establishment of this new School addresses the urgent need for the University to dramatically enhance its research, education and engagement outcomes in biomedical engineering. Leading international institutions have introduced Biomedical Engineering departments or schools, as have various of our key local competitors.

4. **Engaging with India**

I have recently returned from a University delegation to India aimed at strengthening our relationship with key Indian partners and strengthening our recruitment channels for Indian students. We visited three cities over five days, meeting with industry, alumni, government representatives, agents, school principals, school students, a scholarship partner organisation, universities and our research partners. This included a visit to our ICU partner at Tech Mahindra, signing a co-supervision doctoral agreement with IIT Bombay and a visit to a group of FASS undergraduate students currently studying at a field school at Tata Institute of Social Sciences. We discovered opportunities for building on our research collaboration in some of our areas of strength with Indian institutions including health, agriculture and nanoscience, and met with some of our extraordinarily accomplished Indian alumni. The opportunities to further enrich our engagement with this key regional partner are immense and will continue to be a focus of our global engagement and external relations activities in 2019.

5. **Murray-Darling Medical Schools Network (MDMSN)**

I am delighted to advise that on 4 December 2018 we reached agreement with the Commonwealth Department of Health on funding terms to allow us to establish a Graduate Rural School of Medicine (GRSM) in Dubbo as part of the Federal Government’s Murray Darling Medical Schools Network (MDMSN).

Under the agreement, the Government will provide $7.65 million for new educational infrastructure at Dubbo Base Hospital as well as funding to meet the University’s costs of establishing our proposed end-to-end medical program for an annual intake of 24 Commonwealth-supported students from 2021 at the earliest. This funding for our node of the MDMSN builds on the approximately $19 million for each of 2019 and 2020 we have secured separately as extension funding under the Rural Health Multidisciplinary Training (RHMT) program. Funding through the RHMT is vital as it underpins our extensive rural clinical education and research activities in Orange, Dubbo, Broken Hill and Lismore and associated communities.

These are excellent outcomes for our staff in the Central Western NSW, for future students in our medicine and health programs and for the communities of Dubbo and surrounding towns. They will ensure that the University’s presence in regional NSW strengthens over the next decade, increasing the contribution we make to health education, research and care delivery for the 30% of the population who live in rural, regional and remote areas. Some of the key statistics relating to our footprint in rural, regional and remote Australia which may be of interest to Board members are provided in Attachment 2.

6. **Review of freedom of expression on university campuses**

The Federal government has repeatedly expressed concern about alleged political bias and a lack of freedom of speech on Australian university campuses. The Honourable Robert French AC, former Chief Justice of the High Court, was appointed by the government in November 2018 to review the “rules and regulations protecting freedom of speech on University campuses” and investigate “realistic and practical options” for managing areas of conflict, including the development of a framework akin to the Chicago Principles of free expression, which has been widely adopted by colleges in the USA.

Mr French is the Chancellor of the University of Western Australia and spoke about “Free speech and the law on campus” in the eighth Austin Asche Oration in Law and Governance at Parliament House in September 2018. I wrote to Mr French welcoming his appointment and offering the University’s full assistance to the review. We have now provided copies of the relevant University policies and await further information or requests from Mr French.

7. **Ramsay Centre**

The revised Memorandum of Understanding that had changes informed by the strongest themes that came through in staff survey responses was presented to the Ramsay Centre Board in late 2018. We continue to await the Ramsay Board’s decision in regards to the MoU.
ATTACHMENTS

Attachment 1: Year in Review 2018
Attachment 2: Statistics on the University’s remote, regional and rural engagement
Year in Review
2018

Dr Michael Spence AC
Vice-Chancellor
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Introduction

2018 marked the mid-point of the 2016–20 Strategic Plan, and thus presented an important moment to take stock of our progress. In the Year in Preview provided to Senate at the beginning of 2018, we identified seven priorities that were absolutely critical for the institution’s performance for this year, and outlined a number of other initiatives that we were undertaking to progress fulfilment of the longer-term ambitions of the Strategic Plan. This document, a bookend to the Year in Preview, outlines the substantial progress we have made this year; while there is more to do, we are confident that we will enter the next strategic planning period having already significantly transformed our research and teaching.

2018 priorities

At the start of the year, we identified seven priorities aligned with the strategic themes of Excellence, Engagement and Simplification as absolutely critical for the institution’s performance in 2018. We have made strong progress in all seven areas.

Excellence

The Excellence in Research Australia submission

In a major exercise led by the Research Portfolio and requiring input from all around the University, we completed and submitted our ERA and ERA Impact and Engagement submissions in July and August 2018 respectively. The results of these assessment exercises are expected in early 2019.

The ERA submission included approximately 50,000 research outputs from 2011–2016, a 24 percent increase in outputs on the previous ERA submission in 2015. Our submission captured $1.065 billion of research income between 2014 and 2016 and included the work of 5686 researchers.

Our ERA Engagement and Impact submission consisted of case studies for 23 ‘fields of research’ in addition to a case study for Aboriginal and Torres Strait Islander and a case study for ‘interdisciplinary’ research. Reflecting the breadth of our research expertise, our submission covered every field of research included in the ERA E&I exercise. The case studies are being used by the Marketing and Communications team to underpin our current marketing campaign and demonstrate the impact of our research to broader audiences.

Transforming the curriculum and the student experience

Transforming the curriculum

After a herculean effort by staff in all parts of the University in 2017, the new undergraduate curriculum was successfully launched in first semester 2018. Enrolments in the new Bachelor of Advanced Studies exceeded targets by 50 percent and more than 900 high-achievers enrolled in the Dalyell stream. The Open Learning Environments also proved popular, with more than 6000 enrolments.

In 2018, work began to develop curricula for the later years of the combined degrees. This work has been supported by the new Sydney Curriculum System, implemented in semester 2, which documents course changes and ensures program integrity.

One of the outstanding features of the new curriculum has been the Industry and Community Project Units (ICPU). The 2018 pilot project has engaged almost 1000 students and a wide
range of government, business, industry and community organisations, including Bain and Co, Thales, Allianz, Telstra and NSW Police. ICPU students work in multidisciplinary teams on projects ranging from cyber security to the impact of climate change and the use of augmented reality in training. The first two offshore ICPUs took place in Hong Kong in July.

The ICPU pilot received excellent feedback from both students and industry partners and scored very highly in student satisfaction surveys. We expect that 2000 students will be able to take part in ICPUs in 2019.

Transforming the experience of learning
The new learning management system, Canvas, was successfully implemented, and feedback from staff and students has been positive, with Unit of Study Survey results and a dedicated survey suggesting a measurable improvement in student satisfaction.

A new and expanded “knowing your students” analytics report was launched in semester 2, providing unit of study coordinators with detailed information about the background of their students. A new Student Relationship Engagement System (SRES), developed by academic staff at the University, uses data analytics to personalise learning and support, allowing lecturers to interact more effectively with students. Approximately one in every seven staff now uses the SRES, with benefits for tens of thousands of students.

We have launched new education-focused roles for talented educators with a passion for, and demonstrated excellence in, pedagogy. HR has commenced a review of the current “teaching-focused” cohort of staff and are working with faculties/schools to identify which teaching-focused staff may be eligible to translate into education-focused roles.

We are well on track to meet our 2020 goal for 50 per cent of students to have an international mobility experience as part of their award course. The AUIDF Learning Abroad at Australian Universities report found that the University now has the largest outbound student mobility program and the highest percentage of students undertaking a mobility experience across 37 universities in Australia. This achievement is particularly noteworthy given that three years ago, the University’s program ranked fourth in terms of size.

We have improved the performance of our Student and Academic Services in 2018, increasing offers to E12 students by 25% by allowing applicants to apply through UAC, answering 15% more calls from students and halving the waiting time outside of the SLA; implementing Service-Now to track enquiries and rate services; publishing timetables earlier; increasing the on-time publication of results from 92% in 2016 to 99.7%; introducing the My eQuals portal for access and sharing of verified results and academic records online; and making Sydney Student mobile responsive for all student facing tasks.

Transforming the student experience outside the classroom
The Student Experience project, scheduled to run from 2018–20, began with working groups developing proposals for improvements to transition and orientation; academic advising; and career development and transition to career and further study. A random sample of nearly 800 students took part in a large, externally moderated, week-long, online focus group to inform our priorities in improving the student experience.

A coherent strategy for the student experience has been developed and is being presented to Senate in December. We have also introduced a number of ‘quick wins’ identified by the International Student Experience Taskforce, including:

- pre-arrival briefings in China
- airport pick-ups for arriving students
- improved online information resources
- additional resources for English language and communication skills courses at the Learning Centre
- grants for student-led international-domestic student social events and programs
— welcome home alumni networking session for graduates returning to their home countries, and
— the extension of a popular water safety program trialled in semester 1.

A “Great Australian Welcome” dinner was held in August for 250 new international students, to help them build a network of peers. This event built on the success of the University’s Welcome to Sydney program, in which alumni, staff and friends of the University host around 60 smaller events for almost 400 new international and regional students every year.

CET Connect, an innovative app that allows students at the University’s Centre for English Teaching (CET) to connect and chat with other students, reach out to services and access learning and support resources received the Association for Tertiary Education Management’s annual Award for Excellence in Innovation. CET also ran, with Student Support Services, a Speak and Connect program for new degree-level students in their first semester at the University. Three hundred new international students participated in weekly peer-facilitated workshops designed to help develop conversational English skills, social connections and a sense of belonging with the wider University community. Early feedback on the program and levels of student engagement are extremely positive.

**Academic aspiration**

As part of a broad program of work being undertaken by the Provost and HR to embed a high-performance culture, UE endorsed a plan to implement a consistent and focused approach to managing academic staff.

Professor Colm Harmon was appointed Vice-Provost, Academic Performance in July 2018, and has been charged with building on the work of the last two to three years to define aspirational research and educational performance; enhance mentoring; develop processes for realising career goals; diagnose and manage academic underperformance; and clarify roles and responsibilities for managing performance.

The initial phase of this work focused on the identification and management of underperforming staff, and training and development to increase capacity of our Heads of School to manage performance has begun. A comprehensive review of probation and confirmation processes was also completed, and the recommendations will be implemented by mid-2019. Recruitment processes for senior and early/mid-career level staff are being reviewed to ensure a stronger fit to our institutional aspirations, and to ensure communication of our goals and expectations to prospective recruits.

**Engagement**

**Parramatta/Westmead**

The two programs of work initiated to fulfil the 2016-20 Strategic Plan’s commitment to invest in and expand our footprint at Westmead achieved significant milestones in 2018. In June, UE endorsed the Westmead Academic Strategy 2018-22. This provides a plan to make Westmead a global centre of excellence in integrated education, research and healthcare to advance the well-being of the people of Western Sydney. The cornerstone of the strategy is the establishment of the Westmead Living Lab, a novel, shared environment to co-create implementable and scalable solutions to real world problems. The Living Lab will focus on diagnostic services and technologies, patient-centred care and sustainable health.

Throughout 2018, the second program of work to more fully realise our vision for a Parramatta/Westmead Campus continued. Discussions with government, the local health districts,
the community and other stakeholders consumed much of the early part of the year, and in July the University participated in UrbanGrowth NSW’s market sounding process for the acquisition of land adjacent to Westmead Hospital. In October, following detailed work by the University Executive (UE) and Senate’s Strategy and Risk Committee, Building and Estates Committee and Finance and Audit Committee, Senate approved a detailed investment plan for the campus development, and on 5 November at a press conference at Westmead, the Premier, The Hon Gladys Berejiklian MP, announced that the NSW Government would enter into formal and exclusive negotiations with the University to establish the campus.

In parallel, the Parramatta/Westmead program team worked to develop the flagship academic themes that would be the focus of the new campus. In February we launched an extensive consultation process across the University community and in July UE approved three themes for further development to deliver an overall vision for a campus focused on the intersection of technology and the human experience: Advanced Manufacturing; Artificial Intelligence, Data and Society; and Power and Participation: solving inequality for the future. Coupled with our in-flight work to deliver the Westmead Living Lab, these themes will build on our health and medical strength in and our 40-year history at one of the largest hospital precincts in the southern hemisphere.

In addition to the themes activities, we have started our next series of design activities, including drafting sample educational programs and defining the scope of the academic operating model and the future campus experience. We have also started work with key industry groups and community bodies to better understand their needs and long-term objectives.

**External engagement**

*Reputation*

The University has climbed in all four of the most prestigious global university rankings this year. We moved up 15 places to sit at 68th in the Academic Ranking of World Universities (ARWU) rankings; up two places to 59th in the Times Higher Education World University Rankings; up eight places to 42nd in the QS World University Rankings; and up three places to 31st in the US News Best Global Universities rankings.

Our graduates have been named the most employable in Australia for the fourth year in a row and in the top five globally in the QS Graduate Employability Rankings, which is predominantly determined by employer reputation, alumni outcomes and partnerships with employers.

The establishment of a Rankings Working Party and the subsequent development of a strategic plan to improve reputational rankings has led to a more targeted approach to influencing the key factors that determine how the University’s reputation is perceived nationally and internationally.

The immediate focus is on lifting the top 20 ranked subjects – Nursing, Medicine, Veterinary Science, Education and Law – into the top 10. This is currently being implemented through:

- increased resources and training for academics to enable them to build their reputation in their disciplinary community. In 2018 more than 400 academics have participated in training for mainstream and social media profile raising, delivered by the Media and Marketing teams.
- boosting research communication content and targeted promotion of identified academics through University channels as well as international media.

**Developing a whole-of-institution Engagement Strategy**

The External Engagement Project, delivered as part of the Sydney Operating Model (SOM), commenced in May. The project will deliver a new operating framework for external engagement, underpinned by a supporting customer relationship management (CRM) system. Six business units that heavily engage with external stakeholders are involved in refining and piloting the CRM and operating framework prior to full implementation in March 2019.
A University-wide strategy to establish a more coordinated approach to engagement with external groups and to create a ‘front door’ or interface for prospective external partners is currently being refined following extensive consultations with the University’s academic and professional leaders and a final draft is expected in early 2019.

**A refreshed marketing and communications strategy**

A marketing and communications strategy for 2019–21 has been developed in consultation with colleagues across the institution. The strategy focuses on three key goals: building our research reputation, supporting the diversification of our student cohort, and helping make Sydney’s brand distinct. These strategic goals will broaden the emphasis of marketing activity to include academic and industry audiences in the international as well as national context.

The next phase of our brand-building advertising campaign, launched in December, showcases the University’s research excellence to broaden our research reputation, domestically and internationally. A program of work is also underway to support the University’s focus on the Indian and Southeast Asian markets for recruitment, as we continue to broaden the market for the Sydney Undergraduate Experience to high potential domestic and international students.

**Increasing alumni involvement in the life of the University**

In 2018, we deepened our connection with previously untapped constituents, launching Australia’s first parent and families program: as a result, engagement of identified parents has increased by 20 percent and we have mapped 5000 additional generational links to the University. We will continue to grow the program in 2019.

Our alumni are among the University’s most positive advocates and can contribute greatly to the student experience. In 2018 the Alumni Relations team worked with the Faculty of Arts and Social Sciences to devise and pilot the Student Experience Innovation Grants, which saw 3220 international and domestic students register to participate in various local events.

Engagement with international alumni continues to be a priority. This year we hosted inaugural alumni events in two emerging markets, India and Berlin, and in an effort to identify more high profile and notable Chinese graduates, we launched the inaugural Vice-Chancellor’s Achievement Awards in China.

Finally, this year Alumni Relations partnered with the Sydney Ideas team to deliver bespoke alumni events and drive leads for our development team. In the period of August to November alone, this alliance delivered 573 additional potential donor leads for the team.

**Revenue diversification**

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

A strategy to recruit high calibre students from India has been endorsed and a presence in India is being established through the appointment of an in-country team. An India Strategy Working Group comprising academic and professional colleagues who currently engage with India has been convened to oversee the implementation of the strategy. We will officially launch a campaign in India with a major delegation in February 2019, and are undertaking initial work with strategic partners including the Australia India Business Council and the Australia India Youth Dialogue to increase the University’s profile among prominent India-focused industry and government stakeholders.

A South East Asia student recruitment strategy is currently in development and is on track for completion by the end of the year. It will inform the University’s market prioritisation and investments in that region for implementation in 2019 and beyond.

These strategies are underpinned by the new International Recruitment Strategy 2019-2022 that sets out strategic objectives around building revenue growth along with student quality and a greater diversity among the student cohort.
A new Domestic Recruitment Strategy 2019-2022 has also been developed to focus our strategic efforts on attracting and retaining the brightest students across the nation regardless of background, as well as a improve conversion of offers to enrolments.

**Strengthening our commercialisation income stream**

Two significant commercialisation events occurred in 2018: the acquisition of Elastagen by Allergan; and the $3.98 million spin out, in partnership with Uniseed, of Kinoxis, a drug to treat addiction. Allergan acquired Elastagen for an initial sum of US$95 million (less 10% in escrow for 12 months), with further payments of up to US$165 million against future contingent milestones.

At the end of November, we had recorded 137 invention disclosures in 2018, and anticipate coming close to achieving our target of 150 by year end, well in excess of the total numbers of disclosures in 2017 (120) and 2016 (126). These disclosures are absolutely fundamental for our commercial pipeline.

Six business development managers have been embedded in the faculties to assist academics to commercialise their research and help build long-term capability.

The University has been quick to react to the rapidly growing potential in defence research funding. We are one of the founding members of the NSW Defence Innovation Network (DIN), which has already grown to include seven universities and partnerships with Defence and the NSW Government. Several proposals from the University were funded in DIN’s first round of pilot projects, and we have been awarded the highest value project to date. A dedicated Defence Business Development Manager was recruited to raise the profile of our defence research and support the growth of commercial relationships with the Australian and global defence industry and defence forces.

The University continues as lead institution in the ARC Training Centre for Cubesats, which will receive more than $4.5 million in funding over five years. We have established partnerships with global space leaders including the German National Space Agency (DLR).

**Philanthropy**

The **INSPIRED** campaign has received support from over 64,000 donors since 2008, and is on track to be the first Australian campaign to pass $1 billion in 2019. So far this year, we have added more than $109 million to the campaign, and 13,000 donors to our donor community.

As we head towards the end of 2018, the University has received 79 major gifts over $100,000, and 13 principal gifts over $1 million.

Diversification of philanthropic revenue has been achieved by targeting new constituencies beyond alumni. Non-alumni donors have increased dramatically over the life of the campaign, now making up half of all the supporters of the INSPIRED campaign. Non-alumni giving to research now outpaces alumni support.

Tactics to target new constituencies included a refined planned giving strategy to increase focus on new channels for non-alumni bequestors, and the launch of a parent program to engage this important cohort. The division will continue to invest in the development of the parent segment in 2019, with a $1 million parent gift to the University of Sydney Mathematics Institute demonstrating the potential of this group.

This year’s Pave the Way raised more than $2.2 million from 4300 donors to support research in assisting koalas suffering from the effects of drought and climate change. Complementing the broad community engagement of Pave the Way, crowdfunding has emerged as an important and low-cost channel for donor acquisition, providing access to engaged groups beyond the University community. This year saw the University’s largest crowdfunded gift to date with
the family of Australian human rights activist Harris van Beek raising more than $100,000 to help
tackle pancreatic cancer.

In 2018 the Development Office continued to broaden and deepen its engagement with clinical
affiliates and staff with ready access to non-alumni donors with an interest in supporting the
University’s work in medicine and health. We also increased opportunities for professional
development in philanthropy, with more than 55 academics attending formal philanthropy skills
workshops, and development officers reaching new numbers of academics with informal
coaching and researcher development.

In addition to the development of new prospect pipelines, the Development Office gave
significant focus to repeat major giving, with the donor relations team launching a bespoke
stewardship strategy to focus on retention of high potential donors.

Donors have continued to support the breadth of the University’s work in 2018, with a $4.5
million from the Li Ka Shing Foundation to launch Australia’s first clinical trial testing CAR T-cell
immunotherapy in patients with advanced pancreatic and related cancers, $10 million to
establish the Garry and Susan Rothwell Chair in Architectural Design Leadership and a combined
$6 million to the University of Sydney Mathematics Research Institute.

Simplification

Sydney Operating Model

The new Faculty of Medicine and Health was established on 30 April, marking a significant
moment in the life of the 2016–20 Strategy, the history of the University and of medicine and
health education and research in Australia. The new faculty brings together the disciplines of
dentistry, medicine, medical sciences, nursing and midwifery, public health and pharmacy as
schools into one interdisciplinary faculty. The Faculty of Health Sciences will become a school
within the Faculty of Medicine and Health in January 2020 and at this point the University
structure of five faculties and three University schools will be fully implemented.

The Sydney Operating Model (SOM) Program is now an established program of work involving
multiple projects over the next three years, together with a robust program governance
framework. The aim of the program is to reduce duplicated and often confusing processes across
multiple functional areas, to release effort, increase efficiencies, divert resources to support our
education and research endeavours and establish an improved overall experience for our
students and staff.

Thirteen projects were commenced in 2018, all of which affect the operations of the University
and the day-to-day operational activities of staff. An Organisational Readiness framework
supports our staff to embed the potential changes arising from each of these projects in a
coordinated way and to minimise the impact on individual staff.

During 2018 significant financial benefit for two of the SOM projects has already been
achieved. The Source to Pay (S2P) project has extracted total savings of $25.3 million in 2018.
The Asset and Leasing project has also started to realise benefit, with $0.9 million in savings so
far. System implementations include go-live of Asset and Leasing, the end-to-end Project
Budgeting Tool for researchers and University-wide sourcing through UniBuy (Ariba).

The Hazmat project has barcoded in excess of 69,000 containers in over 900 locations and
more than 5000 containers have been disposed of, improving the handling of hazardous
materials, reducing risk and improving compliance. In early August three formal draft change
plans were released for Source to Pay, Customer Service Improvement (CSI) and Hazmat and
more than 4,000 staff have been involved from across the University on all projects through participation in design workshops, process deep dives, vendor selection, working groups and staff forums.

Fulfilling our strategic plan in 2018

In addition to the seven key priorities listed above, the Year in Preview identified a range of other priorities to progress in fulfillment of our strategy in 2018.

A distinctive Sydney education

Securing Tertiary Education Quality and Standards Agency (TEQSA) re-registration
In February 2018, the University submitted an application for re-registration as an Australian university in accordance with the Tertiary Education Quality and Standards Agency Act 2011. This application is currently under assessment by TEQSA. The University’s registration as a higher education provider formally expired on 31 August, but has now been extended until TEQSA has concluded its assessment. TEQSA has not provided an indication of when a decision is expected, but the agency’s own data and feedback from other universities suggests that the assessment process is likely to take approximately 12 months.

Broadening our approach to post-Bachelor education
The Master of Advanced Studies research-track coursework master’s degree developed in 2018 and proposed for introduction in 2020 will create a new approach to research training, and will become the University’s preferred pathway to the PhD.

Enriching the Sydney PhD experience
A review of PhD scholarship funding has identified many opportunities for reform, including reducing complexity, simplifying financial models and aligning scholarship provision with research strengths, both current and emerging.
Following the development of graduate qualities for the PhD in 2017, the University community is now also contributing to the design and development of coursework for higher-degree-by-research students and strategies for enabling their engagement with industry and community.

Implementing 2017 Australian Human Rights Commission (AHRC), Universities Australia (UA) and Broderick recommendation
In November 2017, Elizabeth Broderick and Co delivered reports to the five independent residential colleges of the University of Sydney, St Andrew’s College, Wesley College, The Women’s College, St John’s College and Sancta Sophia College, containing common recommendations on cultural renewal. A wide-ranging review of the culture at St Paul’s College was published in August 2018, with some additional recommendations.

Over the last twelve months, there has been increased college engagement with the University as the recommendations of the Broderick Review have been implemented and substantial changes made to many aspects of the colleges’ activities.

— St John’s College and St Paul’s College reformed their respective governance arrangements so that their councils are well positioned to lead a robust and modern residential college into the future.
— There has been strong, inclusive and responsible student leadership, with student leaders signing agreements outlining their commitment to cultural renewal and standards of behaviour at commencement.
— Enormous progress has been made to promote inclusion and gender balance of student leadership teams in the co-educational colleges. The St John’s College Students’ Club made the historic decision earlier this year to enable the election of male and female
House Presidents. St Andrew’s College has amended its constitution to give effect to the 40:40:20 gender balance in student leadership.

— Policies and procedures on student misconduct, bullying, hazing and sexual misconduct have been reviewed and strengthened.

— Stand-alone sexual assault and sexual harassment policies are in place at almost all colleges, with two (Sancta Sophia and Wesley) to be finalised before commencement 2019.

— Throughout the year, and during orientation, there was a significant reduction in the number of events where alcohol is served.

There has been an admirable and sustained emphasis on education and training across all colleges throughout the year with students and staff participating in workshops run by trained specialists, on sexual ethics, respectful relationships, consent, bullying and harassment, alcohol, drugs, physical and mental health first aid, bystander awareness and first responder training. All commencing students were required to complete the online Consent Matters module. College principals took this a step further by asking their returning students to complete the course, and each college has made strong efforts to strengthen its framework of support for its students and to communicate reporting options and referral pathways.

Service Learning in Indigenous Communities

The Service Learning in Indigenous Communities (SLIC) program will recommence in 2019 following work throughout the year to implement the recommendations of the review conducted in December 2017. The refreshed program includes the development of an interdisciplinary level unit of study, to be managed by the Indigenous Strategy and Services portfolio and delivered in conjunction with academic staff from the Faculty of Arts and Social Sciences.

Participants in the Tiwi Islands program in semester 2, 2017 returned to the Tiwi Islands in 2018 and presented their reports to local councillors and community leaders. The Tiwi Islands Regional Council is eager to continue and grow the partnership, with projects recommencing in 2019. Discussions with the Murdi Paaki Regional Assembly in NSW and the Gundjeihmi Aboriginal Corporation in the Northern Territory about developing programs tailored to their requirements have also progressed.

A Culturally Competent Service Learning Symposium was held in November 2018 and focused discussion on two key elements that underpin the SLIC program’s philosophy: effective and ethical engagement with Aboriginal communities; and preparing students with cultural competence training to develop their skills in cross-cultural engagement and critical self-reflection.

A culture of research excellence

The year closed with news that University researchers had secured over $37 million of ARC funding across 84 projects in a wide range of areas including food insecurity, gravitational waves, and Indigenous disability in rural and remote areas. This was an increase from 2017 ARC funding of $28 million for 71 projects. We also received notification that 12 Sydney researchers have been included in the 2018 Clarivate Analytics Highly Cited Researchers List.

Sydney Policy Lab

One of the key initiatives in the 2016–20 Strategic Plan, Sydney Policy Lab brings researchers from across the University together with politicians, government agencies, community groups, campaigners and industry to drive creative and collaborative solutions to develop transformative public policy. Its focus is on questions of equality, belonging and power, for the benefit of future generations in Australia and the wider world.

Professor Marc Stears, formerly of Oxford University and think tank the New Economics Foundation, was appointed in April as the inaugural director of the Lab, and has rapidly built a wide range of partnerships and a strong external engagement program. Annual fellowships initiated by the Lab will provide the opportunity for policy practitioners to embed themselves in the University environment to undertake a project of their choice. The Lab is already working on
Sydney Knowledge Hub

By providing physical co-location for researchers, students and industry and community partners, the Sydney Knowledge Hub initiative is a critical building block in our strategic aim to develop significant external partnerships.

The Hub will provide a service model, including access to dedicated co-working space, for external partners in industry, government, and community organisations at commercial rates. Over time, it will also be seamlessly integrated into access to core research facilities and education service offerings. Physical space for the Hub has now been secured on the second floor of the Merewether Building and renovation of that space will start over the summer holiday period. Recruitment for the inaugural team will begin soon, and a formal launch is anticipated in Q3 2019.

Recruiting, retaining and supporting talented researchers

The four-year Robinson Fellowships aim to support and retain our best early-career academics by creating a pathway towards continuing teaching and research positions at the University. The structured program includes salary, up to $150,000 each year for research costs, and mentoring support. The first ten recipients of the Robinson Fellowships were announced in June.

The Robinson Fellowships are part of a larger Research Portfolio program to retain and support talented researchers. Other work includes consolidating and expanding mentoring support and building a complete training program for academics at every stage of their careers, including how to build and lead teams, how to work with industry, government and the community, and how to conduct a high-quality clinical trial.

Core research facilities

A substantial investment has provided our researchers with new world-class, openly accessible core research facilities. The continuing development of our core research facilities is an integral part of our research strategy and our search for solutions to the most significant challenges of our time.

We launched three new core research facilities in 2018:

- Sydney Imaging, which provides the latest pre-clinical and clinical imaging technologies, allowing researchers to tackle frontier questions in healthcare and medical research by studying complex biological systems and disease processes non-invasively.
- Sydney Analytical, a state-of-the-art facility equipped with cutting-edge technology including vibrational spectroscopy, drug discovery infrastructure and x-ray analysis, which provides researchers and industry with some of the most advanced instrumentation for material, chemical and biological analysis.
- Artemis 3, the University’s new supercomputer system, which substantially increases our capacity for research in computing-intensive fields including artificial intelligence, humanoid robotics, the Earth’s dynamical systems and intergalactic distances and speed limits.

Researcher Experience (RX) service improvement

The Researcher Experience service improvement project implemented a number of initiatives designed to reduce administrative burden and better connect academics to key services. Some highlights include:

- the launch of an online research services portal, Service Now, which delivers improved trackability, reporting, visibility and communication for several types of commonly used research contracts and agreements
- improvements to the Sydney Postdoctoral Fellows selection and onboarding process, which has delivered improved international reach, a 100 percent acceptance rate, and contracts processed within 1 month (compared with up to 6 months last year)
— improved grant development support
— increased career development opportunities for early and mid-career researchers.

**Return on research investment project**

During the second half of 2018 we have focused on identifying robust metrics and gathering data to measure the return on investment for key initiatives such as our business development managers, our global partnership strategy and core research facilities. Completing this work will be a major focus for the first half of 2019.

**A culture built on our values**

**A culture of leadership effectiveness**

The University welcomed a number of new leaders in 2018: in June, Professor Willy Zwaenepoel became Dean of Engineering and Information Technologies; in July, Professor Robyn Ward began as Executive Dean in the new Faculty of Medicine and Health and Professor Iain Young became Dean of Science; and in October Professor Lisa Jackson Pulver took up the position of Deputy Vice-Chancellor, Indigenous Strategy and Services. Professor Robyn Dowling was appointed Head of School of Architecture, Design and Planning in November.

We have undertaken a cascading series of workshops to enhance the effectiveness of our leadership teams. Throughout the first half of 2018, Senate, and the Senior Executive Team developed and agreed on leadership norms and behaviours. The University Executive undertook this process in August, and workshops to discuss the application of those behaviours, and to further develop leadership norms, were extended to 100 key leaders at a retreat that month. UE increased the frequency of its meetings from fortnightly to weekly to dedicate more time to strategic issues and longer-term planning. The leadership group also held dedicated sessions focused on disagreeing well and on developing capacity for strategic planning at the level of the faculty or portfolio.

A leadership support framework for Heads of School was piloted and a Heads of School network and an approach to executive leadership succession planning is being developed for implementation.

The delivery of the Heads of School leadership support framework complements a suite of other measures, including senior leaders’ induction sessions for new University academic and professional staff leaders, and “collaborative connections” sessions comprising discussion and networking co-designed with the University of Sydney Business School and led by senior academic staff within the University.

Four staff were awarded Payne-Scott Professorial Distinctions in recognition of their sustained excellence across leadership, research and teaching and their contribution to the University.

**Cultural and linguistic diversity and disagreeing well**

Two academic discussion papers were developed and circulated by the Joint UE-Academic Board Culture Taskforce on the subjects of disagreeing well in the academy and cultural and linguistic diversity amongst University staff cohorts. These papers underpin our “Cultural Conversations” program, two fully subscribed Sydney Ideas symposium on “A cultural backlash” and “Differing views: valuing disagreement”.

In the area of women’s leadership, the University continues to provide opportunities for experience, learning and development. Thirteen female managers and leaders have undertaken the Chief Executive Women’s Program in 2017 and 2018, and 45 women have now completed the Vice-Chancellor’s Sponsorship Program for Women since 2016.

The SAGE project has gathered data to support a draft application for an Athena SWAN Bronze Award, which is on track for submission in March 2019. The SAGE Advisory Council meets
quarterly to provide expertise, advice and advocacy to advance gender equity and diversity across STEM and indeed the broader University.

Culture Survey
Two reports analysing data gathered from staff for the inaugural Culture Survey were made available to all staff in November. The reports comprise detailed data analysis and commentary by survey provider Insync Surveys, Research and Consulting and the Center for Economic and Social Research at University of Southern California. Participation by staff in this survey was encouraging, as was the feedback that supported a belief that we are an institution that values respect, diversity and equity. A high proportion of staff indicated that they have never been harassed at work; the majority of staff support gender equity targets; and the majority also say they work effectively with colleagues from different cultures.

The feedback relating to the promotion process, awareness of how to report inappropriate behaviour and diversity in management indicate that we have to make further improvement in these areas. Initial steps we are undertaking to address the main issues identified are as follows:

- in order to help staff become more familiar with promotions criteria and have greater access to promotions, we are working to improve communications about promotions criteria and the academic promotions process.
- in order to promote greater diversity in management, a discussion paper has been developed on cultural and linguistic difference that will be available to all staff shortly.
- in order to help staff gain a better understanding of how to report inappropriate behaviours, we are taking steps to improve communications about reporting processes, and acquiring improved technology to support our processes.

The culture team will continue to work with HR and the senior leadership group to specifically address these issues and will continue to report back to the University community on its progress.

Cultural competence
The National Centre for Cultural Competence Leadership Program, launched in 2017, was conducted again in July and August 2018 with a total of 124 participants.

Healing Our Spirit Worldwide
Healing Our Spirit Worldwide: The Eighth Gathering, co-hosted by the University of Sydney and the Healing Foundation, was held at the International Convention Centre from 26–29 November. Nearly 1000 First Nations delegates from across the world gathered to tackle issues around health, education and economic disadvantage under the overarching theme For Our Grandchildren's Grandchildren.

The largest event of its kind in Australia, the gathering attracted traditional Aboriginal and Torres Strait Islander healers and cultural custodians from countries including Canada, Hawaii, New Zealand, Norway and the United States, as well as trauma experts, academics, politicians and service providers. More than 200 speakers presented over the four-day gathering, and the University supported 88 staff and 30 students to participate.

Long-term operational capability

A whole-of University strategic planning framework
A draft framework for whole-of-University strategic planning has been developed, and will include policies and procedures to underpin the framework. Consultation is beginning and we aim to have the framework complete and ready for approval by February.

Faculty strategic planning
The strategic planning process for the Faculty of Medicine and Health commenced shortly after the arrival of the Executive Dean in July. Extensive research to evaluate the current state of the faculty’s performance in research and teaching, viability of programs, industry and partnership engagement and sources of current investment has been undertaken, and broad and deep
stakeholder engagement is underway. The strategic plan, including an implementation plan, will be finalised in mid-2019.

**Executive tools and intelligence**

In 2018, the Central Program Management Office (Central PMO) has been creating the foundations for developing and building communities of practice in project management, business analysis and change management across the University that will grow and mature through 2019. Work this year included:

- establishing a quality review framework on the health of strategic projects. The initial focus for the UE Operations Committee was to ensure the delivery and realisation of benefits
- releasing a University-wide project quality framework that is successfully operating across major projects, ensuring consistently high quality standards are maintained
- conducting an initial review of project governance across the University that will be a precursor for the reduction of complexity in our governance forums through 2019
- developing, in collaboration with PMOs across the University, a standardised project management methodology to ensure consistency of terminology, tools and templates
- creating a change management community of practice that will focus on building change resilience and change leadership skills as the University continues to transform.

New executive tools introduced by other teams in the University in 2018 included:

- an automated Offer and Simulation tool for admissions containing information on offers, acceptances and enrolments
- a tool to manage spend, increasing transparency of spend and visibility of compliance effectiveness to drive remedial actions and reduce potential fraud.

Several tools were introduced to enhance the student experience, including one which provides a comprehensive overview for Library staff on the demographics and usage patterns of electronic library resources; a tool to improve the resolution time of Special Considerations requests; and an HDR Completions predictive model to identify significant factors that indicate an HDR student is likely to go over time.

**Finance**

The four pillars of financial governance and risk management were revisited in 2019 with the University’s long-term plan, debt principles, Go8 Comparative Insights and Shock Recovery plans all refreshed and extended. The new plans incorporate a Western Sydney campus, and formed the backbone of the business case which allowed the University to proceed to negotiation with government for the acquisition of land at Westmead.

With respect to the University’s $2.5 billion under management, we have continued to pursue our strategies of asset diversification, manager/fund selection and positioning uncorrelated hedges to manage market risk. On the capital funding side, with long term plans approved, we have buttressed our long-term capital with the issuance of $200 million in 25-year bonds to Asian investors on the back of relationships cultivated over two years. The issuance broke some records as the equal largest 25-year tenor transaction ever in the Australian Medium Term Notes (MTN) market and a first for the education sector.

**The campus improvement program**

Our transformational projects under the $875 million CIP1 program are well underway with the completion of three new buildings: Life, Earth and Environmental Sciences (LEES, the Faculty of Arts and Social Sciences building and the F23 Administration building). Also under construction are the Biomedical Engineering Building, the Susan Wakil Health Building, the Regiment Student Accommodation (target opening Semester 1, 2019), the Chau Chak Wing Museum, and, in partnership with NSW Health, the Westmead Hospital Central Acute Services Building and Innovation Centre. These projects will deliver a range of research, teaching, industry engagement, culture and student life facilities across our campus in 2020.
We have commenced planning for the Campus Improvement Program 2 (CIP2), which will enhance our research, education and industry engagement capability both on the Camperdown/Darlington campus, while establishing a multidisciplinary campus at Parramatta/Westmead.

In April 2018, UE endorsed the three-year rolling Integrated Infrastructure Program (IIP) 2018−20, a focused allocation of $182.8 million to enable the University’s priorities across research, education and university experience.

Emerging priorities

Several matters not identified in the Year in Preview emerged as crucial priorities in 2018.

China

Our relationship with China, through international students, research collaborations, partnerships and staff, the China Studies Centre and our community of alumni, has long been vital to the University. The importance of and opportunities presented by this relationship have only increased as China has assumed a more central and assertive role in global affairs in recent years.

When the diplomatic relationship between China and Australia came under pressure in early 2018 due to allegations about Chinese influence published in the Australian media, we undertook significant media and government engagement to assert the value of our relationship with China. The Vice-Chancellor’s comments about the Australian government’s ‘Sinophobic blatherings’ attracted widespread attention both in Australia and China, and provided a platform for us to strongly reaffirm the importance of maintaining academic relationships. Our defense of these relationships was warmly received in China.

Throughout the year, we have used travel to China by senior stakeholders for high-profile events to reinforce our message about the value of the University’s relationship with China and pursue new opportunities. The Vice-Chancellor attended events in China including the World University Presidents Forum and Beijing Forum and Peking University’s 120th anniversary celebration in May, the World Artificial Intelligence Conference in September, and an inaugural bilateral forum with Peking University in October 2018. Our graduation ceremonies and celebratory events in Beijing in October were attended by approximately 350 graduates, 800 of their guests, and 425 alumni, and our new China Alumni Awards, awarded to three exceptional alumni, were widely reported in local media and on WeChat. Each time we have been in China, government, university and industry representatives have indicated they are very interested in developing collaborative partnerships with the University of Sydney. As a sign of the strength of these relationships, the Vice-Chancellor is to be awarded an Honorary Professorship at Beijing Normal Uni, which is closely aligned to the Ministry of Education.

This year we have undertaken substantial work update the institution’s China strategy. The new China strategy, which will be finalised early in 2019, will provide both the vision and an implementation plan to capitalise on our current opportunities in China. We also reviewed the University’s Centre in China, which has now been in operation for two years. Changes to strengthen performance of the Centre in China in accordance with the recommendations of the review will be implemented by an interim Director following the departure of the inaugural Director in October this year, and the strengthened Centre will be an important enabler of the new strategy.
Academic freedom, the Ramsay Centre for Western Civilisation and controversial speakers

The University’s legal and moral obligations in relation to freedom of speech and academic freedom have been the subject of considerable debate and scrutiny in 2018 as a result of a number of high-profile events and controversial speakers.

Ramsay Centre for Western Civilisation

The University’s expression of interest in potentially establishing a course of study in Western Civilisation funded by the Ramsay Center for Western Civilisation attracted widespread media coverage and prompted extensive debate both publicly and within our academic community. While many of the claims advanced by both proponents and opponents of the proposed program at Sydney in the media were based on strongly-held ideological positions and an incomplete or incorrect understanding of the status of our conversations with the Ramsay Board, the conduct of the discussion within the University reflected a positive culture of respect and debate. Following extensive consultation, including through an all staff survey which received 500 responses, we have presented to the Ramsay Centre Board a draft memorandum of understanding which establishes the terms on which we are willing to proceed with negotiations to establish a stream within the Bachelor of Arts focused on the Western Tradition. We now await the response of the Ramsay Centre Board, expected early in 2019.

Academic freedom and freedom of expression on campus

The Australian National University’s decision in June not to pursue funding from the Ramsay Centre for Western Civilisation over concerns about academic freedom and institutional autonomy prompted widespread media debate about alleged political bias and repression of speech on campuses.

In October, a speech titled “Is there a rape crisis on campus?” made by Ms Bettina Arndt at our Camperdown campus was incorrectly reported in parts of the media as having been blocked by student protesters. This was widely cited by conservative commentators as definitive evidence of political bias and repression of free speech at the University of Sydney and at Australian universities more generally. The University’s decision to charge a fee for security for this event, in accordance with our normal processes following a request for security from the event organisers, was also the subject of criticism in some parts of the media.

We have vigorously defended our commitment to academic freedom and being a place of debate. We set out our position on the necessity of charging fees for additional security in an op-ed in the Australian, and provided a strong clarification on matters related to Ms Arndt’s speech in response to enquiries from regulatory agency TEQSA. We are cooperating fully with a review by former Chief Justice of the High Court, Mr Robert French, who has been appointed by the government to consider freedom of expression on Australian university campuses, and look forward to engaging in consultation on a set of principles on freedom of expression to be developed by Mr French in 2019. The Academic Board renewed its commitment to our Charter of Academic Freedom in 2017, and a number of key policies are slated for review in 2019 as part of our Culture Strategy.

Restrictions and limitations on academic freedom

While the government has actively pursued the objective of free speech on campus in relation to education and guest speakers, there have been countervailing signals on academic freedom, particularly in relation to research. A number of new national security laws with significant implications for our day to day operations were introduced in 2018. We worked collaboratively with other universities and affected groups to advocate for changes that have minimised the likelihood of unintended consequences arising from these reforms.

We also spoke strongly in defense of peer review and academic freedom in response to the revelation that the previous Minister of Education had vetoed the award of ARC grants to a number of academics, including one at the University of Sydney, apparently on ideological
grounds. We will continue to publicly challenge policies and decisions that impact adversely on our ability to freely engage in important and impactful research.

While academic freedom underpins everything we do at the University, it is not absolute. On the contrary, academic freedom carries with it attendant obligations for academics as educators, researchers, members of scholarly communities and of the community at large. In upholding academic freedom, universities also have responsibilities to take action when members of their community step beyond the limits of the protections afforded by the freedom. In dismissing a high-profile member of staff in December for using deeply offensive imagery in teaching resources, we have demonstrated our willingness to take action to prevent behaviour that is abusive, threatening, discriminatory or otherwise breaches our Code of Conduct, even when this behaviour is undertaken in the course of academic pursuits.

**Australian post-secondary education policy and university funding**

**Post-secondary education policy**

The government announced a freeze on Commonwealth Grants Scheme funding for universities in December 2017. This decision accelerated the pace of an emerging public policy debate about future directions post-secondary higher education that has continued to gain momentum in 2018. We have participated in this debate at multiple levels, providing submissions and evidence to a Senate Select Committee inquiry on the future of work and workers and a Parliamentary inquiry into funding Australia’s research, engaging with the Business Council of Australia on its report on future-proofing tertiary education, and reaching out to the Labor party in relation to its commitments to major reviews of both post-secondary education and research funding if it is elected to government next year. We have also engaged extensively with the Department of Education in relation to the availability of Commonwealth Support Places for students enrolled in vertically-integrated Masters degrees to ensure that we are able to enrol students in these places in 2019.

**Murray Darling Medical School Network**

In December we reached agreement with the Commonwealth Department of Health on funding terms to allow us to establish a Graduate Rural School of Medicine in Dubbo as part of the Federal Government’s Murray Darling Medical Schools Network (MDMSN). The Government will provide $7.65 million for new educational infrastructure at Dubbo Base Hospital as well as funding to meet the University’s costs of establishing our proposed end-to-end medical program for an annual intake of 24 Commonwealth-supported students from 2021 at the earliest. This funding for our node of the MDMSN builds on the approximately $19 million for each of 2019 and 2020 we have secured separately as extension funding under the Rural Health Multidisciplinary Training program.

These are excellent outcomes for our staff in the Central Western NSW, for future students in our medicine and health programs and for the communities of Dubbo and surrounding towns. They will ensure that the University’s presence in regional NSW strengthens over the next decade, increasing the contribution we make to health education, research and care delivery for the 30% of the population who live in rural, regional and remote areas.
Medical research and education in rural, regional and remote areas – additional information

A distinguishing feature of the University’s successful Dubbo GRSM proposal is that we will have a genuine focus on remote health care and education. From an enhanced base at Dubbo the medical program will be delivered in close collaboration with the Western NSW and Far West NSW Local Health Districts, the Western NSW Primary Care Network, Aboriginal health services and the Royal Flying Doctor Service. We will also pursue targeted recruitment strategies to maximise the number of students accepting places for the Dubbo program who are drawn from the region and from other rural, regional and remote communities. This will include an emphasis on prospective Indigenous student recruitment working with schools and communities. Critically, these funding outcomes will ensure we also maintain a strong capacity to provide high-quality rural and remote clinical placements for our students enrolled in other health disciplines.

Due to the relatively low profile of activities beyond the Blue Mountains, we sometimes lose sight of significance of our footprint in rural, regional and remote NSW. Some of the key statistics included with are funding applications are illuminating:

- We have more than 130 academic and professional staff employed across our medicine and health rural campuses in Orange, Dubbo, Broken Hill, Lismore and elsewhere.
- We have over 100 affiliated title holders and 70 paid tutors across our network of rural sites.
- 34 per cent of the 2018 commencing cohort in our medical program came from rural backgrounds.
- One-third of students currently enrolled in our medical program undertake an extended rural placement.
- Almost 900 of our medical students have completed an extended substantial rural experience at one of our regional sites.
- At graduation, 90 per cent of these students say that they would prefer to work in rural areas.
- Many alumni have entered rural medical careers; for example, in 2019, all intern places at the Orange Health Service will be filled by alumni of the University of Sydney School of Rural Health.
- 1,450 non-medical Australian and international students completed 6,800 placement weeks through our rural sites in 2017, with around one-third of these from the University of Sydney and two-thirds from collaborating universities.
- We have substantial research programs running in and between our rural sites, focused on answering questions posed by Local Health District partners and generating information required for workforce planning and health service delivery.
- We have led the establishment of a vigorous Western NSW Health Research Network, supporting collaborations involving the University of Sydney, the University of NSW and Charles Sturt and Western Sydney universities, Local Health Districts, Aboriginal medical services and other regional health-service agencies.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet, Executive Officer to Academic Board</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report from Academic Standards and Policy Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the meeting of the Academic Standards and Policy Committee held on 12 February 2019</td>
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</table>

**RECOMMENDATION**

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 12 February 2019; and

(1) endorse a discussion paper from the Education Portfolio to develop a Sydney Professional Certificate post-Bachelor micro-credential, with a full proposal to be submitted via the University’s course approval process.

**ITEMS FOR DECISION**

7.1 Approval of Accredited Micro-Credentials

The Education Portfolio presents a discussion paper, proposing to develop a 12 credit point post-Bachelor Sydney Professional Certificate, as presented.

**ITEMS FOR NOTING**

The Committee also:

- noted the report of the Academic Board meeting held on 27 November 2018;
- noted the Academic Board’s approval of the introduction of the *Continuing and Extra-Curricular Education Procedures 2018*, the Continuing and Extra-Curricular Education reporting template and the course evaluation and approval template;
- noted the confidential paper Further Actions to Address Increasing Risk of Contract Cheating to address the impact of third party services on the University’s educational integrity;
- noted the paper Availability of Unit of Study Materials and Canvas Sites and the concomitant changes to the *Learning and Teaching Policy 2015*; and
- noted a discussion paper regarding draft Postgraduate Research Support Scheme Procedures, to be presented to the Academic Board via the Report of the Graduate Studies Committee.

Full agenda papers and unconfirmed minutes are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2019/20190212-ASPC-Agenda-Pack.pdf.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Georgie Wheadon (Senior Policy and Projects Officer, Education Strategy)</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum (Director, Education Strategy)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Approval of accredited micro-credentials at the University of Sydney</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide a discussion paper canvassing issues around the offering of accredited ‘micro-credentials’ including a flexible, 12 credit point Professional Certificate at the post-bachelor level.</td>
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</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee:
(1) note the discussion paper on a framework for the governance and approval of accredited micro-credentials; and
(2) endorse the proposal to establish a Sydney Professional Certificate (noting that a full proposal will be submitted via the University’s course approval process).

EXECUTIVE SUMMARY

The discussion paper at Attachment 1 canvases issues around the offering of short, modular, specialised, credentials or ‘micro-credentials’ at the University of Sydney and outlines a governance and approval process whereby certain micro-credentials could be accredited. It also proposes the introduction of one such qualification: a flexible, 12 credit point Sydney Professional Certificate at the post-bachelor level. This certificate would provide a framework into which faculties could propose disciplinary pathways, specifying their learning outcomes, articulation pathways, broader value, if there is expertise to teach the units and if there is demonstrated interest in the training they will provide. In terms of necessary policy changes, it is proposed that:
- the framework and title for any accredited micro-credential be included in Part 19 of the Coursework Policy 2014;
- the award course requirements for the proposed Sydney Professional Certificate also be specified within Part 19; and
- for purposes of clarifying the clauses of the Coursework Policy 2014 that apply, the Sydney Professional Certificate be seen as a postgraduate qualification.

BACKGROUND

As foreshadowed in the 2018 paper Post-Bachelor Coursework at the University of Sydney, micro-credentials are primarily targeted at students in need of continuing professional development and new skill development and form a key part of the University’s post-bachelor strategy. Where these involve more than a single unit of study and result in a qualification (albeit outside of the Australian Qualifications Framework (AQF)), they require an accreditation process and assessment to ensure quality and assurance of learning. Under the Coursework Rule 2014, an accredited micro-credential outside the AQF is a coursework award and requires approval by the Academic Board (and so should not be confused with other shorter modules of learning, such as non-award units and Massive Open Online Courses [MOOCs]).

The proposed Sydney Professional Certificate would provide an overarching framework for an accredited micro-credential, into which individual disciplinary pathways can be offered. The use of this defined framework will allow new professional qualifications 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. The Sydney Professional Certificate would contribute to learning outcomes consistent with level 8 of the AQF or above, and may be counted towards an AQF qualification such as a Graduate Certificate or Masters degree.
ISSUES

- Definition of micro-credentials and accredited micro-credentials: currently proposed as “assessed programs of learning with defined learning outcomes at a post-bachelor level that are larger than a single unit of study but smaller and more specific than any of the qualifications in the AQF”. Accredited micro-credentials require quality management by faculties and approval by the Academic Board.

- Design principles: accredited micro-credentials will be small, flexible and discreet components of learning, designed as a module that may be credited towards a longer postgraduate award.

- Governance framework: governance of accredited micro-credentials will need to be designed around the principles of quality and risk-based oversight and agile responsiveness to opportunities, professional needs and market changes. They will be subject to the requirements of the Coursework Rule 2014, including admission, assessment, progression, award course requirements and rescissions, replacement and nomenclature. The Sydney Professional Certificate will be under the overarching governance of the Board of Interdisciplinary Studies and disciplinary pathways offered within it will be under the governance and management of the faculty offering them.

The suggested text for inclusion in part 19 of the Coursework Rule 2014 is listed below:

89A Award course requirements for the Sydney Professional Certificate

1. The Sydney Professional Certificate is an advanced program of postgraduate study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

2. Candidates for the Sydney Professional Certificate must complete 12 credit points of units of study at 4000-level or above comprising:
   (a) a disciplinary pathway of 12 credit points of core units of study.


4. The Sydney Professional Certificate shall be under the governance of the Board of Interdisciplinary Studies.

5. Professional pathways within the Sydney Professional Certificate shall be under the governance and management of a faculty.

- Completion and testamur: Given the limited volume of learning and simple structure, it is recommended that accredited micro-credentials of less than 24 credit points not be conferred in a formal graduation ceremony. Rather, it is proposed that, following confirmation of completion of requirements, a set of administrative checks will be initiated and confirmed. An issue to be explored and decided is whether the testamur should be issued in paper form, or only as an e-qual.

- Approval requirements for the Sydney Professional Certificate: The Sydney Professional Certificate will require a full course proposal approved by the Academic Board. Pathways within the Professional Certificate will also require approval but may be proposed using the template provided in the discussion paper. Pathways should normally be able to be credited towards a postgraduate AQF qualification; require a prior qualification or equivalent professional experience; and have defined learning outcomes and assessment of those learning outcomes. Accordingly, faculties will need to provide the pathway’s learning outcomes and Table A (units of study); a description of the broader value the pathway offers (i.e. how it will meet a professional or societal need); evidence that there is expertise available to teach the pathway; and evidence that there is potential student interest in the pathway.

ATTACHMENTS

Attachment 1: Approval of accredited micro-credentials at the University of Sydney
Approval of accredited micro-credentials at the University of Sydney

January 2019
Overview

This paper canvases issues around the offering of short, modular, specialised, credentials or 'micro-credentials' at the University of Sydney, outlines a governance and approval process whereby certain micro-credentials could be accredited, and proposes the introduction of a flexible 12 credit point Sydney Professional Certificate at the post-bachelor level.

Micro-credentials are conceived as small, flexible and discreet components of learning, primarily targeted at students in need of continuing professional development and new skill development. Where these involve more than a single unit of study and result in a qualification (albeit outside of the Australian Qualifications Framework (AQF)), they require an accreditation process and assessment to ensure quality and assurance of learning. Under the University of Sydney (Coursework) Rule 2014 (Coursework Rule), an accredited micro-credential outside the AQF is a coursework award and requires approval by the Academic Board (it thus should not be confused with other shorter modules of learning, such as non-award units and MOOCs).

Demand for such professional programs has been recognised by the Department of Education and Training, who are considering their inclusion in the Australian Qualifications Framework (AQF). Micro-credentials, in accredited and non-accredited form, are also being considered by a range of other institutions, who are preparing for, or have already made, some progress towards including them in their degree profiles. Following the discussion paper, Post-bachelor coursework programs at the University of Sydney, endorsed by the University Executive Education Committee in 2018, several University of Sydney faculties have expressed support for micro-credentials and have identified units that could be used for pilots.

This paper also proposes the development of an accredited micro-credential, the Sydney Professional Certificate, for introduction in 2020. The Sydney Professional Certificate would provide an overarching framework in which individual disciplinary streams can be offered. The use of this defined framework will allow new professional qualifications 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. The Sydney Professional Certificate would contribute to learning outcomes consistent with level 8 of the AQF or above, and may be counted towards an AQF qualification such as a Graduate Certificate or Masters degree.

Definition

Micro-credentials

Micro-credentials are described by the Department of Education and Training as “a modular certification in a specific topic area of learning.” A micro-credential may be granted where a student demonstrates skills or completes an assessed form of learning; however, they are not currently quality assured under any government-approved standards, nor accredited by a regulator. Micro-credentials must meet a defined industry or community need and must not duplicate an existing qualification type in the AQF. They are part of a suite of shorter, more flexible credentials that have been gaining in popularity in the past few years. This has been seen as a response to the changing nature and demands of work and higher education. In particular, the realisation that graduates will need to engage more regularly in continuing and lifelong educational opportunities; the transformational...

effects that technology has had on enabling access to learning resources, educational technologies and communication; the expansion of higher education providers and the growing emphasis on establishing linkages between universities and external partners.\(^4\)

**Accredited micro-credentials**

Accredited micro-credentials, as set out in this paper, are assessed programs of learning leading to an award under the [Coursework Rule 2014](#), with defined learning outcomes that are larger than a single unit of study but smaller and more specific than any of the qualifications in the AQF (see ‘Relationship to AQF’). As set out under ‘Governance’, they will require quality management by faculties and approval by the Academic Board (see ‘Governance’).

As conceived in this paper, accredited micro-credentials do not include Massive Open Online Courses (MOOCs) as these courses are not approved by the Academic Board, nor do they include single units of study taken on a non-award basis. Accredited micro-credentials are a type of award and should not be confused with non-award units, training modules or with Continuing Professional Development courses for which there is no assessment. However, non-award units and MOOCs can be part of or lead to the achievement of a micro-credential or other qualification, as long as the learning outcomes of the unit are assessed. Also excluded from the accredited micro-credential category discussed here are courses and units of study offered by the Centre for Continuing Education (as they are not approved by the Academic Board); bridging courses, foundation programs and courses that enable a student to access the University or undertake a course leading to a higher education award, but which are not themselves higher education awards.

**Design**

Accredited micro-credentials will be targeted at students seeking continuing professional development at the post-bachelor level. They should be designed to provide the continuing and emerging professional skills and knowledge needed to update professional expertise and support careers.

In general, accredited micro-credentials will build on a prior qualification or equivalent professional experience. The content should be written on the assumption that students have bachelor-level prior knowledge in the broad area in which they are seeking further training and some professional experience. They will normally use units of study at 4000-level and above. A prior bachelor degree or equivalent professional experience would be a requirement for admission.

To enable students to keep building their knowledge and skill, and to fit into the University’s broader curriculum framework, accredited micro-credentials will generally be modularised parts of other (usually postgraduate) qualifications, such as a Masters degree or Graduate Certificate.

As canvassed in the discussion paper, [Post-Bachelor Coursework at the University of Sydney](#), an accredited micro-credential of 12 credit points is proposed for development, the Sydney Professional Certificate, with disciplinary streams (see ‘Sydney Professional Certificate’). On completion, students would receive a Sydney Professional Certificate ([disciplinary stream]). Further types of accredited micro-credentials could be developed subject to approval by the Academic Board.

**Relationship to the AQF**

The AQF is the national framework for recognising and endorsing education qualifications across the tertiary and vocational education sectors. There are 14 AQF qualifications, ranging from Certificate 1 to a Doctoral Degree, which are organised into ten AQF levels. Each level has specific learning outcomes and criteria for the acquisition and application of knowledge and skills, which, if achieved, enable an institution to award the relevant credential. For each qualification within levels, learning

\(^4\) University of Sydney, “Post-bachelor coursework programs at the University of Sydney”, 2018.
outcomes consistent with the level are specified, along with a purpose and a volume of learning. The relevant levels to higher education are: Level 5 – Diploma; Level 6 - Advanced Diploma and Associate Degree; Level 7 – Bachelor Degree; Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma; Level 9 – Masters Degree and Level 10 – Doctoral Degree.

Micro-credentials are not currently included in the AQF because they are generally of lesser volume of learning and generally do not have sufficient depth of study to fully develop the learning outcomes specified for AQF levels relevant to higher education. However, their units of study may form part of an AQF qualification as long as that qualification achieves the outcomes specified in the AQF. The Department of Education and Training has suggested (in their current review of the AQF) that in the future, micro-credentials might be incorporated into the framework. This won’t be confirmed until the final AQF review report is released in September 2019.

Learning outcomes

In developing a Sydney Professional Certificate, it is proposed that the learning outcomes demonstrate achievement aligned with those for AQF level 8 or above, but that they relate to specific rather than broad areas of knowledge, in line with the lower volume of learning. The table below gives a suggested set of learning outcomes for the Sydney Professional Certificate. They are designed to be consistent with those for the Graduate Certificate but with a more specific and contained focus.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Proposed outcomes for Sydney Professional Certificate</th>
<th>AQF descriptor for Graduate Certificate (for comparison)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The Sydney Professional Certificate qualifies individuals who apply a body of knowledge in a specific context for professional, highly skilled or specialised work and a stream for further learning.</td>
<td>The Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a stream for further learning.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Graduates of the Sydney Professional Certificate will have specialised knowledge within a systematic and coherent body of knowledge, including application of specific knowledge and skills in a professional area.</td>
<td>Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.</td>
</tr>
</tbody>
</table>
| Skills        | Graduates of a Sydney Professional Certificate will have:  
  - cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to specific problems;  
  - cognitive skills to think critically and to evaluate complex ideas in a specific context;  
  - specialised technical and creative skills in a specific area of professional practice;  
  - communication skills to demonstrate an understanding of theoretical concepts in a specific area; and  
  - communication skills to transfer specific knowledge and ideas to a variety of audiences. | Graduates of a Graduate Certificate will have:  
  - cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems;  
  - cognitive skills to think critically and to generate and evaluate complex ideas;  
  - specialised technical and creative skills in a field of highly skilled and/or professional practice;  
  - communication skills to demonstrate an understanding of theoretical concepts; and  
  - communication skills to transfer complex knowledge and ideas to a variety of audiences. |
### Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Proposed outcomes for Sydney Professional Certificate</th>
<th>AQF descriptor for Graduate Certificate (for comparison)</th>
</tr>
</thead>
</table>
| Application of knowledge and Skills | Graduates of a Sydney Professional Certificate will demonstrate the application of knowledge and skills:  
  - to make high level, independent judgements in specific technical or management functions;  
  - to initiate, plan, implement and evaluate specific functions within particular specialised technical or professional contexts;  
  - with responsibility and accountability for personal outputs and all aspects of the work or function of others within specific parameters. | Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills:  
  - to make high level, independent judgements in a range of technical or management functions in varied specialised contexts; and  
  - to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters. |

### Volume of Learning

| Volume of Learning | The volume of learning of the Sydney Professional Certificate is 0.25 years. | The volume of learning of a Graduate Certificate is typically 0.5 – 1 year. |

## Governance

Governance of accredited micro-credentials needs to be designed around two principles: quality and risk-based oversight; and agile responsiveness to opportunities, professional needs and market changes. Consistent with section 1.3 (h) of the *Coursework Rule 2014*, accredited micro-credentials will require quality management at the faculty level, oversight by the Board of Interdisciplinary Studies and approval of the Academic Board. Section 1.3 states the University may offer qualifications outside the AQF provided these are approved by the Academic Board (noting that if the review of the AQF resulted in the inclusion of micro-credentials this clause may need amendment). Micro-credentials will thus be subject to the requirements of the *Coursework Rule 2014*, including admission, assessment, progression, award course requirements and rescissions and replacement. Their nomenclature should be as approved by the Academic Board and recorded in the *Coursework Policy 2014*.

Part 17 of the *Coursework Policy 2014* sets out award course requirements for coursework awards specified in the *Coursework Rule 2014*. It is proposed that the framework and title for any micro-credential be included in Part 17 of the *Coursework Policy 2014*. For the proposed Sydney Professional Certificate, it is suggested that award course requirements be specified within Part 17.

For purposes of clarifying the clauses of the Coursework Policy 2014 that apply, the Sydney Professional Certificate should be seen as a postgraduate qualification.

To facilitate agility and market responsiveness, and to maintain coherence in the University’s profile of accredited micro-credentials, it is proposed that there be a single set of course resolutions for the Sydney Professional Certificate under the governance of the Board of Interdisciplinary Studies and approved by the Academic Board. Faculties wanting to offer professional streams within this award would make an application to the Board of Interdisciplinary Studies using the proposed template *(Attachment 2)* and within the timelines for the approval of addition of streams for postgraduate awards. Timelines for 2020 are included in *(Attachment 3)*.
Suggested text for inclusion in Part 17 of the Coursework Policy 2014 is listed below:

### 89A Award course requirements for the Sydney Professional Certificate

1. The Sydney Professional Certificate is an advanced program of postgraduate study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

2. Candidates for the Sydney Professional Certificate must complete 12 credit points of units of study at 4000-level or above comprising:
   (a) a disciplinary stream of 12 credit points of core units of study.


4. The Sydney Professional Certificate shall be under the governance of the Board of Interdisciplinary Studies.

5. Professional streams within the Sydney Professional Certificate shall be under the governance and management of a faculty.

### Completion and testamur

Given the limited volume of learning and simple structure, it is recommended that accredited micro-credentials of less than 24 credit points not be conferred in a formal graduation ceremony. Rather, it is proposed that, following confirmation of completion of requirements, a set of administrative checks will be initiated and confirmed. An issue to be explored and decided is whether the testamur should be issued in paper form, or only as an e-qualification (e-qual).

### Sydney Professional Certificate

It is proposed that the Academic Board endorse the development a 12 credit point accredited micro-credential, the Sydney Professional Certificate. The Sydney Professional Certificate will be under the overarching governance of the Board of Interdisciplinary Studies.

The requirements would be 12 credit points of units of study at a postgraduate level (4000-level and above) and the completion of a disciplinary stream of core units of study offered and managed by a faculty. Faculties wishing to offer disciplinary streams would complete the attached template for approval by the Board of Interdisciplinary Studies and the Academic Board. In general, streams:

- may be modularised to a postgraduate AQF qualification (i.e. be made up of units that may be credited towards a Graduate Certificate or Masters degree);
- will require a prior qualification or equivalent professional experience; and
- will have defined learning outcomes and assessment of those learning outcomes.

The simplified structure, approval process and reduced timelines when compared with those required for a new award course will assist faculties in responding to market demand and professional need while also providing appropriate governance and control over the University’s course profile. Faculties will be asked to demonstrate societal need, market demand and that they have the necessary expertise. Commonwealth Supported Places (CSPs) will not be available and fee-setting will generally be proportional to the postgraduate course in which the units are embedded. The Sydney Professional Certificate will not be available for international students. Preliminary discussions with the Student Operations team indicated that streams will be recorded on a student’s testamur as follows:

Sydney Professional Certificate
(Stream)

A template to assist faculties and University schools to propose a stream in the Sydney Professional Certificate is included at Attachment 2. Faculties and University schools will need to propose streams according to the Academic Board schedule of curriculum approvals at Attachment 3.
Attachments

Attachment 1: Post-Bachelor coursework programs at the University of Sydney discussion paper
Non-Confidential

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<thead>
<tr>
<th>Author</th>
<th>Professor Pip Pattison, Deputy Vice-Chancellor (Education)</th>
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</tr>
<tr>
<td>Paper title</td>
<td>Post-bachelor coursework programs at the University of Sydney</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide an opportunity for the committee to provide advice on this discussion paper and endorse its recommendations.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the University Executive Education Committee discuss the attached Post-bachelor coursework programs at the University of Sydney report and endorse the recommendation to undertake a current state market assessment of post-bachelor opportunities in the first quarter of 2018.

**ATTACHMENTS**

Post-Bachelor coursework programs at the University of Sydney.
Post-Bachelor coursework programs at the University of Sydney

Executive summary

This discussion paper considers the changing nature of post-Bachelor education in Australia and internationally and the potential role the University might play in this changing landscape. It is argued that the demand for shorter, more modular, more specialised and more flexible educational opportunities will grow, and that there are some excellent educational opportunities for the University that might not only advance its external engagement agenda but could also diversify its post-Bachelor offerings at a time when the Australian government is limiting its support of postgraduate education and domestic demand for graduate-level award course programs appears to be weakening. However, as the 2017 internal audit of non-award courses at the University of Sydney identified, the University is not currently well-positioned to fully analyse or take advantage of such opportunities, particularly in the non-award arena.

It is recommended that the University should, in the first instance:

1. Undertake a current state market assessment of post-Bachelor opportunities in the first quarter of 2018.

The purpose of this assessment would be to inform further consideration of post-Bachelor educational opportunities and the University’s capacity to address them, including whether, in addition to implementing the recommendations of the 2017 internal audit of non-award courses, the University should:

2. Develop the capacity to accredit non-AQF award courses, including of 12 credit points;
3. Enable broader access to individual units of study, particularly for alumni or Bachelor graduates in general;
4. Create a competitive University fund to support the development of high quality online award courses at the graduate level;
5. Review the University’s approaches to supporting and funding recruitment, enrolment, administration and support for students in online graduate courses at all stages of the student lifecycle;
6. Adopt a more open approach to credit for PG coursework programs, including principles for articulation from non-award to award course programs through recognition of prior learning;
7. Consider creating a central capability with appropriate senior academic leadership to work with Faculties to identify, encourage and facilitate the strategic development of short and award courses in areas of expertise and demand;
8. Explore the development of a new identity and portal for post-Bachelor (and non-award) educational opportunities at the University of Sydney, one that triages interest in award course offerings (through Sydney Courses), non-award courses for continuing professional education and non-award courses offered by the Centre for Continuing Education.

Background

The purpose of this paper is to consider the University’s role in a future that is likely to require graduates to engage more regularly in continuing and lifelong educational opportunities. We are entering an era in which rates of career change and the need to acquire new skills are not only increasing but widely believed to be accelerating. At the heart of this change is the so-called ‘Industrial Revolution 4.0’ that has been enabled by the increasing intelligence, speed, mobility and connectivity of contemporary computing. The University has already recognised the educational consequences of this profound societal shift in the redesign of its undergraduate curriculum and has reimagined the undergraduate curriculum to ensure that students not only have the capability to keep abreast of the necessary technical and data literacies, but are also equipped with the personal and interpersonal capabilities to manage, adapt, thrive and lead in response to the many human challenges and opportunities that this shift will generate. We have also recently reviewed the purpose of the PhD and developed a new set of graduate qualities to frame a contemporary
enrichment of PhD programs. The focus of this paper is the impact of the changes under way on the requirements and opportunities for post-Bachelor education. We consider here two fundamental questions:

- What role should the University play in meeting the ongoing educational needs of Australian and international adult populations, especially those who hold at least a Bachelor qualification?
- If we decide the University does have an important role to play in post-Bachelor lifelong education, not least because of its foundational mission to serve community through ‘societal transformation’, then how do we ensure an appropriate and fit-for-purpose profile of educational opportunities, including in focus, form and mode of delivery?

In the sections to follow, we examine trends in post-Bachelor education including international, national and University of Sydney rates of participation in post-Bachelor offerings. We then attempt to identify what we see as the key strategic questions for the University, and propose some specific initiatives for consideration.

**International and national context**

Three key transformations underway in the higher education sector set the scene for a discussion of current trends in post-Bachelor education.

The first is a suite of changes driven by technological change. With respect to education, the potential of ubiquitous access to learning resources, of educational technologies that support rich and immersive virtual and augmented learning environments, and of communication capabilities that support high fidelity interaction over large distances are now beginning to be realised. While these changes have been seen by a number of commentators as slow to take hold, there are now signs of more sustained change. One manifestation of this, for example, is the rise and growing richness of form of online education at graduate level as discussed further below. These forms range from high-scale, low-fee, non-award education directed at career advancement, career change and curiosity-led learning to low-scale, high-fee, high quality, online graduate degrees.

The second transformation underway is the expansion of the higher education sector. Many countries aspire to higher rates of participation in higher education, recognising not only the public and private benefits that higher education has always provided but also the importance of higher education to the innovation that will be necessary to grow or maintain national prosperity in a period of heightened change and uncertainty. Needless to say, higher rates of participation come at a cost and efforts by government to contain the cost of higher education are evident in many countries including Australia.

The third transformation of note is that many contemporary universities are currently working to strengthen their external linkages, whether to industry, community and government sectors, entrepreneurship ecosystems or the international research sector. They are also seeking to build stronger alumni networks. These deeper and more extensive connections are intended to ensure that universities are attuned to the education and research priorities of these different sectors, and able to both contribute to and harness the value of cross-sectoral engagement enabled by such connections. With respect to education, the emergence of the more connected university is very timely given the potential of new external relationships to inform understanding of trends in workplace demands and educational needs and also support efforts to address them. In the context of a growing need for individuals to engage more regularly with educational opportunities, we can envisage a future in which universities are better informed of individual demand and economic opportunity for emerging educational initiatives, and able to develop collaborative cross-sectoral approaches to meeting that demand.

Deeper connections with alumni also offer opportunities to involve alumni in educational programs and ensure responsiveness to the educational needs and interests of alumni. Many universities are already changing the ways in which they seek to connect educationally to alumni. For example, the Kenan-
Flagler Business School at the University of North Carolina at Chapel Hill offers the graduates of their online MBA program permanent access to (contemporary) MBA coursework; Harvard University makes many of its courses available online to alumni; and Columbia University gives ongoing online library access to alumni.

Current context at the University of Sydney

Post-Bachelor education takes a diversity of forms. A primary distinction is that between accredited awards such as Masters degrees and non-accredited, non-award education. Most universities offer both: a suite of post-Bachelor or postgraduate (PG) coursework awards; and a variety of non-award continuing and professional education offerings.

The University of Sydney offers a large suite of post-Bachelor award programs as well as a variety of non-award or continuing education programs. Many of its non-award programs are offered by the Centre for Continuing Education (CCE), although non-award programs are also offered by some Faculties, Schools and Centres. According to a recent internal audit report, non-award courses make up approximately 3% of the University’s total course fees and charges.

Non-award education was the subject of an internal review in late 2015 and an internal audit report in 2017. The initial review recommended a number of changes to the way in which non-award education was offered within the University, including: improvements in quality assurance for non-award programs; the development of a common suite of systems to ensure an efficient approach to delivering non-award programs; and the development of supporting policy and procedure. At this stage, the new policy and quality assurance mechanisms are in place, but the work on systems support and the development of supporting Procedures is either ongoing or yet to commence.

The internal audit report conducted by Deloitte in 2017 assessed current arrangements for non-award programs as unsatisfactory. Their rationale for this rating was that “there is no current cohesive and well-defined approach to ensure that non-award courses are commercially viable, relevant to the market and quality assured, and that student records are well maintained.”

Among the key risks identified in the Deloitte report are that:

- Deans do not always have visibility of non-award courses delivered through schools and centres in their faculty and hence non-award courses may be initiated and delivered that are not strategically aligned, commercially viable and/or meet quality standards;
- There is no mechanism in place to ensure that non-award course costs, both direct and indirect, are accurately and consistently captured and reported to appropriate decision makers across the University; and
- There is insufficient governance and oversight of the commercial viability and financial performance of non-award courses and the Provost is not currently included in the annual reporting process to challenge the business decisions by Faculty Deans relating to non-award courses offered by faculties.

Since consideration of the internal audit report by the University Executive in 2017, the Continuing and Extra-Curricular Education Policy 2017 has been approved, and will be broadly communicated to the University community in early 2018. The policy establishes the requirements to be met when offering non-award courses, processes for approval and quality assurance, reporting requirements and the role and responsibilities of University staff with respect to non-award educational programs.

A model for Faculty engagement by the Centre for Continuing Education (CCE) was also agreed in late 2017; this model establishes a clear and efficient financial framework within which Faculties can partner with CCE to offer non-award programs.

The Deloitte report also identified a roadmap of further actions to ensure full implementation of the original recommendations of the 2015 review of continuing education as well as the further recommendations concerning financial monitoring and oversight, commercial decision-making and systems support.

It will be important for the University to move quickly to implement the recommendations of the Deloitte report so that the University has an agile, well-understood and efficient approach to non-award course delivery as well as an effective system for quality assurance and commercial monitoring of non-award programs. Without this capability, the University will not be ready to take advantage of opportunities that are likely to arise in the area of non-award programs, as discussed further below.

Current trends in post-Bachelor and continuing education

PG coursework awards can take a variety of forms, including:

- Entry-to-profession programs that are usually accredited by a professional body and offer access at the graduate level to an often regulated profession (examples at the University of Sydney include Juris Doctor, Master of Architecture, Doctor of Dental Medicine, Master of Professional Engineering);
- Further professional education programs that offer education in advanced areas of specialisation (e.g. at the University of Sydney, Master of Medicine; Master of Laws);
- Graduate programs that offer advanced coursework in specialised domains, supporting career, research or general interests (Sydney examples include: Master of International Relations; Master of Health Technology Innovation; Master of Data Science).

In the non-award post-Bachelor arena\(^2\), educational activities include:

- Executive or professional education in specific fields in the form of short courses and workshops;
- Continuing education focussed on the broader community, which may include community access on a single unit of study basis to award course offerings;
- Open educational initiatives in the form of Massive Open Online Courses (MOOCs), in individual course or micro-credential form (e.g. ‘specialisations’ or ‘micromasters’);
- A variety of specialist educational initiatives designed to disseminate new knowledge to researcher, specialist or ‘user’ communities; and
- Bridging programs designed for specific post-Bachelor University courses.

Tables 1 and 2 compile recent data on PG award course load for the University.

Table 1. PG load at the University of Sydney, by faculty and fee type, 2013-2017*.

<table>
<thead>
<tr>
<th>Faculty of Registration</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business School CSP</td>
<td>2700.6</td>
<td>3241.4</td>
<td>4305.3</td>
<td>5228.9</td>
<td>5870.9</td>
</tr>
<tr>
<td>ISP</td>
<td>7.6</td>
<td>1.9</td>
<td>7.6</td>
<td>45.8</td>
<td>104.1</td>
</tr>
<tr>
<td>DFEE</td>
<td>624.8</td>
<td>553.6</td>
<td>558.9</td>
<td>512.6</td>
<td>418.8</td>
</tr>
<tr>
<td>IFEE</td>
<td>2068.3</td>
<td>2685.9</td>
<td>3738.8</td>
<td>4670.5</td>
<td>5348.0</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences CSP</td>
<td>1675.7</td>
<td>1658.5</td>
<td>1563.4</td>
<td>1741.9</td>
<td>1909.0</td>
</tr>
<tr>
<td>ISP</td>
<td>510.5</td>
<td>514.9</td>
<td>470.5</td>
<td>459.1</td>
<td>479.3</td>
</tr>
<tr>
<td>DFEE</td>
<td>586.8</td>
<td>602.3</td>
<td>571.5</td>
<td>572.4</td>
<td>483.9</td>
</tr>
<tr>
<td>EMP</td>
<td>14.6</td>
<td>17.4</td>
<td>17.1</td>
<td>15.9</td>
<td>19.6</td>
</tr>
<tr>
<td>IFEE</td>
<td>561.9</td>
<td>523.9</td>
<td>504.3</td>
<td>694.6</td>
<td>926.1</td>
</tr>
<tr>
<td>WEI</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Dentistry CSP</td>
<td>198.2</td>
<td>285.5</td>
<td>370.6</td>
<td>397.0</td>
<td>396.9</td>
</tr>
<tr>
<td>ISP</td>
<td>83.0</td>
<td>112.5</td>
<td>138.0</td>
<td>127.8</td>
<td>110.5</td>
</tr>
<tr>
<td>DFEE</td>
<td>65.2</td>
<td>85.0</td>
<td>111.1</td>
<td>125.3</td>
<td>121.9</td>
</tr>
<tr>
<td>IFEE</td>
<td>50.0</td>
<td>88.0</td>
<td>121.5</td>
<td>144.0</td>
<td>164.5</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technologies CSP</td>
<td>590.3</td>
<td>792.0</td>
<td>1005.4</td>
<td>1565.5</td>
<td>1814.4</td>
</tr>
<tr>
<td>ISP</td>
<td>10.0</td>
<td>8.5</td>
<td>9.1</td>
<td>12.5</td>
<td>19.4</td>
</tr>
<tr>
<td>DFEE</td>
<td>161.4</td>
<td>164.6</td>
<td>132.8</td>
<td>162.5</td>
<td>191.6</td>
</tr>
<tr>
<td>IFEE</td>
<td>418.9</td>
<td>618.9</td>
<td>863.5</td>
<td>1390.5</td>
<td>1603.4</td>
</tr>
</tbody>
</table>

\(^2\) Other non-award offerings include bridging and outreach programs designed to prepare prospective students for specific Bachelor-level courses.
At the same time, the number of graduate coursework programs offered by the University has declined, largely as a result of the discontinuation of courses with small enrolments.

As Table 1 demonstrates, PG enrolments have been growing overall at the University of Sydney, with generally declining domestic fee enrolments and steady PG CSP enrolments more than counterbalanced by increasing PG international enrolments\(^3\). At the same time, the number of graduate coursework programs offered by the University has declined, largely as a result of the discontinuation of courses with small enrolments.

Institutional Planning and Analytics (IAP) provide regular reports to the University Executive Curriculum and Course Planning Committee (UE CCPC) on courses of high and low demand at graduate level. They are also building increasingly sophisticated predictive capability for future enrolments at course level. These reports are intended to encourage regular review by faculties of their course profiles, and ensure that we do not invest effort in courses that offer little strategic or financial benefit. The data suggest that the profile is moving towards a smaller number of higher enrolment courses, as desired.

Table 2. Number of PG University courses by EFTSL band, 2013-2017

<table>
<thead>
<tr>
<th>EFTSL band</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tbody>
<tr>
<td>&lt;1</td>
<td>83</td>
<td>71</td>
<td>85</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>1-10</td>
<td>198</td>
<td>192</td>
<td>194</td>
<td>184</td>
<td>156</td>
</tr>
<tr>
<td>10-20</td>
<td>43</td>
<td>47</td>
<td>42</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>20-50</td>
<td>50</td>
<td>45</td>
<td>36</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>50-100</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>100-200</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>≥200</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

*Source: IAP Insights

\(^3\) The overall domestic PG fee load dropped by about 300 EFTSL from 2016 to 2017. The exceptions to this pattern were the Faculties of Dentistry, Engineering and IT and Medicine, each of which has seen increases in domestic fee enrolments in specific successful programs.
Table 3 reports comparative data for Group of Eight universities and shows that there was a general rise from 2011-2015 in PG load, with marked increases, especially in international load, at several universities (notably, Monash University, University of Melbourne, University of Sydney).

Table 3. PG load in Group of Eight universities, by fee type, 2011-2015. Source: IAP, UA

<table>
<thead>
<tr>
<th>Institution</th>
<th>Funding category</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian National University</td>
<td>CSP</td>
<td>165.4</td>
<td>166.4</td>
<td>131.0</td>
<td>273.3</td>
<td>390.0</td>
</tr>
<tr>
<td></td>
<td>DFEF</td>
<td>1,282.1</td>
<td>1,356.3</td>
<td>1,986.0</td>
<td>2,070.9</td>
<td>2,206.1</td>
</tr>
<tr>
<td></td>
<td>EMP</td>
<td>10.4</td>
<td>0.9</td>
<td>12.5</td>
<td>4.9</td>
<td>19.5</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>1,519.3</td>
<td>1,579.6</td>
<td>1,856.5</td>
<td>2,165.2</td>
<td>2,217.3</td>
</tr>
<tr>
<td></td>
<td>WEI</td>
<td>73.7</td>
<td>353.6</td>
<td>248.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monash University</td>
<td>CSP</td>
<td>2,065.7</td>
<td>2,056.7</td>
<td>2,030.5</td>
<td>1,897.9</td>
<td>1,732.4</td>
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<tr>
<td></td>
<td>DFEF</td>
<td>1,994.5</td>
<td>2,034.6</td>
<td>2,206.5</td>
<td>2,386.5</td>
<td>2,872.4</td>
</tr>
<tr>
<td></td>
<td>EMP</td>
<td>35.8</td>
<td>29.1</td>
<td>20.8</td>
<td>34.5</td>
<td>26.4</td>
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<tr>
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<td>IFEF</td>
<td>2,940.5</td>
<td>2,922.1</td>
<td>3,370.5</td>
<td>4,532.4</td>
<td>5,764.9</td>
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<tr>
<td>University of Adelaide</td>
<td>CSP</td>
<td>697.5</td>
<td>642.6</td>
<td>636.9</td>
<td>650.5</td>
<td>586.5</td>
</tr>
<tr>
<td></td>
<td>DFEF</td>
<td>438.7</td>
<td>486.0</td>
<td>678.5</td>
<td>703.2</td>
<td>617.9</td>
</tr>
<tr>
<td></td>
<td>EMP</td>
<td>11.1</td>
<td>9.9</td>
<td>8.6</td>
<td>10.4</td>
<td>22.8</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>1,805.3</td>
<td>1,650.0</td>
<td>1,738.9</td>
<td>1,863.6</td>
<td>2,009.2</td>
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<tr>
<td>University of Melbourne</td>
<td>CSP</td>
<td>3,673.0</td>
<td>5,208.4</td>
<td>5,692.1</td>
<td>6,217.1</td>
<td>6,229.2</td>
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<tr>
<td></td>
<td>DFEF</td>
<td>3,165.2</td>
<td>3,568.9</td>
<td>4,460.9</td>
<td>5,019.0</td>
<td>5,243.9</td>
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<tr>
<td></td>
<td>EMP</td>
<td>11.1</td>
<td>9.9</td>
<td>8.6</td>
<td>10.4</td>
<td>22.8</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>2,887.0</td>
<td>3,731.9</td>
<td>4,832.4</td>
<td>5,971.6</td>
<td>6,935.6</td>
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<td>University of New South Wales</td>
<td>CSP</td>
<td>1,193.8</td>
<td>1,283.5</td>
<td>1,445.3</td>
<td>1,474.2</td>
<td>1,356.6</td>
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<tr>
<td></td>
<td>DFEF</td>
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<td>1,994.0</td>
<td>2,112.4</td>
<td>2,062.5</td>
<td>2,003.0</td>
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<tr>
<td></td>
<td>EMP</td>
<td>388.6</td>
<td>332.6</td>
<td>354.4</td>
<td>349.9</td>
<td>332.0</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>3,385.9</td>
<td>3,106.9</td>
<td>3,200.6</td>
<td>3,366.9</td>
<td>3,944.5</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>CSP</td>
<td>1,487.0</td>
<td>1,808.9</td>
<td>1,853.5</td>
<td>2,083.1</td>
<td>2,223.5</td>
</tr>
<tr>
<td></td>
<td>DFEF</td>
<td>2,773.2</td>
<td>3,208.0</td>
<td>3,511.7</td>
<td>3,525.3</td>
<td>3,796.2</td>
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<td></td>
<td>EMP</td>
<td>19.3</td>
<td>10.9</td>
<td>14.6</td>
<td>17.4</td>
<td>17.1</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>3,256.6</td>
<td>3,124.3</td>
<td>3,827.5</td>
<td>4,792.2</td>
<td>6,274.6</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>CSP</td>
<td>635.9</td>
<td>661.0</td>
<td>663.1</td>
<td>732.2</td>
<td>1,041.5</td>
</tr>
<tr>
<td></td>
<td>DFEF</td>
<td>1,499.8</td>
<td>1,622.3</td>
<td>1,657.1</td>
<td>1,736.4</td>
<td>1,682.4</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>2,929.1</td>
<td>2,653.9</td>
<td>2,599.2</td>
<td>2,755.6</td>
<td>3,105.1</td>
</tr>
<tr>
<td>University of Western Australia</td>
<td>CSP</td>
<td>629.2</td>
<td>700.9</td>
<td>884.0</td>
<td>1,325.1</td>
<td>2,175.9</td>
</tr>
<tr>
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<td>DFEF</td>
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<td>624.1</td>
<td>632.4</td>
<td>642.5</td>
<td>792.4</td>
</tr>
<tr>
<td></td>
<td>IFEF</td>
<td>936.6</td>
<td>756.6</td>
<td>699.4</td>
<td>787.5</td>
<td>930.3</td>
</tr>
</tbody>
</table>

Table 4. Attainment of Masters, Doctoral degrees, 2013-2015 (% , excluding international students)4

<table>
<thead>
<tr>
<th>Country</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>9.6</td>
<td>10.0</td>
<td>10.3</td>
</tr>
<tr>
<td>Canada</td>
<td>11.4</td>
<td>11.5</td>
<td>10.1</td>
</tr>
<tr>
<td>New Zealand</td>
<td>6.6</td>
<td>6.7</td>
<td>7.0</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>16.3</td>
<td>15.8</td>
<td>12.7</td>
</tr>
<tr>
<td>United States</td>
<td>19.1</td>
<td>18.7</td>
<td>18.2</td>
</tr>
</tbody>
</table>

4 Source: http://www.oecd-ilibrary.org/content/datacollection/edu-data-en
Although Australia’s rates of participation in post-Bachelor education rose modestly from 2013-2015, the rates are low compared to the United Kingdom and United States (see Table 4).

A number of changes are likely to underlie these data. These include the appearance and continuing presence of MOOCs, the launch of online post-Bachelor programs, and the entry of commercial and not-for-profit organisations into the educational arena, especially in non-award post-Bachelor education.

One of the more significant recent changes to post-Bachelor educational programs has arguably been the arrival of MOOCs. Although the intense publicity first surrounding MOOCs has now dissipated, it is worth noting that they are still a significant phenomenon. In 2017, 20 million users registered for a MOOC for the first time ever, and 78 million users signed up for at least one MOOC; of these 2017 registrations, the majority were with the two dominant platforms, 30 million with Coursera and 14 million with edX, though the relatively new Chinese platform XuetangX also registered more than 9 million learners. It is well-known that many MOOCs have relatively low completion rates; both Coursera and edX are therefore moving towards offering sequences of MOOCs that result in a form of certification or microcredential in a specialist area and encourage higher rates of completion. By the end of 2017, more than 500 such certifications were on offer, including 250 specialisations on Coursera and around 170 credentials on edX, including 43 MicroMasters. Several platforms have also partnered with universities to offer full online degrees (e.g. Georgia Tech and edX for a Masters degree in analytics, and Coursera and the University of Illinois at Urbana-Champaign for an MBA and a Masters in data science). Arizona State University has also partnered with edX to offer a fully open online first year in which fees apply only when students pass, and passes assure full credit into ASU programs. Both Coursera and edX continue to report a predominance of graduates among their learner communities, suggesting that both platforms have been effective in meeting at least some post-Bachelor educational needs. In 2015, Coursera co-founder, Daphne Koller, predicted that by 2025, all post-Bachelor education would be offered online, at scale and at a modest price. Whether this prediction will be realised is unclear at present, but there is no doubt that MOOCs have made visible a strong appetite for modestly priced, online, post-Bachelor educational opportunities.

The University’s own engagement with Coursera has prioritised outreach and engagement, though it has also identified continuing and professional education and outreach and engagement with prospective students as additional opportunities.

At the same time, high quality, full fee online post-Bachelor award programs have also been growing in number and enrolments. For example, the US firm 2U has partnered with research-intensive universities to offer online programs featuring small synchronous online classes at Masters level, including in a range of professional domains. In its 2016 annual report, 2U reported cumulative current or completed enrolments of almost 25,000 students and a cumulative retention rate to date of 83 percent.

In addition, many universities now offer successful online graduate degrees as a normal part of their broader suite of graduate offerings. And although online courses can be run in ways that are geography-blind, there often appears to be a local bias nonetheless in cohorts of online students, suggesting that even though many students appreciate the flexibility of online learning, they often favour known local or national universities or other online course providers.

Augmenting growth in open courses and online award courses is an expansion in the number and nature of entities offering post-Bachelor education of some kind. Providers include business organisations such as Apple and Google, professional bodies, public agencies, for-profit private providers and not-for-profit organisations. All of this suggests that demand for post-Bachelor education is growing and that its forms are diversifying.

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Supplementing this picture are the concerns mentioned earlier about the cost of higher education, both at Bachelor and post-Bachelor levels. In Australia, public support for post-Bachelor education is rationed, and the current government has been seeking to replace the current system of allocating a capped number of Commonwealth-supported places to specific courses. In 2017 the Singapore government announced that it would withdraw its support of PG coursework programs in several years’ time, and it has challenged its universities to devise a new approach to post-Bachelor lifelong learning. In the US, where post-Bachelor education relies on a larger private contribution, there are widespread concerns about individual and aggregate debt levels. And as the data in Table 4 show, some countries, such as the United States, Canada and United Kingdom, with traditionally high rates of participation in education at Masters level or above are now showing a decline in participation at that level.

All of this suggests a more diverse post-Bachelor educational arena. This raises the question for universities of whether they wish to participate in this arena of post-bachelor lifelong learning in ways that suit their expertise or whether they wish, instead, to narrow their educational focus to students’ initial engagement with higher education and a suite of flagship graduate programs including the PhD? An important question for the University of Sydney, in particular, is the extent to which it wishes to contemplate a more diverse suite of post-bachelor educational forms. The question is timely, too, as many universities including our own seek to build stronger, multi-stranded education and research connections with industry, government and community organisations.

What does this mean for the University of Sydney?

Despite the asserted need for higher levels of post-Bachelor education, domestic enrolments in individual graduate level courses at the University of Sydney are increasing in only a limited number of faculties and programs and are otherwise in broad decline. This observation leads us to ask whether Australian adults are increasingly meeting their educational needs in other ways, for example, through workplace learning programs, industry training options, short courses offered by universities or other higher education providers, or open courses such as MOOCs? This, in turn, leads us to ask whether existing graduate-level University coursework programs are becoming less fit for purpose, given their focus on longer and deeper development of expertise in a field, rather than shorter, more incremental, just-in-time learning opportunities? And are work-based learners seeking greater flexibility in course offerings than the primarily campus-based face-to-face Masters programs that we currently provide?

Strategic issues

These data raise a number of important strategic questions for postgraduate coursework programs and continuing education. The most important are arguably the following:

- Should the University be offering shorter programs targeted in areas where the University has expertise and there is demonstrable demand among prospective students and employers?
- If so, should some of these programs be offered as non-AQF Australian higher education qualifications (e.g. of 12 credit points) that are accredited by the University through its Academic Board and articulate into longer post-Bachelor AQF award programs?
- Should some components of these programs be offered as non-award opportunities, with possible articulation into post-Bachelor AQF or non-AQF award programs?
- Should single graduate-level units of study be more readily accessible to Bachelor graduates or those with equivalent experience, for example through a coordinated program or platform that facilitates access? And could success in such units provide alternative pathways to enrolment in post-Bachelor programs?
- What are appropriate modes of offer for graduate programs targeting working professionals: asynchronous online; a blend of synchronous and asynchronous online; blended courses with asynchronous and/or synchronous online components as well as intensive face-to-face seminars and workshops; face-to-face, semester-long courses scheduled in the evening or...
weekends, and so on? What characteristics of the target audience and/or program are likely to favour one mode over another?

- If the University decides to offer more online courses, what does this mean for student recruitment, student services, student administration, assessment and funding regimes (including the UEM)?
- Should the University re-set its approach to credit in PG coursework programs, opening up further opportunities for credit rather than limiting credit from one PG coursework program to another to 12 credit points as in our current policy for combined and double postgraduate coursework degrees? Should we also develop agreed mechanisms to recognise more effectively prior learning from non-University educational and workplace experiences and facilitate academically justified attainment of further PG coursework qualifications?
- If the University decides to expand non-award educational opportunities to meet the targeted, just-in-time educational needs of the future workforce, how should it organise an efficient and strategic capability for assessing market need, including among our external partners, and harnessing and coordinating expertise within the University and beyond to offer agile and high quality non-award programs?
- To what extent should form and mode of delivery differ for continuing educational opportunities that meet broad, interest-driven educational needs and those that are more clearly focussed on supporting career development and change?

In the final section below, we propose some possible answers to these questions for consideration by the University. We believe an initial priority is the first one, that is, to assess current demand for the nature and form of post-Bachelor programs. This assessment is proposed as a priority so that it can inform the University’s consideration of the remaining proposals.

Proposals for post-Bachelor education at the University of Sydney

1. Undertake a current state market assessment of short course post-Bachelor opportunities.

The recent Audit of Continuing Education at the University of Sydney identified that non-award teaching contributed a very modest $3.7 million to the University’s operating margin in 2016. This is primarily associated with the Centre of Continuing Education, Dentistry, The John Grill Centre, Veterinary Science and the University of Sydney Business School. There is little comparative data available on institutional earnings from short courses, but some universities in Australia and overseas are much more active in this domain (e.g. Harvard University). This suggests that the University may well be missing opportunities to offer accessible, timely, targeted short courses in areas of professional and broader interest, and it would be helpful to undertake an appraisal of interest in post-Bachelor opportunities in the short course domain. Given the likely engagement of alumni with such opportunities, it may be fruitful to include a focus on the alumni community in an initial appraisal.

In undertaking this market appraisal, it will be important to assess preferred modes of offer for short courses and preferences concerning articulation into award course options. For example, what are appropriate modes of offer for short course and award programs targeting working professionals: asynchronous online; a blend of synchronous and asynchronous online; blended courses with intensive face-to-face seminars and workshops; face-to-face, semester-long courses scheduled in the evening or weekends, and so on? What characteristics of the target audience are likely to favour one mode over another?

It will also be important to assess the balance between continuing educational opportunities that meet broad, interest-driven educational needs, those that are more clearly focussed on supporting career development and change, and those that meet identified industry and community organisational needs.

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2. Develop the capacity to accredit non-AQF award courses, including of 12 credit points.

Some universities have developed short non-AQF awards as part of their graduate course profile. For example, the University of Melbourne offers a suite of Professional and Specialist Certificates, many of which articulate to Graduate Certificates as part of a nested group of awards but some of which are stand alone and intended to meet a specific need (e.g. Professional Certificate in Workplace Leadership, Specialist Certificate in Palliative Care). Many of these programs are offered online or in intensive formats outside of regular working hours. If we are to develop courses that articulate into award courses of the University, it will be important to ensure that the Academic Board has the authority to accredit them. In particular, the Coursework rule will need to be changed to include the authority to accredit non-AQF award programs.

3. Enable broader access to individual units of study, particularly for alumni or Bachelor graduates in general.

Some universities also support a whole-of University process for access by community members to enrolment in individual units of study. These processes need to ensure that prospective students are adequately prepared and that the University has the resources to meet additional load created by this form of broader access; both of these requirements can be managed in relatively simple ways. Two levels of access with different fee levels are often offered: a not-for-credit or ‘audit only’ form and a full participation, full-credit form.

4. Create a competitive University fund to support the development of high quality online award courses at the graduate level.

While the University has already developed several successful online courses (e.g. Diploma in Languages, several streams in the Master of Medicine), our online course profile and total enrolments in online post-Bachelor courses are both small relative to those of other institutions. Reasons for this are likely to include the high up-front costs of developing high quality online courses and limited access to expertise and capability in online course development. And even though we have begun to develop facilities and expertise for the development of blended and online courses, the investment and uptake are still limited. To remove these barriers, we could establish a competitive fund to support the significant upfront costs, including of potential partnerships, to support course development. For example, such a fund would provide incentives to faculties in the form of a grant for course development, covering a substantial part of the development cost and allowing faculties to benefit from the ensuing revenue streams. Other models could also be considered. In all cases, the University would need good evidence of likely success and a rigorous process of assessment of opportunities and evaluation of success.

5. Review the University’s approaches to supporting and funding recruitment, enrolment, administration and support for students in online graduate courses at all stages of the student lifecycle.

If we are to develop a more substantial online course profile, it will be important to ensure that recruitment, enrolment, administration and support for students in online courses is fit for purpose and that the costs are appropriately understood and adequately covered through our planning and budgeting processes. The cohort of prospective students for post-Bachelor courses may be more widely distributed geographically, more constrained in their potential study forms, more subject to disruption by events in other aspects of their lives, and more focussed on the quality of the match between educational options and future professional opportunities. As a result we may need to tailor recruitment, and administrative and support services to the needs of the cohort.

6. Adopt a more open approach to credit for PG coursework programs, including principles for articulation from non-award to award course programs through recognition of prior learning.

In order to preserve the integrity of the University’s awards, the Coursework Policy requires a student to complete one half of the award or one year of the award, whichever is the shortest, at the
University of Sydney. However, the Coursework Policy (section 90(3)) also restricts cross-credit from one PG coursework award to another: no more than 12 credit points from one award may be credited to another. The rationale for this second requirement is unclear. A better policy setting would arguably be to offer credit wherever it can reasonably be given on academic grounds, subject of course to ensuring the integrity of all Sydney degrees. This would ensure that students meet the requirement for being awarded a Sydney degree while also being able to complete the degree in the minimum time. If there is a concern that our post-Bachelor awards overlap to such an extent that students can acquire additional degrees with limited further study, then a review of the structure of the PG course profile is probably warranted.

There is also potential value in developing more expertise in evaluating prior experience for the purpose of assessing credit, including non-award learning and professional experience. For example, one successful strategy could be to admit access to single unit enrolments more liberally given evidence of some relevant experience, and make conditional offers for larger awards, subject to satisfactory performance in the initial single unit. If these single units offering access to award programs were offered more regularly, including in intensive summer and winter periods, there would be limited impact on time-to-award.

7. Consider creating a central capability with appropriate senior academic leadership to work with Faculties to identify, encourage and facilitate the strategic development of short courses in areas of expertise and demand.

At present, and following the 2015 review of continuing education, faculties are charged with evaluating short course opportunities and developing courses that they believe are a strategic fit to their activities. In parallel, the Centre of Continuing Education (CCE) runs a series of non-award courses that are overseen by the faculties or by the Board of Interdisciplinary Studies (and its Non-Award Subcommittee). The new Continuing Education and Extra-Curricular Education Policy 2017 has been adopted to ensure an appropriate level of academic and financial oversight and quality control of these activities but, as a recent audit arranged by the Audit and Risk Office has identified, the University has, to this point, had no direct line of sight into the financial costs and benefits of non-award teaching and no process for systematically appraising the strategic value of its current activity nor of opportunities it might pursue. If the appraisal under proposal 1 above suggests a substantial level of interest, it is recommended that a capability be established, possibly aligned to the current Centre for Continuing Education, to develop a University-wide strategy and operating model for post-Bachelor non-award teaching. Senior academic leadership will be necessary for effective external engagement to identify and maintain ongoing intelligence concerning educational opportunities aligned to University strengths, as well as for internal engagement to harness and coordinate University expertise to develop and deliver non-award programs of high quality.

8. Explore the development of a new identity and portal for post-Bachelor (and non-award) educational opportunities at the University of Sydney, one that triages interest in award course offerings (through Sydney Courses), non-award courses for continuing professional education and non-award courses offered by the Centre for Continuing Education.

At present there is no single point of access to post-Bachelor study options or even to non-award options at the University and nor is there any evident connection between award and non-award study options. Instead, engagement with non-award courses tends to rely on professional contacts of those offering the relevant course. While this form of engagement can be very effective locally and should continue, there is value in also considering a single point of entry to all post-Bachelor study options, including award courses accessed through Sydney Courses, CCE courses and continuing professional education programs offered by the faculties. This single point of entry could serve as a triage mechanism and direct students to appropriate educational opportunities. It would need to constructed in a way that provided an effective blend of central and Faculty control, with overarching responsibility sitting with the proposed senior academic leader (e.g. a Director, Professional Education) and a supporting governance structure (e.g. a Professional Education Coordinating Committee).
would also need to be supported by a single and effective suite of systems for managing communications with relevant communities, enrolment in short course activities, scheduling, attendance, access to learning resources and assessment, record-keeping and completion. The portal itself could have its own branding – for example, something like Sydney Professional Academy or Sydney Professional Education to reflect the focus on lifelong continuing and professional education designed to meet the needs the contemporary graduate workforce. Other existing ‘brands’ such as the Centre for Continuing Education and the faculty’s professional education arms could continue to exist as sub-brands of the overarching portal.
Attachment 2: Template for proposing a stream in the Sydney Professional Certificate

A. Key information about the stream

<table>
<thead>
<tr>
<th>Information</th>
<th>Faculty response</th>
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<tbody>
<tr>
<td>Faculty or University school</td>
<td>&lt;Please complete&gt;</td>
</tr>
<tr>
<td>Academic Lead name</td>
<td></td>
</tr>
<tr>
<td>Academic Lead email</td>
<td></td>
</tr>
<tr>
<td>Proposed name for stream</td>
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</tr>
<tr>
<td>Degree(s) to which stream will articulate</td>
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</tr>
<tr>
<td>Admission requirements (minimum: a Bachelor degree or equivalent professional experience)</td>
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</tr>
<tr>
<td>Likely number of enrolments</td>
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<tr>
<td>Learning outcomes</td>
<td>&lt;Please list the learning outcomes for the stream&gt;</td>
</tr>
<tr>
<td>What is the societal or professional benefit of this stream? How will it meet a professional, or societal need?</td>
<td></td>
</tr>
<tr>
<td>What expertise exists in the University to teach this stream?</td>
<td></td>
</tr>
<tr>
<td>What evidence is there that there is potential student interest in this stream?</td>
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</tr>
<tr>
<td>Proposed fee (for 12 credit points)</td>
<td></td>
</tr>
</tbody>
</table>

B. Table A units for the stream

SYDNEY PROFESSIONAL CERTIFICATE

Award requirements

To qualify for the award of the Sydney Professional Certificate, a candidate must complete 12 credit points, comprising:

(a) a stream of 12 credit points at 4000-level or above.

The available streams in the Sydney Professional Certificate are:

- <Stream name>

<Stream name>

Achievement of a stream in <Stream name> requires <XXXX> credit points of units at <X000>-level as described in the table below.
### 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>
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<td>&lt;Unit name&gt;</td>
<td>&lt;Unit credit point value&gt;</td>
<td>&lt;Any requisite information&gt;</td>
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<td></td>
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<tr>
<td>&lt;Unit name&gt;</td>
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<td></td>
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</tbody>
</table>
Attachment 3: 2020 curriculum approval timelines
### Attachment 3 – Approval pathways for 2020 curriculum

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Faculty Board</th>
<th>BIS</th>
<th>USC</th>
<th>GSC</th>
<th>Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New course*</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New stream in existing course*</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table A major, minor, program, Honours component or teaching area in existing course</td>
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<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table S major, minor or Honours component in existing course</td>
<td>By 26 September 2018</td>
<td>11 October 2018</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table S advanced coursework units in Bachelor of Advanced Studies</td>
<td>By 27 March 2019</td>
<td>10 April 2019</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Structural change to existing course or stream (e.g. change to credit point requirement of collection, change core requirements, change total credit point requirement of award course or stream)</td>
<td>By 5 March 2019</td>
<td>(If course includes Bachelor of Advanced Studies)</td>
<td>20 February 2019</td>
<td>19 March 2019</td>
<td>-</td>
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<tr>
<td>Non-structural change to existing Table A major, minor, program, Honours component or teaching area (e.g. add or change units)</td>
<td>By 30 April 2019</td>
<td>-</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Non-structural change to existing Table S major, minor, Honours component or elective list (e.g. add or change units including advanced coursework units)</td>
<td>By 30 March 2019</td>
<td>-</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Change or add units within Table O** (OLE) or Table D*** (Dalyell stream)</td>
<td>By 30 March 2019</td>
<td>10 April 2019</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
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<td><strong>Postgraduate</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New course*</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies)</td>
<td>5 February 2019</td>
<td>-</td>
<td>12 March 2019 16 April 2019</td>
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<tr>
<td>New specialisation in existing course that requires a separate route pathway in Sydney Student* (e.g. set up like a stream)</td>
<td>2 August 2018</td>
<td>(If Master of Advanced Studies)</td>
<td>11 October 2018</td>
<td>-</td>
<td>6 November 2018 27 November 2018</td>
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</table>
### Non-Confidential

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Faculty Board</th>
<th>BIS</th>
<th>USC</th>
<th>GSC</th>
<th>Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>New specialisation in existing course that does not require a separate route pathway in Sydney Student (e.g. set up like a major or program)</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Structural change to existing course or specialisation (e.g. change credit point requirements within collections, change core requirements, change total credit point requirements)</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
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<tr>
<td>Non-structural change to existing course or specialisation which does not require structural change (e.g. adding additional electives/selectives)</td>
<td>By 30 March 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>4 June 2019</td>
<td></td>
</tr>
</tbody>
</table>

*Needs to be approved by CCPC prior to submission to Academic Board committees. See submission dates on the IAP CCPC website.*

**Needs to be approved by the BIS OLE Subcommittee prior to submission to the BIS. See 2019 Academic Board Committee Meeting dates on the next page.

*** Needs to be approved by the BIS Dalyell Subcommittee prior to submission to the BIS. See 2019 Academic Board Committee Meeting dates on the next page.
RECOMMENDATION

That the Academic Board note the report from the meeting of the Undergraduate Studies Committee held by circulation on 12 February 2019:

(1) approve the proposal from the Education Portfolio to amend the Bachelor of Advanced Studies and approve the amendment of the course learning outcomes arising from the proposal, with effect from 1 January 2020; and

(2) note the report from the Board of Interdisciplinary Studies on its business and decisions concerning the University’s interdisciplinary undergraduate curriculum in 2018.

ITEMS FOR DECISION

Please note that the full report is available at sydney.edu.au/secretariat/academic-board-committees/undergraduate-studies-committee.shtml.

Course and Resolution Amendment Proposals

8.1 Education Portfolio: Bachelor of Advanced Studies Course Learning Outcomes (for stand-alone degree)

ITEMS FOR NOTING

8.2 Board of Interdisciplinary Studies: 2018 Interdisciplinary Undergraduate Curriculum Report

This paper provides an overview of the business of the Board of Interdisciplinary Studies with respect to undergraduate interdisciplinary curriculum matters, conducted at its 2018 meetings.

The Undergraduate Studies Committee also:

• noted the report of the Academic Board meeting held on 27 November 2018.

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

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Georgie Wheadon, Senior Policy and Project Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>REVISED LEARNING OUTCOMES FOR THE BACHELOR OF ADVANCED STUDIES</td>
</tr>
<tr>
<td>Purpose</td>
<td>To recommend revised learning outcomes for the Bachelor of Advanced Studies for approval.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee endorse the revised learning outcomes for the Bachelor of Advanced Studies.

EXECUTIVE SUMMARY

The proposal below was endorsed by the Board of Interdisciplinary Studies at its meeting on 21 August 2018, with a view to endorsement by the Undergraduate Studies Committee and approval by Academic Board for an expected 2019 implementation. At this stage, approval is sought for a 2020 implementation, with the expectation that students will not be affected by this later approval as the standalone Bachelor of Advanced Studies will not be offered until 2020.

The Education portfolio has reviewed and revised the learning outcomes for the approval of the Board of Interdisciplinary Studies (BIS). This work was undertaken as part of the University-wide process to update learning outcomes for undergraduate degrees requested by the Academic Board in July 2018. The learning outcomes for the degree were originally approved by the Academic Board in November 2016 as part of the course proposal for the Bachelor of Advanced Studies. The update seeks to ensure the learning outcomes are clear, use appropriate verbs that reflect need for higher order skills such as critical appraisal and application and achieve all of the University’s graduate qualities.

BACKGROUND

The Bachelor of Advanced Studies is offered as a four year combined degree with the Bachelor of Arts, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing, Bachelor of Science and Bachelor of Visual Arts. The degree was approved in 2016 as part of the undergraduate curriculum reforms as part of the University's 2016-2020 Strategic Plan, and offered for the first time to commencing students in 2018. As part of the University’s shared curriculum, the Bachelor of Advanced Studies is governed by the BIS, who approve the inclusion of majors, minors, and advanced coursework, Dalyell stream and Honours units of study in its curriculum.

In general, learning outcomes describe what a student should know and be able to do at the end of a unit, component (stream, program, major, minor or specialisation) or course. Undergraduate course learning outcomes should give expression to all of the University’s graduate qualities. Graduate qualities are the University’s statement on the non-discipline specific skills or attributes students should have at the end of their degrees and encompasses the “uniqueness” of the University of Sydney graduate. The University’s graduate qualities, adopted in the Strategic Plan 2016-2020, are described below.

<table>
<thead>
<tr>
<th>Graduate quality</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop expertise in the graduate’s chosen discipline or disciplines</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Graduate quality</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems and opportunities</td>
</tr>
<tr>
<td>- Critical thinking and problem solving</td>
<td></td>
</tr>
<tr>
<td>- Communication (oral and written)</td>
<td></td>
</tr>
<tr>
<td>- Information/digital literacy</td>
<td></td>
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<tr>
<td>- inventiveness</td>
<td></td>
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<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision and more contextualised and systemic forms of understanding</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty</td>
</tr>
<tr>
<td>Influence</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society</td>
</tr>
</tbody>
</table>

Course learning outcomes and graduate qualities do not need to correspond one-to-one. Undergraduate course learning outcomes may encompass more than one graduate quality and the same graduate quality may be expressed in several learning outcomes.

ISSUES

The revised learning outcomes for the Bachelor of Advanced Studies are described below. Underline and red font indicates new content while strikethrough indicates content to be deleted.

Graduates of the Bachelor of Advanced Studies will:

1. have synthesise advanced theory theoretical and technical knowledge in one or more than one disciplines or areas of practice;
2. have apply advanced cognitive, technical and communication skills to select and apply methods and technologies;
3. critically evaluate and transform analyse information; to complete a range of activities;
4. analyse generate and formulate transmit solutions to address complex problems;
5. communicate transmit knowledge, skills and ideas to others in a range of cultural and disciplinary contexts;
6. apply knowledge and skills creatively to demonstrate autonomy, well-developed judgement, adaptability and ethical responsibility as a practitioner or learner.

IMPLEMENTATION

If approved by the BIS, the revised learning outcomes will be submitted to the Undergraduate Studies Committee and then the Academic Board for approval. They will apply from 1 January 2019.
**Purpose**  
In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.

The purpose of this paper is to inform the AB Undergraduate Studies Committee of the business of the Board of Interdisciplinary Studies, with respect to undergraduate interdisciplinary curriculum matters, conducted at its 2018 meetings on the following dates:

1. 24 April  
2. 20 June  
3. 21 August  
4. 11 October  
5. 13 November  
6. 6 December  
7. 18 December (by circulation)

**RECOMMENDATION**

That the Undergraduate Studies Committee note the 2018 report from the Board of Interdisciplinary Studies.

**BIS APPROVALS / ENDORSEMENTS 2018, FOR NOTING by USC**

The Board of Interdisciplinary Studies endorsed the following proposals, reports and papers in 2018:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Proposal</th>
<th>BIS Decision</th>
<th>USC ➔ AB</th>
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</thead>
<tbody>
<tr>
<td>24 April 2018</td>
<td>Architecture, Design and Planning: Design Major, B. Advanced Studies Minor Course Amendment</td>
<td>endorsed for 2019</td>
<td>endorsed USC 24 April; approved AB 1 May</td>
</tr>
<tr>
<td></td>
<td>Architecture, Design and Planning: Bachelor of Design Computing/Bachelor of Advanced Studies Minor Course Amendment</td>
<td>endorsed for 2019</td>
<td>endorsed USC 24 April; approved AB 1 May</td>
</tr>
<tr>
<td></td>
<td>FASS Table S: Conversion of Criminology minor to a major</td>
<td>endorsed</td>
<td>endorsed for 2020, at USC 15 May</td>
</tr>
<tr>
<td></td>
<td>SCM Table S: Digital Music major and minor</td>
<td>endorsed for 2020</td>
<td>for noting</td>
</tr>
<tr>
<td></td>
<td>Education Portfolio: 2019 OLE Unit Proposals</td>
<td>endorsed for 2019 pending further support from OLE subcommittee</td>
<td>for noting</td>
</tr>
<tr>
<td></td>
<td>Engineering and IT Table S: Amendment of the Project Management major resulting from changes to the BPM</td>
<td>endorsed for 2019</td>
<td>endorsed USC 24 April, approved AB 1 May, subsequent withdrawal noted at USC 15 May</td>
</tr>
<tr>
<td></td>
<td>Engineering and IT Table S: proposed electives</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td></td>
<td>SCM: Bachelor of Music minor resolution amendment</td>
<td>endorsed for Semester 2, 2018</td>
<td>endorsed USC 24 April; approved AB 1 May</td>
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<tr>
<td>Date</td>
<td>Item Description</td>
<td>Endorsed For</td>
<td>Action</td>
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<tr>
<td>20 June 2018</td>
<td>Business Table S: electives for 2019</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td></td>
<td>Education Portfolio: Approval of Dalyell Units of Study</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td></td>
<td>Education Portfolio: Advice on 2019 Sydney Research Seminar Unit Proposals</td>
<td>recommendations endorsed by BIS for 2019</td>
<td>for noting</td>
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<tr>
<td></td>
<td>FASS: Submission of Sydney Research Seminar proposals</td>
<td>endorsed, year not stated</td>
<td>for noting</td>
</tr>
<tr>
<td>21 August 2018</td>
<td>OLE Sub-committee: Round 1 EOIs for 2020 OLE units</td>
<td>endorsed for 2020</td>
<td>for noting</td>
</tr>
<tr>
<td></td>
<td>Science Table S: elective list for</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td></td>
<td>Dalyell Sub-committee: Expected Qualities of a Dalyell Scholar</td>
<td>endorsed for 2019</td>
<td>noted USC 23 October</td>
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<tr>
<td></td>
<td>Dalyell Sub-committee: Dalyell Scholars: Issues with Student/Applicant Credit</td>
<td>view endorsed</td>
<td>for noting</td>
</tr>
<tr>
<td></td>
<td>FASS Table S: inclusions for Table S</td>
<td>endorsed for 2019</td>
<td>for noting</td>
</tr>
<tr>
<td>11 October 2018</td>
<td>Bachelor of Advanced Studies Course Resolutions amendment, for approval</td>
<td>endorsed for 2020</td>
<td>USC endorsement 30 October, 2nd endorsement 13 Nov after further review; approved AB 27 Nov.</td>
</tr>
<tr>
<td></td>
<td>OLE Sub-committee: Proposed OLE units for HDR Coursework requirements</td>
<td>endorsed for 2020</td>
<td>for noting</td>
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<tr>
<td></td>
<td>OLE Sub-committee: Guidelines for Recognising Prior Learning for OLE Units</td>
<td>endorsed</td>
<td>for noting</td>
</tr>
<tr>
<td>20 June 2018</td>
<td>Science Table S: 4000-level MATH and STAT elective units</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td>21 August 2018</td>
<td>OLE Sub-committee: Guidelines for Recognising Prior Learning for OLE Units</td>
<td>endorsed for 2020</td>
<td>for noting</td>
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<tr>
<td></td>
<td>Science: Sydney Research Seminar unit, SRSU3601 Data Driven Discovery</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td></td>
<td>Science Table S; Electives</td>
<td>endorsed for 2019</td>
<td>for noting</td>
</tr>
<tr>
<td>11 October 2018</td>
<td>Architecture, Design and Planning: Table S Biological Design major</td>
<td>Endorsed for 2020</td>
<td>Approval obtained from all 3 faculty boards; USC endorsed by circulation 10 December 2018; approved by Academic Board Chair 13 December 2018.</td>
</tr>
<tr>
<td></td>
<td>Engineering and IT Table S: Electives</td>
<td>endorsed for 2019</td>
<td>USC 13 November; approved AB 27 November</td>
</tr>
<tr>
<td>20 June 2018</td>
<td>Engineering and IT Table S: Electives</td>
<td>endorsed for 2019</td>
<td>for noting</td>
</tr>
<tr>
<td>20 June 2018</td>
<td>Health Sciences Table S: new major and minor in Physical Activity and Health</td>
<td>endorsed for 2020</td>
<td>USC endorsed by circulation 10 December 2018; approved by Academic Board Chair 13 December 2018.</td>
</tr>
<tr>
<td>20 June 2018</td>
<td>FASS Table S: Elective FASS3500</td>
<td>endorsed for 2019</td>
<td>for noting</td>
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<tr>
<td>Date</td>
<td>Submission</td>
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<tr>
<td>13 November 2018</td>
<td>SCM Table S: Recoded Elective Units endorsement for 2019 conditional upon a review of their learning outcomes for noting</td>
<td></td>
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<tr>
<td></td>
<td>OLE Sub-committee: Round 2 OLE Unit EOIs for 2020 endorsed for 2020 for noting</td>
<td></td>
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<tr>
<td></td>
<td>Science: 4000-level Honours arrangements endorsed for 2020 for noting</td>
<td></td>
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<tr>
<td>6 December 2018</td>
<td>Report from the Review of the Open Learning Environment endorsed for noting</td>
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<tr>
<td>18 December 2018</td>
<td>FASS Table S: Electives endorsed for 2019 for noting</td>
<td></td>
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<tr>
<td></td>
<td>Science Table S: Mathematics and Statistics electives: addition of MATH1111 endorsed for 2019 for noting</td>
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</tbody>
</table>

**ITEMS NOTED BY BIS 2018**

The following submissions were noted by the Board of Interdisciplinary Studies in 2018.

24 April 2018:
- Format of the Non-Award Sub-Committee in 2018
- Report of BIS Dalyell Sub-committee
- Report of BIS OLE Sub-committee
- 2018 OLE Unit Review (Quality and Student Participation)
- Education Portfolio: Updated Guidelines for Approving Open Learning Environment Units and Compendium Paper
- Education Portfolio: Update on the Master of Advanced Studies
- Education Portfolio: Revision Role of BIS in Table S Approvals

20 June 2018:
- Report of BIS Dalyell Sub-committee
- Update on FASS Sydney Research Seminar Unit Proposals

21 August 2018:
- Report of BIS Dalyell Sub-committee
- Report of BIS OLE Sub-committee

11 October 2018:
- Report of BIS Dalyell Sub-committee
- Report of BIS OLE Sub-committee
- Update to Master of Advanced Studies Course Proposal

13 November 2018:
- Report of BIS Non-Award Sub-committee

6 December 2018:
- Report of BIS Dalyell Sub-committee
- BIS OLE Sub-committee: Schedule of Activities for Developing OLE Units
RECOMMENDATION

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 5 February 2019 and:

(1) approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Medicine, and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

(2) approve the proposal from the Faculty of Medicine and Health to introduce the Master of Global Health / Master of Philosophy and approve the introduction of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

(3) approve the proposal from the Faculty of Medicine and Health to introduce the Master of Health Policy / Master of Philosophy and approve the introduction of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2020;

(4) approve the proposal from the Faculty of Medicine and Health to introduce the Master of Public Health / Master of Philosophy and approve the introduction of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2020;

(5) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economics (Dual pathway) and approve the amendment of the course resolutions arising from this proposal, with effect from 1 January 2020; and

(6) approve the proposal from the Education Portfolio to introduce Postgraduate Research Support Scheme Procedures 2019, with effect from 1 January 2020.

ITEMS FOR APPROVAL

9.1 Medicine and Health: Doctor of Medicine 3-78
9.2 Medicine and Health: Master of Global Health/Master of Philosophy 79-135
9.3 Medicine and Health: Master of Health Policy/Master of Philosophy 136-180
9.4 Medicine and Health: Master of Public Health/Master of Philosophy 181-235
9.5 Arts and Social Sciences: Master of Economics (Dual Pathway) 236-240
9.6 Education Portfolio: Postgraduate Research Support Scheme Procedures 2019 241-246

ITEM FOR NOTING

**Education Portfolio:** Micro-credentials at the University of Sydney

The Committee considered the proposal from the Education Portfolio to introduce Micro-credentials at the University as a 12 credit-point non AQF Professional Certificate. The Committee endorsed the recommendation that the Portfolio proceed to development of a full proposal and welcomed the submission of this proposal to a future meeting. **[Note: This paper is included in the Report of the Academic Standards & Policy Committee as item 7.1]**.
Non-Confidential

The Committee also:

• noted the Report of the Chair;
• noted its forward plan for 2019;
• noted the Report of the Academic Board meeting held 27 November 2018; and
• noted the Report of the HDR Scholarships Sub-Committee meetings held on 16 November and 20 December 2019.

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

Professor Michael Kertesz
Chair, Graduate Studies Committee
Recommends that the Graduate Studies Committee and UE recommends that the Academic Board approve the amended proposal from the University of Sydney, Sydney Medical School to introduce a new MD from 1 Jan 2020 with its embedded degree, Master of Health Studies.

Executive Summary

The strategic purpose of the proposed changes to the Sydney MD 2020 Medical Program is to re-align it with current and evidence-based pedagogic philosophies and consensus statements on medical student and graduating doctor knowledge, skills and professional behaviours from national and international bodies such as the Australian Medical Council (2012), General Medical Council (2009), and State education bodies such as HETI. The changes proposed build on the strengths of the current program, maintaining the best aspects and enhancing teaching and learning opportunities in line with best current educational practice.

The MD 2020 program will be integrated with early and prolonged clinical experience which better reflects the needs and contexts of the patients and communities, as evidenced nationally and internationally. The revised program will ensure students are Prepared for Entry with clear assumed knowledge requirements, without the restrictions of prerequisite subjects. This maintains the competitive advantage and one of the unique features of the Sydney MD; the ability for students from all bachelor degrees to apply for the course, providing they meet the published requirements of admission.

The underpinning educational design of the program is built on a systems-based approach around case presentations, with 8 longitudinal capabilities. Assessment, underpinned by appropriate IT systems, will move towards a programmatic approach which provides students with more detailed feedback and support at each stage of their progress, whilst maintaining the rigorous expectations of key stakeholders.

Earlier clinical experience will occur in the second year of the program. Through guided experiential learning (GEL) in the clinical schools, clinical reasoning will be developed based on sound foundational knowledge in Year 1. In addition, a major focus of the changes to the MD program is to ensure our graduates are Prepared for Practice. Numerous governmental, University and AMC surveys have emphasised the need for our students to be ready to practice in our hospitals as interns on graduation. The final year of the program will be an immersive clinical year, with students as part of the medical, surgical or general practice teams.

There will also be dedicated time for the MD project in year 3, with the potential for high-achieving students to extend research into Year 4 in an elective term. In the current program there is no dedicated time for the MD project. Students will also be able to follow Personalised Pathways. This will facilitate extension of clinical, laboratory or basic science modules in areas of interest to the students. We also propose an embedded degree, Master of Clinical Studies, which will allow students to exit the MD at the end of year 2, after completion of 92 credit points.
BACKGROUND / CONTEXT

The Sydney Medical Program full course proposal Submission to the CCPC for approval received feedback, which has been addressed in this document with 3 additional documents (please see attachments).

ISSUES

1. Provision of a summary of the curriculum review outcomes mentioned and their means of addressing the curriculum re-design was suggested.

2. Clarification about phasing out of the existing Doctor of Medicine and the introduction of two new awards, the Master of Health Studies and the Master of Clinical Health Studies.

3. Change of 48 Credit-point Value of Proposed Units of Study per year to 2 X 24 cp UoS with clarification of feedback, remediation and progression decisions.

4. Further information on Programmatic assessment.

5. Define minimum quota for ATSI applicants and the admission interview mentioned in the proposal.

6. Learning Outcomes: include insights about self-care as one of the graduate qualities under ‘integrated ethical and professional identity’.

7. Budget: more information on the rationale for and implications of a deficit-based budget for the first 4 years and how this will be managed in the current fiscal environment of the university, and if this has already been approved.

8. Market analysis: more information on how this degree fits into the market overall and how it is positioning itself to the medical program of choice.

9. Clarify the numbers of CSP and international students per year.

10. Clarify if student and staff load comply with university policy.

11. Define clearly Units of study and their academic level

12. Revise MD Course resolutions as suggested by A/Prof Anthony Masters; Provide Resolutions of the University of Sydney Medical School for coursework courses.

13. Comply with time-limits for Doctor of Medicine and Master of Health Studies as per Coursework Rule

OPTIONS

1. Provision of a summary of the review outcomes mentioned and their means of addressing the curriculum re-design was suggested.

Response: As part of the process of the renewing the MD program, a wide-ranging review of survey data and accreditation recommendations for improving the MD Program were analysed to inform the changes. These included the AMC review of the Sydney Medical Program 2015; the Wilson report on Review of Medical Intern Training (2015) and the AMC/Medical Board of Australia survey of interns about Preparedness for Practice (2017). In addition, we received detailed feedback on our assessment process from the ASPIRE award on behalf of the Association for Medical Education in Europe (2017). We also wrote to 36 stakeholders about outcomes expected of medical graduates and received responses from 15 (Appendix 1).
2. Clarification about phasing out of the existing Doctor of Medicine and the introduction of two new awards, the Master of Health Studies and the Master of Clinical Health Studies.

Response: The MD is not being phased out, but renewed in its structure, pedagogical approach and assessment with the introduction of personalised pathways so students can extend themselves in areas of interest to them. The Master of Health Studies is an option for students who do not wish to continue with the MD, to leave the program with some recognition of their learning. We are happy to have a single exit opportunity at the end of Year 2 with the Master of Health Studies if this will simplify matters. Students will still apply and enrol into the MD. This is essential for marketing and recruitment purposes. It will be a reputational risk if we require students to enrol in a Master of Health Studies first then “transfer” to the MD.

3. Change of 48 Credit-point Value of Proposed Units of Study per year to 2 X 24 cp UoS with clarification of feedback, remediation and progression decisions.

Response: Currently the MD makes decisions about students at the end of each year, based on an aggregation of assessments across 4 themes. Our progression rules clearly state what is required to progress to the next year. In the MD 2020, we propose a structure which will enhance the student experience with learning advisors, as suggested in the Aspire award, to provide students with feedback through the year and plans for remediation, if required. This strategy will identify and support at-risk students with clear learning plans to address identified deficiencies. The experience of Otago Medical Program using this system is that students are much more aware of what is required of them to successfully pass the year and it is transparent if the student has not met the requirements of the remediation learning plan. Decisions cannot be made until the end of the year as programmatic assessment requires cycles of assessment, feedback and remediation before a final high-stakes decision is made.

With respect to initial proposal for 48 credit point units of study, this structure reflects the teaching, assessment and progression requirements of the current and new MD and would solve many of the appeal and progression issues of the current MD. We have completed more detailed consultations with a range of operational staff including senior staff in student services, Academic Board and Institutional Analytics and Planning. Student Administrative services have proposed a solution to our requirements, that is; the MD would be set up in the “back end” of Sydney Student with 2 by 24 cp units for each year, but on acceptance to the MD students would be automatically enrolled in both 24 cp units of study each year so from the student perspective they would be enrolled in MD Year 1, MD Year 2 and MD year 3 and MD Year 4. The progression rules could then refer to the four years rather than units of study and the student transcripts would also only reflect each year of the MD.

We would work with Student Administrative services to tailor the transcript information. We have been informed that this model is used elsewhere in the university and thus would expect minimal impact on other systems such as USS evaluations and Canvas. Nevertheless, if approved in principle, a working group would be set up to investigate all intended and unintended consequences.

4. Further information on Programmatic assessment.

Response: We acknowledge that Programmatic Assessment can be seen as an educational design strategy that underpins the curriculum, as well as a major assessment strategy. The MD 2020 has formally engaged with team at Maastricht led by Cees Van der Vleuten (http://www.ceesvandervleuten.com/application/files/4515/1964/1509/Van_der_Vleuten_-_Programmatic_Assessment.pdf). So far there has been a series of video conferences, and a face to face workshop in Basel. We have also conducted exchange visits and ongoing discussions with Lambert Schuwirth who has led the implementation of programmatic assessment at Flinders University. Programmatic assessment is not a “one size fits all” but has to be customised to the local context. This includes attention to the nature of feedback and decision-making, faculty preparedness, quality assurance challenges, and resources. We have addressed each of these carefully in the proposal. In a recent international consensus on good assessment in health professional education, Norcini et al., (https://www.tandfonline.com/doi/abs/10.1080/0142159X.2018.1500016) draw a careful distinction between the assessment of learning and the assessment for learning. The weights given to the criteria, or elements of the framework, that apply to these two different purposes of assessment will also differ. Programmatic
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assessment promotes a balance between assessment for learning and assessment of learning, in a context where the dominant form of medical student assessment has focused mainly on assessment of learning. By using purposefully selected multiple assessment tasks, each representing a single data point, combined over a period of time, programmatic assessment generates a longitudinal flow of information about a student’s progress in various competency or outcome areas. Information about students is collected (longitudinally), collated (triangulation), and connected (quality of information) so that decision-making about the implications of that information is aligned with the professional judgement of assessors. Triangulation across assessment instruments provides meaningful information about a learner’s strengths, weaknesses and progress. This is in contrast to traditional assessment, where parts of an assessment are combined with each other within each assessment instrument. For decision-making, the collected and collated information is aggregated for a final end of year or end of program consideration by the assessment committee.

ePortfolios are a repository of a range of pre-judged materials; including scientific knowledge quizzes, work-based clinical assessments, and written assignments. These may include narrative feedback from the tutor. The functionality of this system has been extensively worked through with Educational Innovation, and a solution is in preparation based on Canvas.

Programmatic assessment for Learning will "provide more detailed feedback and support at each stage of their progress" through the ePortfolio System. This is achieved by separating out the assessment for learning with the Learning Adviser (an experienced and trained academic) having thrice yearly meeting of their allocated student groups. The Learning Advisor and the student will review the longitudinally collected information in the ePortfolio together to ensure the student is clear how they are tracking across the eight capabilities. Where students are not on track, additional meetings will occur.

Programmatic Assessment of Learning For Programmatic Assessment there is a within year assessment committee, that formally meets twice a year. First, in mid-year to check Portfolio progress. Second, at the end of the year to make a progression decision. Where student’s end of year progress as judged by the ePortfolio is not satisfactory, the intention is to offer a further re-assessment. The relatively small number will be offered a traditional integrated written and/or clinical assessment.

Professional development We have extensively engaged with Van der Vleuten et al., to address Faculty Development. In 2018, the focus has been on working with the communities of clinical educators in the clinical schools and on Campus. In 2019 the focus is on a) implementing the Learning Advisor System as a significant pilot in each clinical school b) an extensive iteration of our existing Clinical Teacher Training program c) preparation of locally based administration teams. Materials are available on line and face to face.

Quality Assurance The medical school was awarded an internationally recognized ASPIRE Award For Excellence in Assessment (https://amee.org/awards-prizes/aspire-award/2017-winners), one of only four schools awarded internationally. The systems of quality assuring assessment across campus and multiple clinical sites has been well established for many years. The validity of the Programmatic Assessment will be subject to continuous quality improvement through a system of reporting of the quality of assessment at a school level, at an individual assessment format, at the student level, and at the teacher level. Data used includes assessment data, evaluation data, and data analytics available for the ePortfolio system. Ongoing support is available from the Maastricht Team. The assessment committee will be responsible for defining and monitoring standard setting for assessments within each year.

5. Define minimum quote for ATSI applicants and the admission interview mentioned in the proposal.

Response: There has been extensive consultation with the Head of the Indigenous Health Unit and the Associate Dean Indigenous concerning the Indigenous Health admission process. Changes were made in 2017 to provide alternative pathways including not requiring a Bachelor degree Or GAMSAT. We have recently reported to the AMC concerning our target for Indigenous students which is 2% of the entry cohort. We will continue to work with the Associate Dean Indigenous and the new DVC-ISS concerning our Indigenous student entry pathways. The admission interview is conducted by the head of the Indigenous Health Unit with an independent Indigenous staff member of the FMH and is semi-structured.
6. **Learning Outcomes:** include insights about self-care as one of the graduate qualities under ‘integrated ethical and professional identity’.

**Response:** This will be added under integrated ethical and professional identity. It is also part of our Professionalism requirements 2017. We also have a new WellSMP Wellbeing program that is being evaluated and will develop over the next few years and has received positive feedback thus far.

7. **Budget:** more information on the rationale for and implications of a deficit-based budget for the first 4 years and how this will be managed in the current fiscal environment of the university, and if this has already been approved.

**Response:** As there are considerable pressures on teaching staff and clinical placements in the transition years between the new and old program, we have approval from the Executive Dean FMH to run a deficit-based budget in the first few years. The projected numbers of students (both CSP and Internationals) will be adjusted upwards to compensate for this deficit in subsequent years.

8. **Market analysis:** more information on how this degree fits into the market overall and how it is positioning itself to the medical program of choice.

**Response:** The Sydney MD is renowned for its early clinical exposure, the excellence of the teaching hospitals and research institutes and the fact it is a Graduate Entry Program. Unlike Melbourne, we do not have prerequisite subjects, so the diversity of our student population enriches the experience of our students. Our graduates are highly employable because of the reputation of Sydney University with the highest employability rating of any university in Australia. Our points of differentiation are in the explicit focus on:
- Prepared for entry
- Personalised Pathways
- Prepared for practice
As mentioned in the CCPC document.

9. **Clarify the numbers of CSP and international students per year.**

**Response:** SMP has a total of 227 CSP positions which is calculated on a 5-year rolling average, with up to 70 additional full-fee-paying international students. Because each year we reserve ~30 places for our double degree students who have completed their bachelor degree and were guaranteed a place in the MD (providing they maintained a credit average), the number of CSPs is made up of 30 double degree students and 180 – 190 places for students applying from any university who fulfill the entry requirements.

10. **Clarify if student and staff load comply with university policy.**

**Response:** The MD 2020 is no different to the student and staff load that has been in place since the graduate program was introduced in 1997. This is comparable to the Doctor of Dentistry, Doctor of Veterinary Science and any of the competitive medical programs in Australia or internationally.

11. **Define clearly Units of study and their academic level**

**Response:** Addressed on page 21 and in the Doctor of Medicine Course Resolutions, as well as in the Appendix 8.

12. **Revise MD Course resolutions as suggested by A/Prof Anthony Masters; Provide SMS Resolutions**

**Response:** Suggested changes have been made to the Course Resolutions. New Faculty of Medicine and Health resolutions have to be agreed on by the end of 2019, and they will need to go to the Faculty of Medicine and Health for approval and will apply to all Schools. They have therefore not been included in the CCPC EOI. In the interim we have referred to Resolutions of the University of Sydney Medical School for Coursework Courses, 2019.
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13. Comply with time-limits for Doctor of Medicine and Master of Health Studies as per Coursework Rule

Response: The Master of Health Studies can be awarded for a student who chooses to exit the MD after successfully completing year 2 of the Program. These students will have a maximum time for completion of the Master of Health Studies of 6 years. The MD would need to be completed within 10 years. We agree with the comment that the Faculty does not have the ability to specify a completion of 1 January 2026 for completion of the award of Doctor for students commencing before 2020.

CONSULTATION

Consultation has occurred with the following people:
- Professor Philippa (Pip) Pattison
- Professor Tony Maters
- Professor Peter McCallum
- Edwina Grose
- Charlie Foxlee
- Lianty Ng
- Sonic Guo
- Natalia Ledger
- Tessy Jolly
- Felicia Tesoriero
- Beata Rak

FINANCIAL CONSIDERATIONS

This has been addressed.

RISKS / BENEFITS

See CCPC UE MD 20202 revised document

IMPLEMENTATION

The decisions will be implemented by consulting with relevant stockholders; planning; staff development and training; as well as, regular communications.

COMMUNICATION

We have regular meetings, working parties, workshops, Town Hall meetings, clinical school visits and meetings, as well as a project newsletter.

ATTACHMENTS

CCPC UE MD 20202 revised_PDF
Response to CCPC EOI MD 20201_PDF
Appendix 2 tracked changed for CCPC revision.Word
Appendix 3B tracked changed for CCPC revision.Word
MD 2020 all UoS and Appendix 8_PDF
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:

This submission relates to the following

X New course
☐ Amended course
☐ Deletion of a course

Name of course  Doctor of Medicine (MD)
School/department  The University of Sydney School of Medicine
Managing faculty  Faculty of Medicine and Health
Name of proponent  Professor Jane Bleasel and Professor Inam Haq
Telephone  +61 2 9351 8578 or +61 2 9114 1199
Email  jene.bleasel@sydney.edu.au and inam.haq@sydney.edu.au
Version date  19/09/2018

☐ Undergraduate  X Postgraduate coursework

Signature

Date  19/9/2018

☐ Postgraduate research

Date  19/9/2018

Date  2/11/2018

Date  25/10/2018

Date  25/09/2018

Date  25/9/2018
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Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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**Appendix 2**: Resolutions of the Faculty
**Appendix 3**: Course Resolutions
**Appendix 3A**: Undergraduate courses
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**Appendix 4**: Library impact statement
**Appendix 5**: Reference: Session codes
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**Appendix 8**: Degree and curriculum Table
**Appendix 9**: Email evidence of stakeholder consultation
**Appendix 10**: Units of Study Applications

**Abbreviations**

FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)
IAP = Institutional Analytics and Planning (Provost and DVC)
SRA = Student Recruitment and Admissions (DVC and Registrar)

Y = Yes, please complete this section

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

The strategic purpose of the proposed changes to the Sydney MD 2020 Medical Program is to re-align it with current and evidence-based pedagogic philosophies and consensus statements on medical student and graduating doctor knowledge, skills and professional behaviours from national and international bodies such as the Australian Medical Council (2012), General Medical Council (2009), and State education bodies such as HETI. A compelling case for the proposed changes has been identified by high level review both internally and externally.

The changes proposed build on the strengths of the current program, maintaining the best aspects and enhancing teaching and learning opportunities in line with best current educational practice. There are six key changes to the current MD program:

First, the MD 2020 program will be integrated with early and prolonged clinical experience which better reflects the needs and contexts of the patients and communities, as evidenced nationally and internationally. The revised program will ensure students are Prepared for Entry with clear assumed knowledge requirements, without the restrictions of prerequisite subjects. This maintains the competitive advantage and one of the unique features of the Sydney MD; the ability for students from all bachelor degrees to apply for the course, providing they meet the published requirements of admission.

Second, is a revision of the underpinning educational design of the program which is built on a systems-based approach around case presentations, with 8 longitudinal capabilities. Assessment, underpinned by appropriate IT systems, will move towards a programmatic approach which provides students with more detailed feedback and support at each stage of their progress, whilst maintaining the rigorous expectations of key stakeholders.

Third, is the provision of a rich clinical experience to our students in the second year of the program. Through guided experiential learning (GEL) in the clinical schools, clinical reasoning will be developed based on sound foundational knowledge in Year 1. This early clinical experience from the first year of the MD 2020 in our clinical schools is one of the major advantages of the Sydney MD, which will be enhanced.

Fourth, a change to Year 3 will include dedicated time for the MD project for 14 weeks, with the potential for high-achieving students to extend research into Year 4 in an elective term. In the current program students have struggled to find time in their crowded schedules to complete the MD project without quarantined time. This change will allow students who have particular research interests to extend themselves and produce a substantial body of work.

Fifth, students will follow Personalised Pathways. This will facilitate extension of clinical, laboratory or basic science modules in areas of interest to the students. An example is anatomy dissection modules for students interested in surgery, radiology or basic sciences. In the current competitive medical specialist training climate, students are eager to gain specialised skills within their MD to position themselves more favourably for employment.

Sixth, a major focus of the changes to the MD program is to ensure our graduates are Prepared for Practice. Numerous governmental, University and AMC surveys have emphasised the need for our students to be ready to practice in our hospitals as interns on graduation. We will thus transform the final year of the program into an immersive clinical year, with students as part of the medical, surgical or general practice teams. This strategy will elevate the reputation and desirability of the Sydney MD degree.

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

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Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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### 1.3 Market Analysis

**The University of Adelaide**

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<td>Foundational Knowledge</td>
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<td>Personalised Pathways</td>
<td>• Students have opportunities for electives and selectives.</td>
</tr>
<tr>
<td>Preparation for practice</td>
<td>• In final year, one semester is devoted to selectives.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Undergraduate Program– school-leavers</td>
</tr>
<tr>
<td>Innovation in teaching/assessment</td>
<td>• Cased Based Learning (CBL) is the dominant learning mode during the early years of the curriculum.</td>
</tr>
<tr>
<td></td>
<td>• High-tech simulation facilities.</td>
</tr>
<tr>
<td></td>
<td>• In Years 4 and 5, students work full time in a clinical context, which can either be a hospital or community setting.</td>
</tr>
<tr>
<td></td>
<td>• The final year (Year 6) has students completing a one semester pre-internship program in medicine, surgery, and emergency medicine.</td>
</tr>
</tbody>
</table>

**The Australian National University**

<table>
<thead>
<tr>
<th>Program name</th>
<th>Doctor of Medicine and Surgery (MChD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4 years</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>No</td>
</tr>
<tr>
<td>Personalised Pathways</td>
<td>No</td>
</tr>
<tr>
<td>Preparation for practice</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity</td>
<td>Graduate Program</td>
</tr>
<tr>
<td>Innovation in teaching/assessment</td>
<td>• Problem based learning (PBL) tutorials is the dominant learning mode in the first two years.</td>
</tr>
<tr>
<td></td>
<td>• PBL sessions are supported by lectures, practical tutorials and a weekly clinical day in one of Canberra’s hospitals.</td>
</tr>
<tr>
<td></td>
<td>• Research project during Year 1 and 2.</td>
</tr>
<tr>
<td></td>
<td>• Clinical immersion in second half of Year 2.</td>
</tr>
</tbody>
</table>
- All students spend at least 6 weeks on rural rotations in Year 3. Students enrolled in the rural stream will spend their entire third year as an active member of a rural community.
- Year 4 students undertake an elective term of four or more weeks at an international location of their choice.

### The University of Melbourne

<table>
<thead>
<tr>
<th>Program name</th>
<th>Doctor of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4 years</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>Yes</td>
</tr>
<tr>
<td>Personalised Pathways</td>
<td>No</td>
</tr>
<tr>
<td>Preparation for practice</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity</td>
<td>Graduate program</td>
</tr>
<tr>
<td></td>
<td>Students are required to have specific science prerequisites; mainly to recognise their own Biomedical Sciences degrees.</td>
</tr>
<tr>
<td>Innovation in teaching/assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1st year is integrated bioscience and clinical learning featuring case-based teaching approach.</td>
</tr>
<tr>
<td></td>
<td>• 2nd year is core clinical training years which facilitate learning with patients in a wide range of settings.</td>
</tr>
<tr>
<td></td>
<td>• MD Research Project in the final year in which each student is immersed in a single medical discipline and completes a research project.</td>
</tr>
<tr>
<td></td>
<td>• A capstone ‘PRINT’ semester in which students “rehearse” the skills required for effective and safe clinical practice.</td>
</tr>
<tr>
<td></td>
<td>• An annual medical conference to provide opportunities to interact with leaders in research, policy and clinical healthcare.</td>
</tr>
</tbody>
</table>

### Monash University

<table>
<thead>
<tr>
<th>Program name</th>
<th>Doctor of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4 years</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>No</td>
</tr>
<tr>
<td>Personalised Pathways</td>
<td>No</td>
</tr>
<tr>
<td>Diversity</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Graduate and undergraduate programs</td>
</tr>
<tr>
<td></td>
<td>Students are required to have specific science prerequisites; mainly to recognise their own Biomedical Sciences degree.</td>
</tr>
<tr>
<td>Innovation in teaching/assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cases presented in the problem-based learning sessions.</td>
</tr>
<tr>
<td></td>
<td>• Clinical and communication skills are developed and students undertake early clinical placements in hospitals.</td>
</tr>
<tr>
<td></td>
<td>• Community-based Practice program and participation in learning activities in Indigenous health.</td>
</tr>
</tbody>
</table>

### The University of New South Wales

<table>
<thead>
<tr>
<th>Program name</th>
<th>Doctor of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>6 years</td>
</tr>
<tr>
<td>Foundational Knowledge</td>
<td>Yes</td>
</tr>
<tr>
<td>Personalised Pathways</td>
<td>No</td>
</tr>
<tr>
<td>Diversity</td>
<td>Undergraduate degree</td>
</tr>
<tr>
<td>Innovation in teaching/assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Independent Learning Project</td>
</tr>
<tr>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td>• Clinical Transition Course</td>
</tr>
</tbody>
</table>

### The University of Queensland

<table>
<thead>
<tr>
<th>Program name</th>
<th>Doctor of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4 years</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge</td>
<td>No</td>
</tr>
<tr>
<td>Personalised Pathways</td>
<td>No</td>
</tr>
<tr>
<td>Diversity</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Graduate program with double degree entry</td>
</tr>
<tr>
<td></td>
<td>Provisional Entry (for school leavers) or Direct Entry (for university graduates)</td>
</tr>
<tr>
<td>Innovation in teaching/assessment</td>
<td>• In Phase 2 students undertake ten clinical rotations</td>
</tr>
<tr>
<td></td>
<td>• Diverse rural and regional clinical experience</td>
</tr>
<tr>
<td></td>
<td>• Clinician Scientist track (Concurrent PhD with MD)</td>
</tr>
</tbody>
</table>

The University of Western Australia

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Doctor of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>4-6 years</td>
</tr>
</tbody>
</table>

| Foundational Knowledge | No | Foundations of Medical Practice |
| Personalised Pathways  | Yes| Scholarly Activities program provides students with a choice of 4 streams, which commence in the middle of Phase 2, and conclude at the end of Phase 3. |
|                         |    | • Research                       |
|                         |    | • Service Learning               |
|                         |    | • Health Professional Education Coursework |
|                         |    | • Public Health Coursework       |

| Diversity | 6 year double degree school leavers and 4 year graduate entry |
| Innovation in teaching/assessment | • ePortfolio |
|                                  | • Scholarly Activities |

1.4 Recruitment strategy*

The admission criteria and recruitment of CSPs for the MD will not change, with the requirement to maintain the four year rolling average of 227 Year 1 entrants. Approximately 70 international, fee-paying places will remain available.

The introduction of the MD 2020 will not diminish the demand from students for medical places. This is because the University of Sydney Program has international recognition as a high-quality medical program. Intending students are aware of the high calibre of the teaching staff and of the fact that many of their teachers are international leaders in their fields. The extent and depth of expertise to which students are exposed is not matched in most other Australian medical programs.

Approximately 550-600 applicants are interviewed each year for 180-190 new available domestic places, and approximately 200 applicants are interviewed for 70 international acceptances.

Although the MD has 227 allocated CSPs, 180-190 newly-recruited students begin Year 1 in most years. About 30 students enter Medicine through the 'Double Degree Program'. This is offered to the highest performing school leavers, who are guaranteed entry into the medical program upon satisfactory completion of one of a range of undergraduate degrees in the University of Sydney. The remainder, making up the total of 227 CSPs, comprises students who have deferred Year 1, have suspended candidature during Year 1 or are repeating Year 1 because of academic failure.

There will be no full-fee-paying domestic MD students.

In consultation with Marketing and Recruitment, it was agreed that the proposed benefits and unique selling points of the degree will be highlighted in all marketing collateral, including:
- Sydney Medical School website
- Sydney Courses
- Social media channels (Twitter, Facebook, LinkedIn)
- Print collateral (Program guides, brochures, flyers)
- Content in news channels and websites
- Use of positive graduate feedback in a YouTube video on the University Channel
- Web sites of appropriate organisations where possible

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
1. Marketing and communications strategy

The MD program at the University of Sydney School of Medicine is one of our flagship programs with an established reputation and history of producing high quality graduates and professionals in the healthcare system around the world. The Faculty of Medicine and Health Marketing Team will work closely with Student Recruitment, School and Faculty Leadership and relevant course contacts to ensure the changes to the MD program are highlighted to all prospective students and partners.

The University of Sydney’s marketing and communications strategy is structured around a series of major recruitment events, participation in careers markets (national and international), pipeline conversion campaigns, masterclasses, digital marketing campaigns, and tailored content shared through owned and bought-media channels and through collateral to support our degrees.

The proposed changes, benefits and unique selling points of the MD program will be highlighted in all marketing collateral, including:

- Faculty of Medicine and Health study section on the website
- Sydney Courses application pages
- Social media channels (Twitter, Facebook, Instagram)
- Content for our websites that highlights and outlines these changes, including new videos, student stories, imagery and FAQs from our Course Director
- Redesign of MD Admissions Guide and landing pages

This course will continue to be supported through all of our existing channels and any niche avenues that are identified to ensure its continued success.

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>Doctor of Medicine</td>
<td>NA</td>
<td>$81,344</td>
</tr>
<tr>
<td>University of Queensland</td>
<td>Doctor of Medicine</td>
<td>NA</td>
<td>$76,928</td>
</tr>
<tr>
<td>ANU</td>
<td>Doctor of Medicine and Surgery</td>
<td>NA</td>
<td>$79,728</td>
</tr>
<tr>
<td>UWA</td>
<td>Doctor of Medicine</td>
<td>NA</td>
<td>$78,100</td>
</tr>
<tr>
<td>Monash</td>
<td>Doctor of Medicine</td>
<td>NA</td>
<td>$74,000</td>
</tr>
</tbody>
</table>

1.7 Course(s) to be closed as a consequence of this proposal

This proposed course will replace the existing MAMEDICI-03 Doctor of Medicine course that is currently offered. The MAMEDICI-03 Doctor of Medicine course will be closed in 2025, as we predict that all students who are enrolled in that course will graduate by then.
PART 2: Financial viability analysis

The financial viability template can be found [here].

Proposed Degree Profitability Analysis
Consolidated University - Incremental Cost

<table>
<thead>
<tr>
<th>MD Program</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPHECS</td>
<td>(27.0)</td>
<td>(19.0)</td>
<td>(9.3)</td>
<td>(6.7)</td>
<td>19.8</td>
<td>12.2</td>
<td></td>
</tr>
<tr>
<td>DFEES</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>FEE</td>
<td>(15.0)</td>
<td>(15.0)</td>
<td>(15.0)</td>
<td>(19.1)</td>
<td>96.0</td>
<td>19.3</td>
<td></td>
</tr>
<tr>
<td>Total EFTSL</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gross Revenue</th>
<th>CSPHECS (5910,000)</th>
<th>(5929,624)</th>
<th>(5915,460)</th>
<th>(5222,541)</th>
<th>5646,845</th>
<th>4033,306</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFEES</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>FEE</td>
<td>(12,289,549)</td>
<td>(12,792,520)</td>
<td>(12,924,580)</td>
<td>(12,945,51)</td>
<td>9922,699</td>
<td>1,926,504</td>
</tr>
<tr>
<td>Total</td>
<td>0.0</td>
<td>(12,292,049)</td>
<td>(12,914,041)</td>
<td>(51,229,501)</td>
<td>1,459,509</td>
<td>2,317,871</td>
</tr>
</tbody>
</table>

Direct Costs

| Academic Salary Costs | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Part Time Teaching Costs | (523,276) | (522,692) | (512,300) | (59,925) | 17,787 | 19,705 |
| General Salary Costs | 532,490 | 530,291 | 517,693 | 522,205 | 522,932 | 231,698 |
| Casual Salary Costs | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Degree/PhD Development cost | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other Non Salary Costs | 509,840 | 501,835 | 515,275 | 552,448 | 147,669 | 166,556 |
| Total Direct Costs | 0.0 | 190,279 | 182,219 | 193,116 | 193,691 | 191,819 |

Directly Controllable Margin

| ($3,144,776) | ($3,419,462) | ($3,629,673) | ($1,217,433) | 4,117,017 | 4,016,262 |

Less: UEM DVC Contributions

| ($775,552) | ($897,164) | ($925,332) | ($144,714) | 891,211 | 890,767 |

UEM Capital Levies

| ($358,375) | ($495,653) | ($376,694) | ($209,783) | 333,240 | 353,018 |

UEM Cost Recoveries

| ($317,222) | ($622,219) | ($513,158) | ($73,019) | 305,115 | 412,954 |

($969,308) | ($869,032) | ($561,020) | ($276,646) | 690,990 | 1,036,643 |

Operating Margin

| ($1,449,377) | ($1,661,437) | ($1,056,523) | ($959,087) | 486,511 | 879,769 |

Please note that the main change is in Year 2 of the new MD with earlier clinical exposure at the clinical schools. Additional transitional professional staff, Level 6, Step 1, 1,0FTE (2 roles) will be required to assist with community placements in Year 2. With the review of professional staff currently underway, it is anticipated that this can be managed within the current envelope of FMH funding.

As the Faculty of Medicine and Health evolves over the next few years and there is a level of uncertainty in how each of the clinical schools will be staffed. There is a potential need for additional professional staff in clinical schools, for Year 2 transitional years.

The other major changes in the new curriculum is the move towards programmatic assessment. We will provide staff with training to ensure calibration across clinical schools. Currently Associate Professors Christopher Roberts and Annette Burgess are members of the Education Office who will develop and deliver Faculty Training Programs.
PART 3: Course details

3.1 Course name: Doctor of Medicine

3.2 Course abbreviation: MD

3.3 Start Year: 2020  Start semester: First

3.4 Name of award: Doctor of Medicine

3.5 Combined degree? □ Yes    X No

3.6 Combined type: (if applicable)

□ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions
□ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards
□ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions

□ Yes    X No

3.7 Honours offered?

3.8 Honours type: (if applicable)

□ Appendic 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

□ Yes    X No

3.9 Course group:

□ Undergraduate  X Postgraduate coursework  □ Postgraduate research

3.10 Field of Education (ASCED) codes:

Primary code:  Secondary code: (Combined courses only)

3.11 Course AQF Level

Click the link to view approved accreditation criteria before nominating a Level

□ Level 5: Diploma
□ Level 6: Advanced diploma/Associate degree
□ Level 7: Bachelor degree
□ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma
□ Level 9: Masters degree (research, coursework and extended)
□ Level 10: Doctoral degree

3.12 Short course description: for the UAC Guide, Good Universities Guide

The Sydney Doctor of Medicine is a masters-level degree that provides students with world-class clinical and research training. Graduates are eligible for registration with the Australian Medical Board as a doctor.

The Sydney MD Program is a graduate-entry course leading to the award of a Doctor of Medicine (MD) degree. The Sydney MD Program is accredited by the Medical Board of Australia, and graduates are eligible for registration as medical practitioners at intern level.

The main features of the Sydney MD Program are as follows:

- Preparation for entry through a foundation knowledge course available to all students on enrolment, to ensure assumed knowledge in anatomy, physiology, molecular and cell biology.

- MD Project and Personalised Pathways including dedicated time for MD research project in Year 3 during a 14-week block and opportunities for students to develop skills in specific areas (Personalised Pathways) through elective and selective studies.

- Prepared for Practice by dedicating the whole of Year 4 to full clinical immersion.

- Enquiry-based, integrated, spiral curriculum in which clinical knowledge, reasoning and skills are built on a foundation of biomedical sciences.

- Early introduction of clinical experience in teaching hospitals and community settings.

- Opportunities to undertake research at leading centres of excellence, and international electives.

- Clinical Schools at University of Sydney teaching hospitals.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Vertical Themes
Eight vertical themes which place emphasis on knowledge, skills and behaviours that are seen as priority areas for the Medical School, University and for ongoing professional practice. The MD vertical themes, mapped to the curriculum and assessment are:
1. Basic and Clinical Science
2. Clinical Skills
3. Diagnostics and Therapy
4. Research, Evidence and Informatics
5. Population and Global Health
6. Indigenous Health
7. Ethics, Law and Professionalism
8. Inter-Professional Teamwork

The course can be completed in four years of full-time study.

3.14 Australian Higher Education Statement (AHEGS) Detail

The Doctor of Medicine is a postgraduate coursework qualification, taught in English, requiring the accumulation of 192 credit points over four years of full-time study. Admission is normally on the basis of performance in a prior bachelor's degree program in any field at any recognised university, a written admission test and interview.

Outcomes
Graduates are medical practitioners who are responsive to the health needs of individuals, families and communities and committed to improving the health care system at all levels. They have an advanced body of knowledge and skills consistent with Australian competency expectations for medical graduates. They have the ability to plan and execute a substantial research or professionally-focused project. The MD is organised into eight curriculum themes: Basic and Clinical Sciences; Clinical Skills; Diagnostics and Therapy; Research, Evidence and Informatics; Population Health and Global Health; Indigenous Health; Ethics, Law and Professionalism; and Interprofessional Teamwork. Graduates will have demonstrated satisfactory performance in all eight themes.

Features
In first year, students are given a firm foundation in biomedical sciences which includes an online foundation knowledge course. From this foundation they learn clinical reasoning and basic clinical skills, integrating clinical concepts with biomedical sciences. Clinical exposure will increase in Year 2, in which students will spend an average of 3 days per week in their clinical school and one day a week in community settings. In Years 3 and 4, clinical teaching occurs at large urban hospitals and smaller rural hospitals as well as urban and rural community-based clinics. Dedicated time is allocated to completion of an MD thesis as well as elective blocks for clinical or research study.

Accreditation
The Sydney Medical Program is accredited by the Australian Medical Council. Graduates are entitled to provisional registration by the Australian Health Professional Regulation Authority. Full registration as a medical practitioner requires one year of internship. The Medical Program is recognised in the World Health Organisation Directory of Medical Schools and, subject to further country-specific requirements, graduates are eligible for registration in most countries.

3.15 Expected normal length of candidature:
Full-time Min: 4 Max: 5
Part-time Not available n/a

3.16 Minimum credit points for completion:
192

3.17 Location/campus for student attendance:
X Camperdown and Darlington, Westmead health settings
Cumberland
Rozelle
Conservatorium
Mallett Street
Fully online
Offshore (please specify):

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
3.18 Mode of delivery: Face-to-face teaching X Yes □ No 80%
Will international students be able to study in 'face-to-face' mode for at least 75% of the time each semester? □ Yes □ No
Distance education □ Yes □ No %
Offshore delivery □ Yes □ No %

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

3.20 Does the course involve clinical or industrial placement/experience? X Yes □ No
Student Placement Agreements are currently in place for the vast majority of current and intended clinical sites. The School is working closely with the Office of Clinical Education Support (OCES) to confirm the remaining outstanding agreements.

3.21 Does the course involve internships or overseas study? X Yes □ No
In the elective block students can undertake overseas study at a range of hospitals, health services and research Institutes. The placements are approved by the clinical schools and many are arranged and co-ordinated by the Office of Global Health.

3.22 Other course enrolment requirements: Criminal record check X Yes □ No
Prohibited Employment Declaration X Yes □ No
Health records and Privacy Information Declaration X Yes □ No
Working with Children X Yes □ No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?
The Sydney Medical Program is accredited by the Australian Medical Council. The current program is accredited and submission for a major change to the AMC for accreditation has occurred. Accreditation site visit by AMC is planned for 2019.

3.24 Prohibition (if applicable)
The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not usually allow full time students to exceed the recommended enrolment patterns for its courses. Students who wish to enrol concurrently in postgraduate coursework or Higher Degree by Research will need to fulfil the requirements of the Local Provisions and seeks approval from the relevant Academic. No more than an additional 24 credit points per year of coursework will usually be allowed and this will be reviewed annually.

3.25 Articulation pathway (if applicable): Not applicable

3.26 Proposed commencing year course fee per 1 EFTSL
Domestic fee-paying: $64,500 International fee-paying: $76,000
HECS (Student contribution) $10,754

3.27 Incidental (ancillary) fees (if applicable): Yes

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab coat</td>
<td>$30 - 40</td>
</tr>
<tr>
<td>Stethoscope</td>
<td>$55 - $375</td>
</tr>
<tr>
<td>Tendon hammer</td>
<td>$25-35</td>
</tr>
<tr>
<td>Torch</td>
<td>$15 - $26</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$1,350</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td>200</td>
<td>235</td>
<td>240</td>
<td>227</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td>55</td>
<td>65</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>235</strong></td>
<td><strong>240</strong></td>
<td><strong>227</strong></td>
</tr>
</tbody>
</table>

*PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Institutional Analytics and Planning at an early stage in the development of the proposal.

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

With effect from 2020, the MD Program curriculum will be revised to include more time in clinical settings and preparation for practice as an intern. The changes have been endorsed by Sydney Medical School and are subject to approval by the University of Sydney Academic Board.

Sydney Medical School will offer the current and the new MD, until all students who have enrolled under the existing Resolutions have graduated from the current degree. Individual transitional plans will be made for students who may defer or need to repeat or suspend a year from the current program.

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? The proposal does not involve deletion of a course, but a replacement of the currently running MD Program. Enrolments in this current version of the course have ceased.

PART 4: Admission details
The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway: X UAC X Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study: Medicine

4.3 Assumed knowledge: There is assumed knowledge in Physiology, Anatomy and Biology (cell/molecular). This is at the level of first year University Science units of study in these subject areas. There will be an online Foundational Knowledge Course covering these subject areas, which students will have access to throughout Year 1.

4.4 Minimum education requirements:
- Year 12 (senior secondary certificate) or equivalent
- Relevant employment or professional experience

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
4.5 Estimated or target minimum ATAR (for UG only):

For the ‘double degree medicine’ entry program ATAR 99.95. Alternative pathways available for Indigenous students and via E12 pathway.

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):

- A GPA of 5 (as defined by UAC) for standard applicants and 4.5 for rural or Aboriginal and Torres Strait Islander background applicants.

- GAMSAT: Average GAMSAT score across GAMSAT I, II and III is currently used to select candidates for interview.

- Multiple Mini Interviews (if offered).

- The Faculty of Medicine and Health ranks students for offer based on the unweighted average GAMSAT score and MMI score combined.

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: 24 May 2019
For international students, closing date for applications is: 20 June 2019

4.8 Second semester admission: □ Yes □ No
(if yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase)

4.9 International student admission: X Yes □ No

Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)? □ Yes □ No

If yes, please indicate IELTS equivalent: Overall 7 with a minimum of 7 in each band

Other international student entry requirements:

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 5: External registration codes
Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code: ☐ X Application required ☐ Not applicable
5.2 UAC Code: ☐ X Application required ☐ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

The current MD curriculum was introduced in 2007 as an integrated four-year graduate-entry medical program. Following a major curriculum review in 2006-2007, changes were made to the curriculum, assessment and evaluation which were implemented for Year 1 in 2007. The current system of Stages and an integrated clinical Stage 3 in Years 3 & 4 was also introduced. In 2013, an MD degree replaced the previous MBBS. Several local and national drivers have led to the development of the MD 2020:

- University of Sydney Strategic Plan
- Academic Board led Sydney Graduate Qualities Project
- The AMC and Academic Board reviews of 2015
- International Feedback from ASPIRE in Excellence in Assessment- an internationally recognised award to the Sydney MD Program
- National COAG Health Council and AMC survey on intern-preparedness in 2015 and 2017
- Murray-Darling Medical School Network announcements 2018

The outstanding issues identified in the current curriculum included the need for curriculum mapping to correct misalignments of course content with teaching and learning activities and assessment. An additional issue was the need to rebalance assessments to be more clinically-focused, reflective and workplace-based.

The MD 2020 program represents a new vision of medical graduates in Sydney by aligning the medical program with current and evidence-based pedagogic philosophies and consensus statements on medical student and graduating doctor knowledge, skills and behaviours from national and international bodies such as the Australian Medical Council (2012), General Medical Council (2009), and State education bodies such as HETI.

Mission and Vision
The Sydney MD course delivers excellence in medical education and research training. Our graduates will be prepared for practice to improve the health and wellbeing of all Peoples in Australia and internationally through collaboration in prevention and treatment of disease.

Vision Statement
Developing compassionate, diverse and innovative lifelong learners, who work in partnership with individuals and communities to improve health through clinical care, education and research. The new vision of a Sydney medical graduate is achieved through three broad approaches to curriculum redesign a) Prepared for Entry, b) Personalised Pathways, and c) Prepared for Practice.

a) Prepared for Entry
As a consequence of the proposed final year of study as “Preparation for Practice”, it is necessary to make the time spent on Biomedical Science contextually relevant to medical practice without undue repetition, and the need to “upskill” all students on foundation knowledge that should be gained prior to entry. Currently there are no science prerequisites for entry to the MD and approximately 20% of the cohort enter the MD with a non-science background. Sydney Medical School values this diversity but needs to ensure our students have adequate foundational knowledge.

The Sydney MD will therefore introduce assumed knowledge requirements in anatomy, physiology, molecular and cell biology to allow earlier clinical experience and focus on relevant and applied biomedical knowledge in early years of the MD Program. This assumed knowledge will be provided to students on gaining a Unikkey via an online course. There will be no charge for the course and it will allow self-assessment and support for those students who may not have studied these subject areas. It will be available to all students both prior to commencement and throughout the first year of the MD.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
b) MD Project and Personalised Pathways
There will be dedicated time for students to complete their research project in Year 3 of the program during a 14-week block. The MD program will also provide opportunities for students to develop skills in specific areas (Personalised Pathways) through elective and selective studies and dedicated time out of the MD if appropriate, in addition to the core Units of Study.

c) Prepared for Practice
The Sydney MD has one of the shortest pre-internship blocks (PRINT) in the country, lasting only 4-weeks at the end of Year 4. In the MD 2020, the whole of Year 4 will be dedicated to full clinical immersion, ensuring teaching, learning and assessment focus on key skills, behaviours and knowledge application required of a graduating medical student.

Nationally and internationally Medical Programs are integrated with early and prolonged clinical experience which better reflects the needs and contexts of the patients and communities. There is an acknowledgement by the Review of Medical Intern Training (2015) that Medical Graduates:

"....Enter the health system highly qualified from a variety of university medical programs but with often limited experience in actual patient care and no baseline of work-ready capabilities they are expected to meet, leading to gaps in training and/or potential duplication which serve neither the individual nor the system well..."

Vertical Themes
The key components of the vision are realised by the programmatic assessment of eight integral themes. These will expand on the current themes to include gaps identified by the AMC report (2015) and place more emphasis on knowledge, skills and behaviours that are seen as priority areas for the Medical School and for ongoing professional practice. The new themes will be better mapped to the curriculum and assessment and will not have separate pass/fail requirements that effect progression.

The vertical themes are:
1. Basic and Clinical Science
2. Clinical Skills
3. Diagnostics and Therapy
4. Research, Evidence and Informatics
5. Population and Global Health
6. Indigenous Health
7. Ethics, Law and Professionalism
8. Inter-Professional Teamwork

The overall intent of the MD is to produce graduates who are qualified to be medical practitioners and are ready to undertake vocational postgraduate training in whatever field of medical practice they choose.

Programmatic Assessment
The principle rationale for the introduction of programmatic assessment is the move from a small number of high stakes examinations that assess how much has been learned to a system of assessing for learning, so that students are better able to reach their full potential. The refreshed evidence and practice-based approach to assessment in the MD 2020 program provides assurance to the wide range of stakeholders who have an interest in the quality of the Sydney Graduate.

Programmatic assessment will be underpinned by six key principles:
1. Enhancing student and staff engagement with the renewed assessment program
2. Aligning assessments with learning and teaching activities and the graduate capabilities
3. Progressive longitudinal competency-based assessment within and across the four years of the program
4. The implementation of a system of Learning Advisers to provide guidance to students in strategies for learning and judging the evidencing of that learning within defined standards
5. Managing logistics of assessment with an e-portfolio
6. Clearly defined assessment requirements and standards including progression rules

A programmatic approach to assessment will integrate with other aspects of the students' experience, including student support, professionalism and fitness to practice issues.
6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

The aims of the MD are to produce graduates with the Sydney University Graduate Qualities in a medical context:
- Integrity, compassion, curiosity and inclusion
- A strong basis in the basic sciences applied to clinical practice
- Professional and ethical practice
- Excellence in patient-centred clinical care
- Application of research-based evidence in practice and understanding of health informatics in medical practice
- Ability to plan and execute a substantial research or professionally focused project
- Ability to appreciate and deliver health care within a population and global context
- Culturally competent practitioners
- Ability to work interprofessionally to deliver best patient care

The MD 2020 will ensure that its graduates are responsive to the health needs of individuals, families and communities and committed to improving the health care system at all levels. Successful graduates will maintain life-long, self-directed learning and the pursuit of evidence-based medical practice, initiating, leading and supporting advances in clinical medicine, research, education and community service.

The School of Medicine encourages enrolment of students from diverse backgrounds. To this end, no subject pre-requisites exist for entry (as mentioned above). Alternative entry routes for those of Aboriginal and Torres Strait Islander backgrounds or those from areas of socioeconomic need (E12 Program) will remain.

The MD 2020 curriculum and learning outcomes will align closely with the Graduate Qualities of The University of Sydney. The MD 2020 will offer a distinctive Sydney education through its entry routes, ability to develop personalised pathways, and formal focus on preparation for clinical and research practice beyond graduation. A culture of research and education excellence will develop through innovative approaches to enhance learning.

The MD 2020 will also transform the learning experience (Strategy 5 of the 2016-2020 Plan) by introducing improved and evidence-based teaching modalities such as Team-Based Learning, emphasising the continuous and longitudinal nature of learning in medicine through multi-dimensional longitudinal assessment and an eportfolio, and through new Faculty structures, embedding a coherent and integrated approach to interdisciplinary research and education opportunities for staff and students.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Course specific outcomes:
At graduation, Sydney Medical Program Graduates will demonstrate the following capabilities:

Basic and Clinical Science
- Demonstrates knowledge and understanding of established and emerging biomedical, clinical and sociobehavioral sciences in human health and disease.
- Applies knowledge of the clinical sciences to the health care of patients and the population.

Clinical Skills
- Develops a provisional problem list through appropriate history and examination of patients at each stage of the life-course.
- Ensures the safety of the patient is at the centre of clinical care.
- Communicates with integrity and humility with patients, families and their carers.

Diagnostics
- Demonstrate the ability to select appropriate and relevant tests/investigations in management of patients presenting with acute or chronic problems within their scope of practice.
- Demonstrates the ability to interpret results of diagnostic tests/investigations and plan further acute or long-term management.

Therapy
- Selects treatment options appropriate and relevant to patient context and presentation.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
- Demonstrates the ability to prescribe medicines effectively and safely.

**Research, Evidence and Informatics**
- Attains, analyses, and applies evidence from the available literature to practise and research.
- Understands and can apply the basic principles of scientific research and communication.
- Is able to use health informatics to formulate and solve problems in research or healthcare.

**Population and Global Health**
- Thinks holistically in their provision of healthcare by understanding the social, cultural, historical and political context of medicine and recognising the societal problems that impact health.
- Uses public health methodologies in the improvement of health outcomes.
- Understands the roles and functions of different components of the Australian Health System and social services in order to provide co-ordinated, person-centred care.
- Responds to the needs of individuals or communities they serve through advocacy and activism for change in a professional and socially accountable manner.

**Indigenous Health**
- Demonstrates the ability to think critically in an indigenous health context.
- Demonstrates the ability to act critically in an indigenous health context.
- Demonstrates the ability to be present critically in indigenous health contexts.

**Ethics Law and Professionalism:**
- Demonstrates the principles underpinning professionalism in their scope of practice.
- Demonstrates the ability to engage with others in a culture conducive to achieving high quality patient/population health outcomes.
- Understands the general principles of bioethics and the interactions and tensions between the concepts of autonomy, beneficence, non-malefiance and justice and that these principles must be weighed and balanced in a diverse society.
- Understands the need to take responsibility for their health and wellbeing and career development.

**Inter-professional Teamwork**
- Communicates with respect and acknowledges input from other team members.
- Adjusts communication style to match the team members and team goals.
- Communicates with clarity to reinforce team goals.
- Actively engages with the team goals and prioritises needs of team over personal goals.
- Contributes to the best of their ability and brings their own expertise to the team.
- Recognises limits and seeks help; provides help to other team members.
- Describes and applies knowledge of team dynamics and roles.
- Understands and integrates knowledge of different teams within the health system.
- Demonstrates the ability to be a leader or participant with versatility, appropriate to the context.

### 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.

### 6.4.1 Depth of Disciplinary Expertise:
Graduates of Sydney Medical School will be able to create new knowledge and understanding through the process of research and inquiry, and:

a) Analyse concepts and methodologies within the range of disciplines and sciences of Medicine and synthesise these into a coherent intellectual framework.

b) Weigh and integrate knowledge and skills of biomedical and clinical sciences using clinical reasoning to solve complex problems, across a diverse range of patient contexts and clinical diseases, including the justification and defense of their reasoning.

c) Exercise nuanced judgement within the ethical and regulatory practices of medicine demonstrating intricate understandings of the general principles of bioethics and the interactions and tensions between the concepts of autonomy, beneficence, non-malefice and justice and that these principles must be weighed and balanced in a diverse society.

a) Synthesise knowledge leading to expanded perspectives and insights, and thinks holistically in their provision of healthcare by understanding the social, cultural,
historical and political context of medicine. Respond to the needs of individuals or communities they serve through advocacy and activism to promote the expansion of disciplinary knowledge and practices across a range of clinical, social and scientific contexts.

b) Possess an informed respect for the principles, methods, standards, values and boundaries of their discipline and the capacity to question these.

The Sydney Medical Program is organised into eight curriculum themes:
1. Basic and Clinical Sciences;
2. Clinical Skills;
3. Diagnostics and Therapy;
4. Research, Evidence and Informatics;
5. Population and Global Health;
6. Indigenous Health;
7. Ethics, Law and Professionalism;
8. Inter-Professional Teamwork.

Graduates will have demonstrated satisfactory performance in defined capabilities in all eight themes.

6.4.2 Broader skills:
   a) Critical thinking and problem solving
   b) Communication (oral and written)
   c) Information/digital literacy
   d) Inventiveness

Graduates of Sydney Medical School will be able to use a wide range of information sources effectively in a range of contexts, and will:
   e) Recognise patient, practice, community and their own information needs.
   f) Use appropriate media tools to locate, access and use information efficiently and effectively.
   g) Critically evaluate information, its sources of validity and currency of information.
   h) Use information in critical thinking and problem solving contexts.
   i) Where appropriate engage in shared decision making with patients and colleagues.
   j) Information and digital literacy will be demonstrated through use of a comprehensive range of research tools and strategies to critique medical literature and research.

Graduates of Sydney Medical School will use and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning, and:
   k) Possess a high standard of oral, written, and visual communication skills relevant to their fields of study.
   l) Make effective use of oral, written and visual means to critique, negotiate, create and communicate understanding.
   m) Use communication as a tool for interacting and relating to others, adjusting communication style in a nuanced manner, demonstrating a high degree of sensitivity to given context.

Critical thinking and Inventiveness:
   n) Critical thinking and problem solving will be demonstrated through increasing skills in clinical reasoning and clinical practice.
   o) Inventiveness will be demonstrated through the MD research project and personal pathways. Graduates will demonstrate the ability to critically evaluate, synthesise and create novel ideas and inventions.

6.4.3 Cultural competence:
Graduates of Sydney Medical School will demonstrate cultural competence and sensitivity in the context of patient-centred care. Primarily taught and assessed via Population and Global Health, Indigenous Health, and Ethics Law and Professionalism themes, the graduates will be able to demonstrate:
   a) Effective and culturally appropriate communication strategies with patients across diverse range of simulated as well as authentic clinical learning settings.
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<tbody>
<tr>
<td>b)</td>
<td>Recognise potential errors and biases, in their reasoning patterns, in context of cultural stereotypes, when generating treatment and management plans for culturally diverse patients.</td>
</tr>
<tr>
<td>c)</td>
<td>Effective interaction with diverse range of stakeholders in various clinical and non-clinical settings, recognising and understanding the impact of their own cultural biases.</td>
</tr>
</tbody>
</table>

### 6.4.4 Interdisciplinary effectiveness:

The diversity of learning environments offered to the Sydney Medical School candidates, ranging from formal teaching-learning settings to work-integrated clinical environments provides ample opportunities for medical students to work with, and learn from other healthcare professionals in interdisciplinary contexts. Broadly, the teaching-learning and assessment tasks, as outlined in one of the themes, Interprofessional Teamwork, will ensure that the graduates are able to demonstrate:

- a) Appropriate interprofessional communication skills including verbal, non-verbal and written communication in a respectful, courteous and empathic manner.
- b) Active engagement and collaboration as a team member towards achieving shared goals in clinical and non-clinical activities related to diagnosis, treatment, health communication and management.
- c) Recognition and critical appraisal of their own professional boundaries and respect the expertise and involvement of other healthcare professionals in patient management plans.
- d) Situational leadership, understanding, interacting and adjusting behavior to achieve a common goal.

### 6.4.5 An integrated professional, ethical and personal identity:

Graduates of Sydney Medical School will be able to work independently, safely, and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges, and:

- a) Be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement.
- b) Have a personal vision and goals and be able to work towards these in a sustainable way.
- c) Be intellectually curious and able to sustain intellectual interest.
- d) Be capable of rigorous and independent thinking, responsive to constructive feedback, open to new ideas, methods and ways of thinking.
- e) Be able to respond effectively to unfamiliar problems in unfamiliar contexts.
- f) Be able to identify processes and strategies to learn and meet new challenges.
- g) Work effectively in teams and collaborative contexts.
- h) Take responsibility for your own behavior and health.

### 6.4.6 Influence:

Graduates of Sydney Medical School will strive to exert influence on others, as well as amongst themselves via advocacy, activism, and self-reflection. Graduates will demonstrate:

- a) A sense of agency including confidence, self-awareness as well as leadership skills pertinent to the role of healthcare professionals in improving the outcomes of patient and populations.
- b) The understanding of needs of individuals and communities they will serve in a professionally and socially accountable manner and prepared to use appropriate channels to advocate for these needs.
- c) Awareness of the importance of advocacy and activism to promote, protect and improve local and global health outcomes through their position in the society.
- d) Accountability for responsibilities involved in medical practice, acknowledging, empowering and mentoring others; utilising expertise from a diverse range of sources and viewpoints, with the goal of best clinical and research practice.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

a) **Doctor of Medicine**

Students in the MD Program are required to complete 192 credit points over four years. An overview of required pattern of study is:

- Year 1: 48 credit points in Medical General Foundation Knowledge at 5000 level;
- Year 2: 48 credit points in Clinical and Research Practice at 6000 level;
- Year 3: 48 credit points in Specialty Clinical and of MD Research project at 7000 level; and
- Year 4: 48 credit points in Preparation for Practice at 8000 level.

All units of study are core and need to be completed in a set sequence.

These requirements are explained in detail below, and demonstrated in the pivot diagram below (see Appendix 8 for a larger version and sample Table of Units for the Doctor of Medicine).

As detailed above, our students will be offered an Online Foundation Knowledge Course, upon enrolment into the MD. The Online Foundation Knowledge Course will cover Anatomy, Physiology and cellular and molecular biology. It is particularly aimed at students without a strong health science background and also includes a module on wellbeing, study skills and teamwork.

**Year 1 Foundation**

An orientation and Foundation period of 2 weeks will be followed by systems-based blocks, integrating biomedical and clinical sciences.

Each block below is 4 weeks in duration

- Respiratory
- Cardiovascular
- Musculoskeletal/Immunology
- Endocrinology and Metabolism
- Renal
- Gastroenterology

Sexual Health and Reproduction is a 2 week block and Neurosciences is a 6 week block.

**Year 2 Clinical and Research Practice**

- Year 2 will begin with a two week "Transition to Clinical Practice"- to prepare students for placements on wards and clinics as well as community services.
- Guided Experiential Learning: 8 week block
  - 3 days at clinical school
  - 1 day community placement
  - 1 day Flexible Learning
- Back to Basics Block- Life-span approach from paediatrics to aged care, including clinical sciences and research methods: 8 week block
- Oncology/Haematology/Palliative Care: 8 week block
- Guided Experiential Learning: 8 week block
  - 3 days at clinical school
  - 1 day community placement
  - 1 day Flexible Learning

**Year 3 Specialty Clinical and Research**

- Students rotate through 7-week blocks covering the 4 specialty areas of Child and Adolescent Health, Perinatal and Women's Health, Psychiatry and Addiction Medicine, Emergency Medicine, Intensive Care and Anaesthesia. There are 4 streams with different combinations of the specialty blocks.
- This is followed by a dedicated 14-week full-time period for the MD Project

**Year 4 Preparation for Practice**

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
- Elective: Students chose to study in clinical, research or other related area in Australia or overseas.
- Medicine: Clinical placement with Medical team in clinical school for 8 weeks.
- Surgery: Clinical placement with Surgical team in clinical school for 8 weeks.
- General Practice: Clinical placement in General Practice for 8 weeks.
- Vocational elective: students can choose an area of interest in clinical research or other related area.
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<th>Code</th>
<th>Course</th>
<th>Core</th>
<th>Elective</th>
<th>Barrier</th>
<th>Capstone</th>
<th>Existing</th>
<th>Session(s)</th>
<th>Course Year first offered</th>
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Approved by the Academic Board, 6 March 2018; amended 10 April 2018
b) Embedded Qualifications (Master of Health Studies)

The new MD Program is due to commence in 2020, and as part of the philosophy of ‘Personalised Pathways’, there is an ideal opportunity to provide an exit qualification options. This qualification will be accessible for students who leave the MD program prior to the end of Year 4. The advantage of this exit course is that students can leave the MD Program with recognition of their learning and credit points gained up to the point of exit in the form of a professional Master degree:

- Masters in Health Studies: achieved by successfully completing Year 2/96 credit points of the MD Program;

All students will still enrol in the MD Program as this is an exit degree only. Students would need to apply to Sydney Medical School for internal transfer into the relevant exit degree and have permission to do so granted by the Dean of the Faculty of Medicine and Health. The student would need to be in good academic and professional standing in order to be suitable to receive one of these degrees. The exit qualification will require a new CRICOS code. Details of the exit qualification are included in Appendix 3B, Postgraduate Course Resolutions.

7.2 Pedagogical approach

The overall pedagogical approach will be as follows:

- Ensure that all students have a foundational understanding of the biomedical sciences upon which the practice of medicine depends.
- Progressively expose students to the types of problems that they need to be able to solve in their professional lives.
- Guide students to gain expertise in finding relevant information for clinical decision-making.
- Assist students to gain understanding of and expertise in the processes of clinical reasoning that they will need to solve the types of problems that they encounter, and to gain confidence and competence in the technical skills that they will need to achieve optimal health outcomes.
- Ensure that students also understand the community and population context in which these types of problems arise and present.
- Inculcate appropriate professional behaviours and standards of practice.
- Instill an orientation towards reflection, self-evaluation and lifelong learning.

Our program underpinnings are demonstrated in the diagram below. Key: TBL = Team-Based Learning; CRS = Clinical Reasoning Sessions.

The reformed MD 2020 program will be based on the following principles:

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
• **Entry Pathways:** To develop clear pathways for science and non-science students who have met the academic requirements to enter the MD, so maintaining the diversity of the student body.

• **Integration:** To deliver an integrated and research-informed curriculum that puts the patient at the core of learning, with experience and understanding of the patient journey through the health system, linking with relevant ethical, legal and professional knowledge and behaviours.

• **Biomedical science:** To deliver a biomedical science curriculum that is clinically relevant and focuses on application of biomedical scientific principles, incorporating cell biology and personalised medicine. Collaborative construction of knowledge in teams or groups as well as autonomous learning.

• **Pedagogy:** To use an inquiry-based learning methodology appropriate for the subject matter (eg Team-based learning), delivered in small groups with trained facilitators.

• **Curriculum:** To deliver a spiral curriculum that explicitly builds on prior learning, with clear underpinning vertical themes that reflect the Sydney MD and health service priorities.

• **Learning approach:** To use a blended learning approach to education in the Sydney MD, using online resources that can be accessed on mobile devices, to support and enhance the quality and utility of clinically relevant face-to-face learning experiences. Application of theory to authentic practice will underpin learning.

• **Assessment:** To develop an assessment structure that drives the appropriate learning behaviours and allows students to assess their progress individually and with their cohort. Programmatic assessment will be the basis of assessment over the four year program, with multiple data points collected longitudinally to guide student learning and to develop a full picture of the student strengths and areas for development.

• **Graduated Clinical immersion:** To increase clinical exposure and immersion throughout the MD Program in rural and urban settings with integration into medical teams. Direct supervision of students on wards, in clinics and in community settings by experienced clinicians and educators.

• **Health advocacy:** To produce graduates who have disease prevention, health maintenance and health advocacy central to their practice.

• **Informatics:** To ensure all graduates can utilise health informatics for the benefit of their patients and the broader community.

• **Students as researchers:** To develop a coherent and supported infrastructure for student research, so providing graduates with research literacy skills, opportunities for publication and development of clinical scientist careers. Critical thinking, retrieval and application of evidence will be developed through research methods training and the MD Project.

• **Cultural competence:** To produce graduates who are culturally aware of the needs of Aboriginal and Torres Strait Islander peoples and those from cultures other than their own, and who can deliver appropriate high quality and patient-centred care.

• **Effective transition to workplace:** To ensure graduates are appropriately prepared for the transition to internship practice and engage in the philosophy of reflective practice and continuing medical education.

• **Inter-professional learning:** A key theme in the new program via a sequence of experiences with increasing complexity, mapped over the four years, with a "Passport" of competencies. Work is ongoing within the Faculties of Medicine and Health and Health Sciences to implement this from 2019.

As regards to the mode of delivery, learning and teaching in the MD will rely on multiple instructional methods in a range of settings:

• Interactive on-line materials as pre-reading.

• Inquiry-based learning through large group Team-Based Learning.

• Small-group clinical tutorials, usually held in clinical or simulated settings.

• Human simulation sessions for the development of clinical and communication skills (using human models or actors).

• Technological simulation sessions in simulation laboratories for the development of technical medical skills, e.g. advanced resuscitation.

• Clinical attachments, wherein students are attached to clinicians or clinical teams and participate in the review and management of patients.

• Formative clinical exercises, in which students are required to carry out a focused assessment of a patient under the observation of a teaching clinical supervisor.

• Reflective practice and self assessment through discussion of learning needs with a Learning Advisor.

• Compulsory peer assessment.

*Approved by the Academic Board, 6 March 2018; amended 10 April 2018*
• Conduct of and reporting on a research project.

The overall curriculum design is based on clear learning outcomes, appropriate learning and teaching activities and comprehensive assessment.

Details of each of the four years is as follows:

**Year 1: Foundation**
In the first year of the MD Program, a systems-based approach to biomedical science will be delivered. Because of the new assumed knowledge in anatomy, physiology and cell/molecular biology, the content of the first two years of the current program has been reviewed and condensed to one year to avoid undue repetition and focus on knowledge that is contextually relevant to medical practice. An orientation and foundation period of two weeks will be followed by blocks of the major systems:

- Respiratory
- Cardiovascular
- Musculoskeletal/Immunology
- Endocrinology and Nutrition
- Renal
- Gastroenterology
- Sexual Health and Reproduction
- Neurosciences.

All blocks will be 4-weeks duration apart from Sexual Health and Reproduction (2 weeks) and Neuroscience (6 weeks).

Three days per week will be spent on Camperdown Campus with an inquiry-based learning approach - Team-Based learning (TBL) - with expert facilitation. Content will be mapped to the systems in each block and incorporate themes relevant to the topic. Biomedical sciences will be delivered in a systems-based model, to ensure a sound foundation for clinical immersion in Year 2 and beyond.

One day per week will be reserved as Flexible Learning. With the increasing utilisation of the "flipped classroom" approach, students need time to independently review online material at a time and place convenient to each individual, to help anchor their learning of the week and to support future learning opportunities.

Early clinical exposure will be retained, as this is a hallmark of the MD. Students will spend one-day per week at their clinical schools learning foundation skills in history, examination and procedural skills with a mixture of supervised clinical experience, simulation and near-peer teaching.

**Year 2: Clinical and Research Practice**
Outline:

- Medicine/Surgery Guided Experiential Learning  
  - 3 days at clinical school
- Community placements  
  - 1 day community placement
- 1 day Flexible Learning
- Campus Block - Life-span approach from paediatrics to aged care
- Oncology/Haematology/Palliative care
- Research Methods

Year 2 will begin with a two week "Transition to Clinical Practice"- to prepare students for placements on wards and clinics as well as community services. It will also allow students to gain important skills such as infection control, and other health service mandatory training.

The main focus of Year 2 will be to provide students the opportunities to develop core clinical and professional competencies in clinical placements in hospital and community settings through guided experiential learning. This will be supported by regular uni- and multiprofessional simulation sessions.

Over two clinical blocks of 8-weeks, three days a week will be spent in the clinical schools, allowing students to develop deeper learning with respect to core history taking, examination, communication, clinical reasoning, team-work and procedural skills and professional practice on medical and surgical wards and clinics.

*Approved by the Academic Board, 6 March 2018; amended 10 April 2018*
To better reflect the variety of environments in which patients receive health and social care, community placements one day a week in a range of primary care and community settings will be introduced (e.g., GP surgeries, aged care, rehabilitation, disability and drug and alcohol services). Opportunities for sharing placements with those accessed by other health professional students are being discussed.

The above model allows the MD 2020 curriculum to introduce the concepts of acute and chronic illness, co-morbidity and complexity and the bio-psychosocial contributions to health and disease in relevant clinical contexts. Students will have early introduction to the e-health record, prescribing, and the importance of patient safety and audit and quality improvement. The introduction of a symptom-based approach to clinical learning, will guide students in developing history-taking, examination and diagnostic skills according to common patient presentations (e.g., chest pain, collapse), that are clinically authentic and support development of clinical reasoning skills.

After the first eight week block of Guided Experiential Learning, students will return to Camperdown campus to study in more detail clinically relevant anatomy, pharmacology, clinical pathology, infectious diseases, psychology/psychiatry, normal growth and development, genomics and physiology that will support what they have seen in clinical practice. A lifespan approach will be used with weeks dedicated to childhood; adolescence; acute and chronic medical conditions; drug, alcohol and addiction and aged care. There will also be 2 weeks on haematology and oncology biomedical science to prepare students for the subsequent Oncology/Haematology/Palliative Care block. This Campus block will also involve preparation for the MD project and development of research methodology, data analysis and research appraisal skills, with integrated research methodology into each of the lifespan weeks.

Next is a dedicated clinical block in oncology, haematology and palliative care, areas where students and published research suggest competence and preparation for practice are inadequate. The model of centralised lectures for haematology and oncology, which has proven successful, will be retained, supported by clinical experience in hospital and community settings. Emphasis in oncology and haematology will be in clinics and community rather than the inpatient practice, which though valuable, is skewed towards very sick or terminally ill patients.

The final block is a second clinical block of guided experiential learning, mainly based in the Clinical Schools as described above.

**Year 3: Specialty Clinical and Research**

In the Year 3, students will undertake specialty rotations (Child and Adolescent Health; Perinatal and Women’s Health; Psychiatry and Addiction Medicine; Emergency Medicine, Intensive Care and Anaesthesia) and a specific full-time MD Project for 14 weeks. Each specialty block will be 7-weeks in duration and will be in the clinical schools, with flipped classroom approach, followed by active learning in small group sessions with experts. Clinical immersion will be central to each of the clinical specialty blocks, in clinics, hospital wards and community settings. Frequent clinical assessments will be part of each specialty block.

The emphasis will be on experiential learning, mostly as individuals or in small groups, via engagement with authentic, professionally relevant activities (e.g., clinical cases and problems). Much of the clinical learning will occur by increasing clinical immersion.

**Rural options**

In line with Australian Government policy, 25 percent of local students will complete 50 percent of their clinical experience in Years 3 and 4 at the School of Rural Health or University Centre/Departments of Rural Health. The former has clinical teaching facilities at Dubbo and Orange and the latter at Broken Hill and Lismore. In addition, over 60% of domestic medical students spend at least four weeks in rural practice during their Community Block. The exciting developments of new rural medical Schools in the Murray-Darling Network provide further opportunities for students to engage in long-term clinical placements that are known to increase the likelihood of working rurally.

**MD Project**

During Year 2, students will be allocated to a research project that they will conduct in Year 3. The allocation will be based on personal experience and interest and supported by training in research methods in Year 2. The objective of the 'MD Project' is to add depth to aspects of the medical studies and give students the experience of developing, managing and reporting on a circumscribed project under supervision.
Students will have a wide range of choice for their projects, ranging from an advanced clinical assignment to a small research project. The Project will culminate in a written report or an article suitable for publication.

For students who wish to extend their research studies beyond the formal MD Project period, opportunities will be available in the Elective or for a formal suspension of studies to engage in a year or more in research practice as part of a Higher Degree by Research, before returning to the MD.

**Year 4: Preparation for Practice**

**Outline:**
- Elective term
- Preparation for practice
  - Medicine
  - Surgery
  - General Practice
- Vocational Elective

The final year starts with an Elective Term. This can be in a clinical, research, education or health systems area of study. Students interested in a research career will be able to study in a local or overseas Medical Research Institute or continue working with their MD project team. The ability to observe and work with world-leading translational research teams in one of the University Medical Research Institutes is a huge selling point for the MD. Students may also choose to work in a completely clinical environment in Australia or abroad.

After the elective period, students will undertake full time, extended clinical placements in hospital medical, surgical and general practice settings, working as part of the clinical multidisciplinary team under supervision, cementing and integrating the knowledge, skills and professional attributes developed over the program. The focus of this year will be ensuring that students are prepared for entry into the workplace. The three rotations will include Medicine, Surgery, and General Practice. Students will function on the wards as a member of the team, learning and practising the skills required of a graduate doctor. In General Practice, students will participate in parallel consulting.

Simulation will be included in training and assessment to ensure students have the necessary skills to deal with a range of clinical and professional scenarios they are likely to face as interns. Student-led interprofessional clinics will also be utilised to deepen understanding of the role of teamwork in the management of chronic, complex diseases.

After final assessments, students will be able to undertake a clinical or research elective in an agreed specialty. There is an option here for students to follow their stream of interest, be it clinical medicine, clinical/biomedical/health services research, medical education or further involvement in audit and quality improvement.

A final ‘Back to University’ week will allow students to celebrate with their peers the completion of the MD degree, with invited speakers. An option is to allow students to organise this themselves, a model that has been successful elsewhere.

### 7.3 Assessment procedures

The overall philosophy of programmatic assessment in the new program is that it is continual, competency-based assessment which guides learning though being authentic, timely and relevant. Each element of our proposed assessment regime will include low, medium and high stakes assessments, where possible.

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Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<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>Aligned with the learning outcomes of the 8 themes and relevant pedagogical approaches, the assessment strategy will be based on the principles of programmatic assessment which aims to maximise learning by utilising longitudinal, multiple, and authentic assessments.</td>
<td>The extent to which the revised capabilities of the new graduate outcomes are proportionately achieved will be evidenced by the portfolio-based assessment system, supported by bi-annual appraisal of learning and assessment to-date.</td>
<td>The internal assessment governance system will ensure quality assurance and will be validated externally.</td>
</tr>
<tr>
<td>Written assessments to assess knowledge, understanding and application of the medical sciences associated with breadth and depth of medical practice (e.g. quiz, multiple-choice questions, key feature questions, clinical judgement tests).</td>
<td>The proportion of written assessment will be approx. 40% overall, varying from a higher level in Year 1 and decreasing to approximately 10% of assessments in Year 4, reflecting the curriculum emphasis moving away from didactic teaching of Basic and Clinical Sciences but including diagnostic and therapy.</td>
<td>Internal examiners, informed by research evidence will be used to develop the question bank, standard setting and marking, and principles of decision making.</td>
</tr>
<tr>
<td>Practical assessments of clinical skills [e.g. structured assessments such as Objective Structured Clinical Examination (OSCE); Long and Short Cases; Direct Observation of Procedural Skills (DOPS), and mini-Clinical Evaluation Exercises (mini-CEX); and simulation-based multi-station assessments.]</td>
<td>Overall, approx. 35% of the assessments will be assessment of clinical as well as procedural skills. Whilst the format and the weighting portfolio will vary across the years, the proportion of work-based assessments will be higher in Years 3 and 4 with students fully placed in clinical environments.</td>
<td>For certain assessments such as OSCE, students will be sent to other clinical schools in a randomised manner so that examiners, other than those at their home clinical school, will be assessing them as external examiners.</td>
</tr>
<tr>
<td>Assessment of professional skills and behaviour (e.g. 360°-feedback, peer assessment, critical incident analysis, assessment of reflective skills and components of communication skills inbuilt within work-based assessments.).</td>
<td>Approx 10% of assessments will constitute appraisal of professional skills, including inter-professional practice.</td>
<td>Internal examiners including learning adviser will be involved in these appraisals as well as some cross schools/faculty assessment.</td>
</tr>
<tr>
<td>Research project to assess skills associated with research, evidence and informatics.</td>
<td>While some components of research and evidence appraisal skills may be included in written tests, a 14-week block is dedicated to undertake a specific research project and assessment will be inbuilt within this block, accounting for 15% of Year 3 but 5% overall.</td>
<td>External assessors may be used to judge the quality of the research project output.</td>
</tr>
<tr>
<td>Assessment of knowledge understanding and appreciation for global and local health issues including population health and indigenous health.</td>
<td>This will constitute approximately 10% of overall assessment regime. The assessments will vary in format and will be inbuilt within relevant activities.</td>
<td>Mostly internal examiners such as coordinators of Population and Indigenous Health.</td>
</tr>
</tbody>
</table>

To assist with matching curriculum, student workload, and assessment strategy, the vertical themes will be expressed in terms of overall representation as following:

1. Basic and Clinical Sciences - 25%;
2. Clinical Skills - 35%;
3. Diagnostics and Therapy - 15%;
4. Research, Evidence and Informatics - 5%;
5. Population and Global Health - 5%;
6. Indigenous Health - 5%;
7. Ethics, Law and Professionalism - 5%;
8. Inter-Professional Teamwork - 5%.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
7.4 Assurance of learning

Overall the programmatic assessment system will articulate the collection of a number of assessments which reflect student progress integrated across the eight curricular themes, longitudinally and horizontally. The quality of the assessment and their impact on student learning will be evaluated through staff and student surveys. The results of that quality assurance concerning the robustness of the assessment procedures and the utility of feedback will be fed back to the student, staff and relevant stakeholders. There will be a range of validated assessment formats which fit in with the University Wide Student Assessment principles including:

- Integrated portfolio-based assessments.
- Submitted work including written assignments – which will be structured around a series of triggers that encourage constructivist principles and adult learning pedagogy (clinical case scenario, interviews, experiential activities, reflective analysis).
- Regular in-class formative assessment will assess recall and understanding of important information as well as the application of knowledge through integration of information, analysis of complex situations and problem-solving in clinical situations.
- Summative written assessment will be in the form of mid and end of semester examinations using suitable question types to measure understanding and application of knowledge.
- Group work will encourage collaborative learning with Team-Based and Case-Based Learning groups and will incorporate peer assessment.
- Skills based assessments will require demonstration of knowledge, clinical and communication skills relevant to specific clinical situations for assessing and formulating differential diagnoses, planning appropriate investigation and management plans.
- Regular work-based assessment will require demonstration of clinical competencies covering the eight themes, with a clear matrix and descriptors of achievement.
- Assurance of student learning will be monitored by a Learning Advisor who will meet students twice or three times yearly. The standard which students are expected to achieve will be determined through calibration standard setting. The involvement of the complete cohort in 2 – 3 meetings with their Learning Advisor will ensure that all students have an opportunity of meeting their full potential. Students at risk of failure will be identified early and referred appropriately and may require more frequent meetings with their Learning Advisor or other relevant staff. There is a particular emphasis on student support, professionalism, cultural competency, and interprofessional collaborative practice which will be best captured through the portfolio.
- The Assessment Committee will be responsible for developing and disseminating the required standard for each assessment through means such as rubrics, standard setting and calibration.

7.5 Quality assurance arrangements and program review

Provide details of practices and processes to be implemented to:

| Monitor, measure and achieve quality learning and teaching | All units of study will be reviewed each time they are delivered based on (i) USS data, (ii) Individual comments solicited directly from students by the units of study coordinator, (iii) End of Year surveys (iv) University and national surveys of student satisfaction. |
| Review content, delivery and Resolutions of the course | The UoS will be monitored by the MD Program Committee including academics and present and past students. This committee will convene quarterly to review the course. A report will be provided to the Faculty of Medicine and Health Education Committee. There is an annual Quality Enhancement Event where staff and students meet to review evaluation and quality data and develop action and implementation plans for continuous improvement. |
| Review and rationalise Units of Study for the course | The MD Program engages in external benchmarking in assessment of knowledge through collaborations with the Australian Medical Schools Assessment Collaboration (AMSAC) and Medical Deans ANZ Initiatives. There is collaboration and benchmarking in clinical examinations through the national ACCLAIM group of medical schools, where OSCE stations are shared and there is peer review of OSCE examinations. |

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
In the domain of prescribing, the MD Program engages in the Prescribing Skills Assessment (PSA), developed in the UK and adapted for the Australian context.

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.

For each year in the MD Program there are Block and Term Leads and Year Coordinators. The Block/Term leads and Year Coordinators attend the relevant Year Management and Assessment Committees for operational matters, which report to the MD Program Committee. The MD Program Committee has oversight of academic staffing, curriculum development and delivery, assessment and authentication of student work. Heads of Schools, Vertical Theme Leads and Year Coordinators are members of the MD Program Committee. The Year Coordinators and Theme Leads will work with individual discipline leads as appropriate to ensure core discipline content is delivered in a coherent manner across the four years of the MD Program.

The MD Program Committee reports to the FMH Education Committee and then to the Faculty Board, where formal approvals are given.

### 7.6 Student workload

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Online total lectures - 5 hours</td>
</tr>
<tr>
<td></td>
<td>Independent study - 5 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>9 to 12 hours</td>
</tr>
<tr>
<td>Independent study</td>
<td>Clinical day teaching - 4 hours tutorial + 3 hours clinical skills teaching</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

#### Workload for assessment tasks

Student workload is managed by the structuring of the timetable and assessment tasks. Each week has a similar format with in-depth sessions covering all major biomedical, clinical and population health aspects of the key disease(s) of the week, discussed in a variety of formats and aligned with well-planned programmatic assessment. The aim is to maximise learning and encourage depth of disciplinary expertise in clinical medicine. The assessment tasks are spread over the academic year and the timing and submission is monitored by the Assessment and Evaluation Unit to ensure there is no overlap and conflicts do not occur. Electronic submission will be used where appropriate, and electronic delivery of knowledge-based assessments are being piloted.

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.

Comparators have been sought with other universities offering a four year graduate degree program, and by reflecting on workload evaluations of previous iterations of the Sydney Medical Program. The workload is similar to other graduate Medical Programs and University of Sydney Doctor of Medical Dentistry and Doctor of Veterinary Medicine degrees.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

The principles of programmatic assessment will require a balance between assessment of learning and assessment for learning. Assessment will not be seen as additional and episodic but will be integrated. Each year will see an evaluation which will capture the student perceptions of work load, related to contact time, study and assessment loads, with the results being fed back to the course leadership team.

### 7.7 Academic advice, support and student representation

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
All medical students have access to many Sydney Medical School staff members who can provide academic advice, support and mentorship. These staff members are variously located on the main University campus and in the Clinical Schools. They include:

- The Director of the Medical Program.
- Academic Leads for each year, who are available to provide counselling on academic matters and matters at the academic/personal intersection.
- Academic Leads for Assessment, Evaluation and Team Based Learning.
- Heads of Clinical Schools.
- Academic Leads in the Clinical Schools.
- Tutors who have longitudinal associations with small groups of students, e.g. Clinical skills tutors.
- Academic Leads for Research, who will have an increasing role in advising students on research for the ‘MD Project’ in conjunction with Research Coordinators in all Clinical Schools.
- Student support staff at Central campus for Years 1 and specific personnel identified at each of the clinical schools in Years 2, 3 and 4

Student representation in curriculum and operational decisions will continue through the Sydney University Medical Society. The Director and Year Coordinators meet monthly with student representatives. Student representatives attend and participate in all curriculum and evaluation committees and will have substantial input into details of the implementation of the MD 2020.

The Sydney Medical Program has recently initiated a Wellbeing Program available to all students. These include seminars, workshops and online resources. A WellSMP website is also available with recommended tools to monitor and manage mental health and contacts to address issues of burnout, anxiety and depression in medical students.

7.8 Remediation and reassessment

Students will have clear assessment tasks in a variety of appropriate formats that are integrated across the eight themes. Students need to be satisfactory in all assessments to progress to the next year. An eportfolio will capture longitudinal progress of the student, and contain evidence of attainment of capabilities through high and lower stakes assessment, feedback and reflection. Appraisal will take place with a Learning Adviser usually two-three times yearly. Students who do not demonstrate achievement of the stated standard (through portfolio review and assessment results) will be provided with remediation and further assessment.

7.9 Combined degrees and inter-faculty arrangements

The MD Program is offered as a dual degree with the Bachelor of Arts and Bachelor of Science, however students complete their partner degree prior to commencing the MD Program.

Concurrent degree enrolment is as per current local provision and in alignment with the Coursework Policy, with formal approval given by the relevant Academic.

7.10 Influence of external accreditation or other professional requirements

The MD Program is required to meet the standards defined by the Australian Medical Council-Standards for Assessment and Accreditation of Primary Medical Programs.

The AMC has informed the SMS that the MD 2020 constitutes a major change and the AMC has requested a stage 1 submission by the 19th February 2019. This will be followed by a full submission to the AMC with a site visit planned in June 2019.

The MD Project, which is the Capstone experience, will involve 14-weeks full-time supervised research study at AQF Level 9.

7.11 Joint ventures with other universities

Joint ventures are not offered at this stage.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
### Resolutions

#### Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

| 7.12.1 Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1 | No |
| 7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | Yes |
| 7.12.3 Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses) | Yes |

#### Academic dress

| 7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

#### Transitional arrangements

| 7.12.5 Last semester intake under existing Resolutions | Domestic | 227 students |
| 7.12.6 Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students? | No |
| 7.12.7 For course deletions, advise the last date for enrolments into the existing course | For domestic students, closing date for applications for entry into the last year of the current MD was: 29/05/2018 |
| 7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students | For international students, closing date for applications to the last year of the current MD was: 21/06/2018 |
| 7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions | Emails attached |

We will offer the current and the new MD until all students who have enrolled under the existing Resolutions have graduated from the current degree. Detailed planning for transitional years is in place, with arrangements for students who may need to repeat or suspend a year from the current program. Students requiring to repeat Year 1 of the current MD will enter the new Program. Students who repeat Year 2 from the current MD will have a bespoke year utilising the new program which aligns with the learning outcomes of the previous MD and supplementing with additional teaching and learning activities as required. Stage 3 of the current Program can continue to be offered concurrently with the new program as it is predominantly clinical placements. Planning

*Approved by the Academic Board, 6 March 2018; amended 10 April 2018*
is in place to ensure students in current and new programs achieve the intended learning outcomes.
PART 8: Resources

8.1 Teaching and support staff

8.1.1 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)

The MD 2020 will be delivered within the envelope of the current staffing.

8.1.2 What are the strengths of the department/school relevant to this proposal?

The Assessment Unit at the Faculty of Medicine and Health has won the Aspire award (awarded by Association for Medical Education in Europe). This recognises an outstanding medical assessment program internationally. The assessment unit has run two national benchmarking projects and co-ordinates assessment research nationally on standard setting. It is at the forefront of new developments in assessment (e.g. eOSCE and online written exams). This augers well for developing and implementing a new assessment regime for the MD 2020.

8.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

The School of Medicine makes extensive use of staff not on the University’s formal payroll. These are of two types:

(i) staff who are employed by Local Health Districts and whose salary (in part or in entirety) is reimbursed to the Local Health District by the University;

(ii) volunteers who are not expressly remunerated in any form for their teaching and supervision. Most of the volunteers are Local Health District staff who regard the teaching of medical students as part of their normal overall spectrum of duties. Others are specialists in private practice or retired doctors or medical scientists who enjoy teaching medical students and do it ‘for free’.

Monitoring, supervision and retention of staff who are not on the University payroll or otherwise remunerated by the University has always been a challenge. All teaching personnel are advised that they will receive detailed student feedback, regardless of their employment status with the University (most medical practitioners want feedback because it can be used for Continuing Medical Education points).

Feedback is monitored and, if indicated, pro bono teachers are given the same support to improve their teaching performance as staff paid by the University. Formal teacher training programs are offered at all the clinical schools, both metropolitan and rural. A formal program of up-skilling and training of coaches and tutors will occur at all the clinical schools in 2018 and 2019, focusing on the principles of programmatic assessment and feedback.

8.2 Teaching space and related facilities

The need for teaching space will not change as a consequence of the MD 2020.

<table>
<thead>
<tr>
<th>8.2.1 Teaching rooms</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.2 Lecture theatres</td>
<td>N/A</td>
</tr>
<tr>
<td>8.2.3 Laboratories</td>
<td>N/A</td>
</tr>
<tr>
<td>8.2.4 Staff offices</td>
<td>N/A</td>
</tr>
<tr>
<td>8.2.5 Storage or other space required including any which needs to be rented externally</td>
<td>N/A</td>
</tr>
<tr>
<td>8.2.6 Professional placement locations</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8.3 IT requirements

The need for computer technology and other equipment will not change as a consequence of the MD 2020.

<table>
<thead>
<tr>
<th>9.3.1 Computer technology</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.2 Other equipment</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8.4 Library resources

The need for library resources will not change as a consequence of the new MD 2020.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
APPENDIX 2:

University of Sydney Medical School for coursework courses

1. Resolutions of the University of Sydney Medical School for coursework courses

These resolutions apply to all undergraduate and postgraduate courses in the School, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

1 Admission to candidature

(1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.

(2) Where postgraduate courses in this School (other than the Doctor of Medicine) have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.

(3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Master degree with Head of Discipline approval.

(4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Master degree with Head of Discipline approval.

2 Enrolment restrictions

The Coursework Rule (2014) limits the maximum number of credit points students may take in any given semester. The School does not encourage full time students to exceed the recommended enrolment patterns for its courses.

3 Time limits are governed by the Coursework Rule (2014), Clause 4.2(2)

4 Enrolment, suspension, discontinuation and lapse of candidature

(1) The Coursework Rule (2014) specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.

(2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

(3) The candidature of a student who has not re-enrolled and who has not obtained approval from the School for a suspension of candidature for the relevant semester will be deemed to have lapsed.

(4) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the School.

5 Credit

(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.

(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
6 Cross institutional study

(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student to complete a unit of study at another institution and have the unit credited to the student’s course requirements, provided that:
   (a) The unit of study content is not taught in any corresponding unit of study at the University; or
   (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.

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

Part 3: Studying and Assessment

7 Attendance

The attendance requirements for the Doctor of Medicine are outlined in the Sydney Medical School - Sydney Medical Program Attendance Provisions 2016. Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy

(1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.

(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
   (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
   (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
   (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney Coursework Rule (2014) provides full details of the University policy and the procedures for applying for special consideration.

10 Re-assessment

(1) In this School re-assessment is offered to students whose performance is in the prescribed range and circumstances.

(2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

(3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

Part 4: Progression, Results and Graduation

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
11 Satisfactory progress

(1) The School will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

(2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

12 Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[ WAM = \frac{\sum(Wc \times Mc)}{\sum(Wc)} \]

where \( Wc \) is the unit of study credit points \( x \) the unit weighting and \( Mc \) is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning school. In this School, junior units are weighted 1, intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

13 Course transfer

A candidate for a Master's degree or Graduate Diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

14 Transitional provisions

(1) These resolutions apply to all students who commenced their candidature after 1 January 2019.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

Doctor of Medicine (MD)
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 Sydney Medical 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>Credit required</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctor of Medicine</td>
<td>392</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Health Studies</td>
<td>96</td>
<td></td>
</tr>
</tbody>
</table>

2. Attendance pattern
(1) The attendance pattern in the Doctor of Medicine (MD) and its embedded courses is full-time only.

3. Master's type
(1) The Doctor of Medicine and its embedded course are professional masters courses, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence
(1) The embedded courses in this sequence are:
   (a) Master of Health Studies;
   (b) Doctor of Medicine.
(2) All candidates will be admitted to and enrolled in the Doctor of Medicine.
(3) A candidate for the Doctor of Medicine may, with the permission of the Dean, elect to discontinue study and graduate with a lower award from the embedded sequence, provided that:
   (a) for the Master of Health Studies, the candidate has successfully completed 96 credit points.
(4) Only the highest degree for which the student is eligible in the embedded sequence will be awarded.

5. Streams
(1) Streams are not available in the Doctor of Medicine or its embedded courses.

6. Cross-faculty management
(1) Candidates in the Doctor of Medicine and its embedded courses will be under the general supervision of the Faculty of Medicine and Health until the end of the semester in which they complete the requirements for the course.

7. Admission to candidature
(1) Subject to subclause 7(2)(m)(n)(o) below, available places will be offered to qualified applicants based on merit, according to the following admission criteria.
(2) Doctor of Medicine
   (a) Admission to the Doctor of Medicine requires completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either:
      (i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
      (ii) bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
      (iii) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean of the School of Medicine.
   (b) In assessing sustained academic performance, the Dean may, at his or her discretion, consider performance in the Bachelor’s degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
      (i) performance in admissions test(s) approved by the Dean to a standard considered satisfactory by the Dean; and
      (ii) performance in an interview to a standard considered satisfactory by the Dean.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(c) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition:

(i) have completed within this 10 year period, or completed prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:

- a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
- a postgraduate degree or postgraduate diploma at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or diploma accredited at Level 8, 9, or 10; or

(d) have demonstrated to the satisfaction of the Dean sustained research productivity in a relevant discipline within this 10 year period.

(e) An applicant will not be admitted to candidature for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.

(f) The official results listed on the applicant’s transcript, and his or her admission test results, will be taken as the awarding and testing authorities’ assessment of the academic standards reached by the applicant, taking due account of disability, illness and misadventure according to the authorities’ policies.

(g) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the Doctor of Medicine. For this purpose, students are considered to have commenced the course at the time of their first enrolment.

(h) The Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:

(i) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney;

(ii) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and

(i) Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 7(2)(h), the Dean will consider:

(i) the circumstances leading to the applicant’s request for admission;

(ii) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;

(iii) the academic performance of the applicant in his or her previous course in medicine; and

(iv) the availability of places in the Doctor of Medicine in the relevant year.

(j) The Dean may, prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 7(2)(i), require the applicant to undertake a written and/or clinical examination that permits entry into the relevant year.

(k) The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.

(l) A committee consisting of the relevant Faculty Associate Dean, Dean of Sydney Medical School and Director of the Sydney Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

(m) For admission through the Indigenous Entry Pathway for applicants with a postgraduate degree:

(i) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015; and

(ii) applicants must have completed a postgraduate degree within three years before 1 January of the year in which the applicant is seeking admission, which is either:

- a postgraduate degree accredited at level 9 or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
- a postgraduate degree at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree is equivalent to an Australian postgraduate degree accredited at Level 9, 10; and

(iii) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean of the School of Medicine.

(iv) In assessing sustained academic performance, the Dean may, at his or her discretion, consider performance in the postgraduate degree; and

- performance in admissions test(s) approved by the Dean to a standard considered satisfactory by the Dean; and

- performance in an interview to a standard considered satisfactory by the Dean.

(n) For admission through the Indigenous Applicants Facilitated Entry Scheme:

(i) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015;

(ii) applicants may be admitted with:

- a lower academic performance than the requirement for standard applicants; and/or

- performance in admissions test(s) approved by the Dean to an adjusted standard considered satisfactory by the Dean; and

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
8. Requirements for award

(1) **Doctor of Medicine**

   (a) All units in the Doctor of Medicine are prescribed and must be taken in the year of enrolment to which they correspond.

   (b) To qualify for the award of the Doctor of Medicine, a candidate must successfully complete 192 credit points across the four years.

(2) **Master in Health Studies**

   (a) Candidates must complete 96 credit points that comprise Years 1 and 2 of the Doctor of Medicine.

9. Recognition of prior learning

(1) Advanced standing and credit for previous study is not available for the Doctor of Medicine, except where approved by the Dean for the purposes of subclause 7(2)(h).

10. Progression rules

(1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Faculty Local Provisions and Faculty Resolutions.

(2) Details of assessment requirements in each Year, including the structure, content and expected standards, are available for enrolled students in the Unit of Study Outlines, the Handbook and on the Learning Management System.

(3) In each year there will be an integrated portfolio-based assessment, involving a range of assessments using the following formats:

   (a) Exams and in-class assessments;

   (b) Skills-based/clinical assessments;

   (c) Group assessments;

   (d) Submitted works of capabilities as approved by the MD Program Committee.

(4) Assessments are integrated across themes and across the Units of Study each year.

(5) Candidates who do not meet the attendance requirements of each year, as detailed in the faculty local provisions: Sydney Medical School - Sydney Medical Program Attendance Provisions 2016 will need approval from the Director of the Sydney Medical Program and/or the relevant Progression Committee to continue their candidature and/or to take the examinations.

(6) In accordance with faculty local provisions: Sydney Medical School – SMP Professionalism Requirements Provisions 2017 and Sydney Medical School - SMP Professionalism Provisions 2016, candidates who demonstrate serious or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.

(7) Candidates who fail a year will repeat all units assigned to the applicable year in their entirety.

(8) Candidates may only repeat one of any of Year 1, Year 2, Year 3 or Year 4. Candidates who fail more than one of Year 1, Year 2, Year 3 or Year 4 will be required to show cause as to why they should be allowed to re-enrol. Failure to show cause may result in exclusion from the course.

(9) Candidates must complete all Units of Study scheduled in the one calendar year in order to progress to the next year. This Clause may be waived in exceptional circumstances, as determined by the Director of the Sydney Medical Program.

(10) Candidates who withdraw at any point in time of any year will be required to repeat all of the applicable year.

11. Cross-institutional study

(1) Cross-institutional study is not available in the Doctor of Medicine or its embedded courses.

12. International exchange

(1) International exchange is not allowed in the Doctor of Medicine or its embedded courses.

13. Award of the master’s degree, graduate diploma and graduate certificate

(1) The Doctor of Medicine will be awarded in the pass grade.

(2) The Master of Health Studies will be awarded in the pass grade.

14. Course transfer

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
15. Commencement of these resolutions

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

2. Candidates who commenced prior to 1 January 2020 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are met by 1 January 2029. 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

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>
<tr>
<td>Text here</td>
<td></td>
</tr>
</tbody>
</table>

This section to be completed by library staff

Library resources required

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
</table>

The Library subscribes to multiple key Medicine databases used in teaching and research, including:

- Medline
- Embase
- CINAHL
- BMJ OnExamination
- eTG Complete
- DynaMed Plus
- UpToDate
- BMJ Best Practice

The Library also subscribes to essential journal articles and purchases digital and print copies of medical monographs.

**Initial costs of acquiring basic resources (digital and non-digital)**  
Monographs (including multimedia resources, reading list items and multiple copies)  
nil

New Medicine monographs are automatically purchased as part of an approval plan provided by GOBI. eBooks are purchased where available.

New journal titles (including back-runs)  
nil

Additional databases / digital resources  
nil

**Ongoing costs of resources**  
Annual costs of maintain new subscriptions (journals and databases)  
nil

**Additional resource requirements**

The Academic Liaison Librarian (ALL) will be in regular contact with program coordinators. This ensures that requirements for additional resources can be promptly responded to and supported where possible.

**Comments**

MD students will have access to the Medicine for Students subject guide, which contains and links to content relevant to the MD Program, as well as other potentially relevant guides (EndNote, Systematic Reviews, Referencing and Citation Styles, Evidence Based Practice, and Data Analysis and Visualisation). The ALL will support and collaborate with the program coordinators with the creation of e-learning materials.

**Implications**

Existing library staffing, services and resources are adequate to support the requirements of the proposed course. The University Library already extensively collects monographs and journals in this area of study.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Depending on enrolment numbers, the Library might need to increase the number of licenses for eBook/database access; the need for the increase is to be determined when the course commences and is subject to the available Library budget.

| Estimated number of hours – 5 per week |

**Library Director’s comments**

The Library is aware of the new MD and its requirements. The front page has been signed by the Library Director.

*The Library Director should sign on the front page.*
Sydney Medical Program- full course proposal
Submission to the CCPC for approval

Issues raised by CCPC
1. Provision of a summary of the review outcomes mentioned and their means of addressing the curriculum re-design was suggested.

Response: As part of the process of the renewing the MD program, a wide-ranging review of survey data and accreditation recommendations for improving the MD Program were analysed to inform the changes. These included the AMC review of the Sydney Medical Program 2015; the Wilson report on Review of Medical Intern Training (2015) and the AMC/Medical Board of Australia survey of interns about Preparedness for Practice (2017). In addition, we received detailed feedback on our assessment process from the ASPIRE award on behalf of the Association for Medical Education in Europe (2017). We also wrote to 36 stakeholders about outcomes expected of medical graduates and received responses from 15 (Appendix 1).
To summarise the feedback and sources which informed our changes:

<table>
<thead>
<tr>
<th>Organisation review</th>
<th>Recommendations</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMC accreditation of SMP 2015 recommendations</td>
<td>• Review the capacity of the Population medicine theme to take a more assertive role in the teaching of evidence-based practice, epidemiology and other aspects of public health</td>
<td>○ Public Health involvement in interdisciplinary seminars weekly with Indigenous Health and Ethics Law and Professionalism themes in year 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Research Methods in Year 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ MD Project in year 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Evidence based sessions in year 2, 3 and 4</td>
</tr>
<tr>
<td></td>
<td>• Complete work to refine course learning objectives (Standard 3.4)</td>
<td>○ Theme outcomes defined, mapped to year outcomes, mapped to learning activity outcomes</td>
</tr>
<tr>
<td></td>
<td>• Create an overarching interprofessional learning framework for the curriculum to ensure consistency in outcomes across sites (Standard 4.6).</td>
<td>○ Interprofessional Teamwork is a vertical theme in the new curriculum. An overarching framework has been designed with a “passport” involving increasingly complex IPL activities culminating in student-led interprofessional clinics in year 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Clear links with interdisciplinary effectiveness Graduate Quality</td>
</tr>
<tr>
<td></td>
<td>• Review the balance of formative and summative assessment, written and clinical, and sub-specialty versus generalist content (Standard 5.2).</td>
<td>○ Programmatic assessment addresses this with multiple assessments from low to high stakes and greater emphasis on clinical and work-based assessments, relevant to preparation for practice</td>
</tr>
<tr>
<td></td>
<td>• Consider policies to allow entry for students from low socio-economic</td>
<td>○ involvement in E12 program in 2018; Alternative Indigenous entry pathways with no requirement for GAMSAT or Bachelor degree</td>
</tr>
<tr>
<td>Review of Medical Intern Training (AHMAC) 2015</td>
<td>backgrounds and monitor their entry (Standard 7.1.3)</td>
<td>• internship should have entry requirements that reflect agreed and defined expectations of work-readiness that graduates must meet before commencing and by enabling a more defined role for students in the clinical team.</td>
</tr>
<tr>
<td>ASPIRE to Excellence award in Assessment 2017 (Association for Medical Education in Europe)</td>
<td>• Student directed to electronic resources, not clear how humans interact to determine if or what support would be most beneficial</td>
<td>• Introduction of Programmatic Assessment with Learning Advisors to guide students utilising portfolio review with feedback and ability to identify students who require remediation and a learning plan</td>
</tr>
</tbody>
</table>
| **AMC/MBA Survey of Preparedness for Internship (2017)** | **What areas were interns felt less prepared:**
- Prescription of medications and IV fluids
- Make diagnosis
- Interpret investigations
- Nutritional care
- Report errors
- Use audit for patient care | **What the new program introduced:**
- Year 2 introduces students through guided experiential learning to clinical reasoning with explicit investigation sessions
- Clinical audit and reporting of errors is introduced in year 2 and re-visited in the authentic environment of the ward in year 3 and 4
- The focus of year 4 is preparation for practice, preparing students to prescribe, interpret investigations, assess deteriorating patients and be ready to function as an intern
- **Importance of shadowing: contact with JMO's who still in medical school**
- This is the foundation of the preparation for practice year in surgery and medicine |
2. The recommendation seems to involve phasing out the existing Doctor of Medicine and the introduction of two new awards, the Master of Health Studies and the Master of Clinical Health Studies.

Response: The MD is not being phased out, but renewed in its structure, pedagogical approach and assessment with the introduction of personalised pathways so students can extend themselves in areas of interest to them. The Master of Health Studies is an option for students who do not wish to continue with the MD, to leave the program with some recognition of their learning. We are happy to have a single exit opportunity at the end of Year 2 with the Master of Health Studies if this will simplify matters.

Students will still apply and enrol into the MD. This is essential for marketing and recruitment purposes. It will be a reputational risk if we require students to enrol in a Master of Health Studies first then "transfer" to the MD.

3. The 48 Credit-point Value of Proposed Units of Study: Implementation problems, the nature of student progression, and the effect on the student experience related to matters concerning assessment, special consideration, and the means of identifying and supporting at-risk students. Induced stress of the assessment decision not being finalised until the end of each year; student progression for those who do not pass the year;

Response: Currently the MD makes decisions about students at the end of each year, based on an aggregation of assessments across 4 themes. Our progression rules clearly state what is required to progress to the next year. In the MD 2020, we propose a structure which will enhance the student experience with learning advisors, as suggested in the Aspire award, to provide students with feedback through the year and plans for remediation, if required. This strategy will identify and support at-risk students with clear learning plans to address identified deficiencies. The experience of Otago Medical Program using this system is that students are much more aware of what is required of them to successfully pass the year and it is transparent if the student has not met the requirements of the remediation learning plan. Decisions cannot be made until the end of the year as programmatic assessment requires cycles of assessment, feedback and remediation before a final high-stakes decision is made.

4. Associate Professor Masters considered the case for 48 credit-point units to rest on the 2-D integration of the 8 themes across what would otherwise have been individual, smaller units and the need to assess progress in those themes by consideration of the results in what would have been individual units of study. He saw an artificiality of those units, given that the ultimate assessment and decision on progression to the next year (the 3rd dimension) is made at the end of the year. In addition, the degree is completely prescribed, with no options.

The Chairs, Associate Professor Masters and Edwina Grose supported the proposed solution of a 2 X 24 credit-point strategy to meet the Faculty’s needs, whereby the marks for the Semester 1 unit are backfilled after Semester 2. Capacity to configure these units of study in Sydney Student. Current configuration is underpinned by the two-semester model, where each additional teaching period is linked to one of these for the purposes of reporting, ESOS compliance and progression, and examinations and result release processes. A 48cp unit structure would not be compliant against ESOS nor DET reporting requirements.

Response: A 48 cp unit structure reflects the teaching, assessment and progression requirements of the current and new MD and would solve many of the appeal and progression issues of the current MD. We have previously been advised that it would be theoretically possible to report to DET for 2 semesters for a full year 48cp unit, but this would require some changes to current reporting and/or a manual reporting for the MD. We believe that some other courses are currently reported to DET
outside of the usual automatic reporting of student load and results. However, we recognise that ESOS and visa requirements would be problematic.

We have now completed more detailed consultations with a range of operational staff including senior staff in student services, Academic Board and Institutional Analytics and Planning.

While a 2 by 24 cp academic model with first semester remaining UCN until the end of the year would fit the proposed MD for Years 1 and 2 it complicates the proposed streamed delivery of the curriculum in Years 3 and 4. However, Student Administrative services have proposed a solution to our requirements, that is; the MD would be set up in the “back end” of Sydney Student with 2 by 24 cp units for each year, but on acceptance to the MD students would be automatically enrolled in both 24 cp units of study each year so from the student perspective they would be enrolled in MD Year 1, MD Year 2 and MD year 3 and MD Year 4. The progression rules could then refer to the four years rather than units of study and the student transcripts would also only reflect each year of the MD. We would work with Student Administrative services to tailor the transcript information. We have been informed that this model is used elsewhere in the university and thus would expect minimal impact on other systems such as USS evaluations and Canvas. Nevertheless, if approved in principle, a working group would be set up to investigate all intended and unintended consequences.

5. Programmatic assessment It was observed that programmatic assessment as an education strategy underpins the curriculum. It was suggested that clearer definition was needed in the documentation. Professor McAlistier observed that the statement concerning the overall philosophy of programmatic assessment (p. 35 of Agenda pack) does not entirely match how it is described by its originators (e.g. Van der Vleuten et al., 2017: http://www.ceesvandervleuten.com/application/files/4515/1964/1509/Van_der_Vleuten_-_Programmatic_Assessment.pdf). Clarity is needed concerning how the principles have informed the curriculum structure and how the principles/strategies on page 23 (Agenda Pack) relate to it and unit of study design (particularly the assessments) facilitate this approach. A key part, as mentioned in this proposal, of a programmatic assessment approach is to “provide more detailed feedback and support at each stage of their progress” (p. 11). This is touched on throughout the document but not really clear on how it is intended to practically do this and how this informs assessment decisions. I presume it is via the ePortfolio and Learning Advisors but practically how this ensures cycles of feedback for learning and remediation if required isn’t clear. Furthermore, Van der Vleuten et al point out that implementing programmatic assessment is a significant change process and needs more than staff professional development (important but only part of implementing this change). More information on this aspect and governance strategies to ensure quality implementation across the multiple schools involved in delivering the MD is needed.

Response: We acknowledge that Programmatic Assessment can be seen as an educational design strategy that underpins the curriculum, as well as a major assessment strategy. The MD 2020 has formally engaged with team at Maastricht led by Cees Van der Vleuten (http://www.ceesvandervleuten.com/application/files/4515/1964/1509/Van_der_Vleuten_-_Programmatic_Assessment.pdf). So far there has been a series of video conferences, and a face to face workshop in Basel. We have also conducted exchange visits and ongoing discussions with Lambert Schuwrth who has led the implementation of programmatic assessment at Flinders University. Programmatic assessment is not a “one size fits all” but has to be customised to the local context. This includes attention to the nature of feedback and decision-making, faculty preparedness, quality assurance challenges, and resources. We have addressed each of these carefully in the proposal. In a recent international consensus on good assessment in health professional education, Nocini et al.,

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draw a careful distinction between the assessment of learning and the assessment for learning. The weights given to the criteria, or elements of the framework, that apply to these two different purposes of assessment will also differ. Programmatic assessment promotes a balance between assessment for learning and assessment of learning, in a context where the dominant form of medical student assessment has focused mainly on assessment of learning. By using purposefully selected multiple assessment tasks, each representing a single data point, combined over a period of time, programmatic assessment generates a longitudinal flow of information about a student's progress in various competency or outcome areas. Information about students is collected (longitudinally), collated (triangulation), and connected (quality of information) so that decision-making about the implications of that information is aligned with the professional judgement of assessors. Triangulation across assessment instruments provides meaningful information about a learner's strengths, weaknesses and progress. This is in contrast to traditional assessment, where parts of an assessment are combined with each other within each assessment instrument. For decision-making, the collected and collated information is aggregated for a final end of year or end of program consideration by the assessment committee.

ePortfolios are a repository of a range of pre-judged materials; including scientific knowledge quizzes, work-based clinical assessments, and written assignments. These may include narrative feedback from the tutor. The functionality of this system has been extensively worked through with Educational Innovation, and a solution is in preparation based on Canvas.

Programmatic assessment for Learning will "provide more detailed feedback and support at each stage of their progress" through the ePortfolio System. This is achieved by separating out the assessment for learning with the Learning Adviser (an experienced and trained academic) having thrice yearly meeting of their allocated student groups. The Learning Advisor and the student will review the longitudinally collected information in the ePortfolio together to ensure the student is clear how they are tracking across the eight capabilities. Where students are not on track, additional meetings will occur.

Programmatic Assessment of Learning For Programmatic Assessment there is a within year assessment committee, that formally meets twice a year. First, in mid-year to check Portfolio progress. Second, at the end the year to make a progression decision. Where student's end of year progress as judged by the ePortfolio is not satisfactory, the intention is to offer a further reassessment. The relatively small number will be offered a traditional integrated written and/or clinical assessment.

Professional development We have extensively engaged with Van der Vleuten et al., to address Faculty Development. In 2018, the focus has been on working with the communities of clinical educators in the clinical schools and on Campus. In 2019 the focus is on a) implementing the Learning Advisor System as a significant pilot in each clinical school b) an extensive iteration of our existing Clinical Teacher Training program c) preparation of locally based administration teams. Materials are available on line and face to face.

Quality Assurance. The medical school was awarded an internationally recognized ASPIRE Award For Excellence in Assessment (https://amee.org/awards-prizes/aspire-award/2017-winners), one of only four schools awarded internationally. The systems of quality assuring assessment across campus and multiple clinical sites has been well established for many years. The validity of the Programmatic Assessment will be subject to continuous quality improvement through a system of reporting of the quality of assessment at a school level, at an individual assessment format, at the student level, and at the teacher level. Data used includes assessment data, evaluation data, and data analytics
available for the ePortfolio system. Ongoing support is available from the Maastricht Team. The assessment committee will be responsible for defining and monitoring standard setting for assessments within each year.

6. Other curriculum matters raised concerned: Entry Pathways: It was suggested that consideration be given to a minimum quote for ATSI applicants; that the DVC ISS be consulted for strategies to support entry of ATSI students. Clarification was needed on the admission interview mentioned in the proposal.

Response: There has been extensive consultation with the Head of the Indigenous Health Unit and the Associate Dean Indigenous concerning the Indigenous Health admission process. Changes were made in 2017 to provide alternative pathways including not requiring a Bachelor degree Or GAMSAT. We have recently reported to the AMC concerning our target for Indigenous students which is 2% of the entry cohort. We will continue to work with the Associate Dean Indigenous and the new DVC-ISS concerning our Indigenous student entry pathways. The admission interview is conducted by the head of the Indigenous Health Unit with an independent Indigenous staff member of the FMH and is semi-structured.

7. Learning Outcomes: given the high rates of mental ill health of ECR doctors, insights about self-care could be addressed as the graduate qualities are developed, with this matter potentially addressed under ‘integrated ethical and professional identity’.

Response: This will be added under integrated ethical and professional identity. It is also part of our Professionalism requirements 2017. We also have a new WellSMP Wellbeing program that is being evaluated and will develop over the next few years and has received positive feedback thus far.

8. The following business matters were raised for further discussion: Budget: more information on the rationale for and implications of a deficit-based budget for the first 4 years and how this will be managed in the current fiscal environment of the university, and if this has already been approved.

Response: As there are considerable pressures on teaching staff and clinical placements in the transition years between the new and old program, we have approval from the Executive Dean FMH to run a deficit-based budget in the first few years. The projected numbers of students (both CSP and Internationals) will be adjusted upwards to compensate for this deficit in subsequent years.

9. Market analysis: the proposal provides information on other programs but is not explicit about how this degree fits into the market overall and how it is positioning itself to the medical program of choice, for instance, by providing a list of the specifically unique selling points.

Response: The Sydney MD is renowned for its early clinical exposure, the excellence of the teaching hospitals and research institutes and the fact it is a Graduate Entry Program. Unlike Melbourne, we do not have prerequisite subjects, so the diversity of our student population enriches the experience of our students. Our graduates are highly employable because of the reputation of Sydney University with the highest employability rating of any university in Australia.

Our points of differentiation are in the explicit focus on:
- Prepared for entry
- Personalised Pathways
- Prepared for practice
As mentioned in the CCPC document.

10. Recruitment: clarity is needed as to whether there are 227 CSP places AND 70 international student places meaning potentially a total of 297 students, and why only 180-190 CSP places are currently allocated

Response: SMP has a total of 227 CSP positions which is calculated on a 5 year rolling average, with up to 70 additional full-fee-paying international students. Because each year we reserve ~30 places for our double degree students who have completed their bachelor degree and were guaranteed a place in the MD (providing they maintained a credit average), the number of CSPs is made up of 30 double degree students and 180 – 190 places for students applying from any university who fulfil the entry requirements.

11. Student and staff load: whether this agrees with university policy and whether the Committee is being asked to approve an exemption, for example, 1st year = 34 weeks of direct teaching time per week.

Response: The MD 2020 is no different to the student and staff load that has been in place since the graduate program was introduced in 1997. This is comparable to the Doctor of Dentistry, Doctor of Veterinary Science and any of the competitive medical programs in Australia or internationally.

<table>
<thead>
<tr>
<th>University</th>
<th>Weeks</th>
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</thead>
<tbody>
<tr>
<td>University College London</td>
<td>30 weeks Years 1-3</td>
</tr>
<tr>
<td></td>
<td>46 weeks Years 4-5</td>
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<tr>
<td></td>
<td>41 weeks Year 6</td>
</tr>
<tr>
<td>Harvard Medical School (PRECLERKSHIP CURRICULUM)</td>
<td>38 weeks Year 1 (excluding orientation)</td>
</tr>
<tr>
<td>Stanford University</td>
<td>34 weeks</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>36 Weeks Year 1 (including orientation)</td>
</tr>
<tr>
<td>Monash University</td>
<td>26 weeks Year 3</td>
</tr>
</tbody>
</table>

12. It was suggested that the resolutions avoid reference to 48 credit-point units of study but rather state ‘48 cp of 5000- level uos from Table 1 (or similar) for the first year’, and similarly ‘48 cp of 6000-level uos for the second year’. Unit of Study outlines: MDMP5513 and MDMP5514 were missing Indicative hours (p. 52 and 54 of proposal).

Response: Addressed on page 21 and in the Doctor of Medicine Course Resolutions.

13. Faculty and Course Resolutions Doctor of Medicine Course Resolutions (pp. 42-45 of the full course proposal) Section 4(2)(2) of the Coursework Rule specifically names the Doctor of Medicine and provides for a maximum length of candidature of 10 years. Clause 8(1)(d) of the proposed resolutions has a maximum length of candidature of 5 years. This is inconsistent with the Coursework Rule (although lesser periods of completion are allowed in the Coursework Rule, this provision would seem appropriate only for the generic, rather than the specifically named awards (such as Doctor of Medicine)). Clause 8(1)(e) would also seem to be inconsistent with
section 4(2)(2) of the Coursework Rule (i.e., the Faculty doesn’t have the flexibility to extend the time limit - this is set by the Coursework Rule). Clauses 8(2) and 8(3) of the proposed resolutions should refer to the awards as "Master", not “Masters".

Response: Suggested changes have been made to the Course Resolutions. New Faculty of Medicine and Health resolutions have to be agreed on by the end of 2019, and they will need to go to the Faculty of Medicine and Health for approval and will apply to all Schools. They have therefore not been included in the CCPC EOI. In the interim we have referred to Resolutions of the University of Sydney Medical School for Coursework Courses, 2019.

14. The Master of Health Studies and the Master of Clinical Health Studies are new awards. Clauses 8(2) and 8(3) of the proposed resolutions indicate that they are of 2 year’s duration. Thus, section 4(2)(2) of the - delete Coursework Rule specifies that the maximum time for completion is 6 years. This provides a problem if they are embedded awards, as it would seem that they can be used as exit routes only for the first 6 years of enrolment in the Doctor of Medicine. Further, students commencing before 2020, would then have until (at the latest) until the 1 January 2025 to exit with a degree of Master, or, until (at the latest) 1 Jan 2029 to exit with the award of Doctor. The Faculty would not seem to have any ability to specify a completion of 1 January 2026 for completion of the award of Doctor (except for candidates commencing under the old resolutions in 2016) nor to extend this period either for awards of Master or Doctor.

Response: For simplicity, we have reduced the option for exit degrees to the Master of Health Studies which can be awarded for a student who chooses to exit the MD after successfully completing year 2 of the Program. These students will have a maximum time for completion of the Master of Health Studies of 6 years. The MD would need to be completed within 10 years.

We agree with the comment that the Faculty does not have the ability to specify a completion of 1 January 2026 for completion of the award of Doctor for students commencing before 2020.

Jane Bleasel
Inam Haq
Deborah O’Mara
Chris Roberts
Sabina Cerimagic
Resolutions of the University of Sydney Medical School for coursework courses

These resolutions apply to all undergraduate and postgraduate courses in the School, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the "Coursework Rule"), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2015. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

1 Admission to candidature

(1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.

(2) Where postgraduate courses in this School (other than the Doctor of Medicine) have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.

(3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.

(4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions

The Coursework Rule (2014) limits the maximum number of credit points students may take in any given semester. The School does not encourage full time students to exceed the recommended enrolment pattern for its courses.

3 Time limits are governed by the Coursework Rule (2014), Clause 4.2.2

(1) A student must complete all the requirements for a coursework doctorate within ten calendar years.

(2) A student must complete all the requirements for a double master's degree within ten calendar years.

(3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.

(4) A student must complete all the requirements for a graduate diploma within four calendar years.

(5) A student must complete all the requirements for a graduate certificate within three calendar years.

(6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.

(7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the Double degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.

(8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.

(9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.
4 Enrolment, suspension, discontinuation and lapse of candidature

(1) The Coursework Rule (2014) specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.

(2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

(3) The candidature of a student who has not re-enrolled and who has not obtained approval from the School for a suspension of candidature for the relevant semester will be deemed to have lapsed.

(4) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the School.

5 Credit

(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemptions.

(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student’s first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study

(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:

(a) The unit of study content is not taught in any corresponding unit of study at the University; or

(b) The student is unable, for good reason, to attend a corresponding unit of study at the University.

(2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student’s course requirements except at the discretion of the Board.

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

Part 3: Studying and Assessment

7 Attendance

The attendance requirements are outlined in the Sydney Medical School: Sydney Medical Program Attendance Provisions 2016. Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy

Commented [D01]: Delete as already in the MD resolutions.
1. It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.

2. If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:

(a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).

(b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.

(c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000-2014 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass

In this School the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

104 Re-assessment

1. In this School re-assessment is offered to students whose performance is in the prescribed range and circumstances.

2. Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

3. Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

4. Students in the Doctor of Medicine must pass at each annual assessment. A 'Fail on the Year' result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

Part 4: Progression, Results and Graduation

112 Satisfactory progress

1. The School will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements,
students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

(2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

128 Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[
\text{WAM} = \frac{\sum (Wc \times Mc)}{\sum Wc}
\]

where Wc is the unit of study credit points and Mc is the mark achieved for the unit. The mark used for units with a grade AF is 0. Pass/fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning school. In this School, junior units are weighted 1, intermediate units are weighted 1.5, senior units are weighted 2, and postgraduate units are weighted 3. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

134 Course transfer

A candidate for a Master’s degree (other than the Doctor of Medicine) or Graduate Diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

156 Transitional provisions

(1) These resolutions apply to all students who commenced their candidature after 1 January 2019. These resolutions also apply to double degree students who:

(a) commenced their candidature prior to 1 January 2014;

(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

(c) have formally elected to proceed under these resolutions.

(2) All other double degree students who commenced prior to 1 January 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The School may specify a later date for completion of alternative requirements for completion of candidatures that extend beyond this time.
Part 4: Course enrolment

1. Enrolment restrictions
   Required text: Specify any baseline limits beyond those provided for in the Coursework Rule. If same as the Rule adopt 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 30 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
   (1) Subject to sub-clause 2(2), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years.
   (2) The Dean of the Sydney Medical School may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.

3. Suspension, discontinuation and lapses of candidature
   Required text: Specify any Faculty variations to the Coursework Rule. Variation from the Rule is not encouraged.

   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 text: 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, adopt 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 regulations, 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 5: Unit of study enrolment

5. Cross-institutional study
   Optional text: 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:
   a. the regulations of the student’s course of enrolment do not specifically exclude cross-institutional study; and
   b. the unit of study content is not taught in any corresponding unit of study at the University; and
   c. the student is unable, for good reason, to attend a corresponding unit of study at the University.

   Cross-institutional study is another form of credit and will be taken into consideration when considering eligibility.

6. International exchange
   Optional text: 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.

Approved by the Academic Board, 6 March 2018, amended 10 April 2018.
2

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

1. 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 or 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 at any unit of study.

Students are expected to attend a minimum of 60% 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 60%.

2. 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:

--- For work submitted after the deadline but up to three calendar days late, a penalty of 20% per cent of the maximum mark available for the assignment will apply.
--- For work submitted after 3 days and less than one week after the deadline, a penalty of 20% per cent of the maximum mark available for the assignment will apply.
--- For work submitted more than one week late but less than two weeks after the deadline, a penalty of 20% per cent of the maximum mark available for the assignment will apply.
--- Work submitted more than two weeks after deadline will not be assessed (Fail).

3. Special consideration for illness, injury or misadventure

[Required content - Advise students of the distance of the policy and where more information can be found.]

Remember that special consideration applies to units of study undertaken across — 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.

4. 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 NOT awarded.

5. Re-assessment

[Required content - Specify if they have special consideration for re-assessment. Amend the model text as appropriate.]

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

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 occasion 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 incorporation 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 failed the unit of study.

Approved by the Academic Board, 8 March 2018, amended 19 April 2018.
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 rules. 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 regulations as being critical to progression through the course.

13. Award of the bachelor's degree with honours

[Required content — Specify elements common to honour 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.

Topics that could easily go at either the course or the Faculty level:

- Admission to honours candidate
- Requirements for honours
- Calculation of the honours mark

Topics that naturally have more generally:

- General conditions of honours candidate
- Class of award
- Award of the Diploma

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 candidate 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/division most concerned.

- Forty 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:

- Facilities 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 79</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>3.75</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>3.00 to 3.74</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>2.75 to 3.00</td>
<td></td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>≤ 2.75</td>
<td></td>
</tr>
</tbody>
</table>

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

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14. University medal

[Required content if medals area awarded—Specify faculty requirements for the award of the honours bachelor’s degree with medal; modify the medal list 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 XX 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 Rules.

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 to 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 progression 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 formula(s)—use or delete as required]

\[ \text{WAM} = \frac{ECP \times MB \text{ (GPA)}}{ECP} \]

[Terms in formula 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.

Faculty resolutions will be updated in time for the GCPC meeting/consultation.

Approved by the Academic Board, 9 March 2018; amended 10 April 2018
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

Doctor of Medicine (MD)

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 Academic Board, 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>Credits required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To be provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctor of Medicine</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Master of Health Studies</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Master of Clinical Health Studies</td>
<td>144</td>
</tr>
</tbody>
</table>

2. Attendance pattern

(1) The attendance pattern in the Doctor of Medicine (MD) and its embedded courses is full-time only.

3. Master's type

(1) The Doctor of Medicine and its embedded courses are professional masters courses, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence

(1) The embedded courses in this sequence are:

(a) Master of Health Studies;
(b) Master of Clinical Health Studies;
(c) Doctor of Medicine.

(2) All candidates will be admitted to and enrolled in the Doctor of Medicine.

(3) A candidate for the Doctor of Medicine may, with the permission of the Dean, elect to discontinuance study and graduate with a lower award from the embedded sequence, provided that:

(a) for the Master of Health Studies, the candidate has successfully completed 96 credit points; and
(b) for the Master of Clinical Health Studies, the candidate has successfully completed 144 credit points.

(4) Only the highest degree for which the student is eligible in the embedded sequence will be awarded.

5. Streams

(1) Streams are not available in the Doctor of Medicine or its embedded courses.

6. Cross-faculty management

(1) Candidates in the Doctor of Medicine and its embedded courses will be under the general supervision of the Faculty of Medicine and will be subject to the end of the semester in which they complete the requirements for the course.

7. Admission to candidature

(1) Subject to subsection 7(2)(i) below, available places will be offered to qualified applicants based on merit, according to the following admission criteria.

(2) Doctor of Medicine

(a) Admission to the Doctor of Medicine requires completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either:

(i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
(ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
(iii) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean of the School of Medicine.

(b) In assessing sustained academic performance, the Dean may, at his or her discretion, consider performance in the Bachelor’s degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalents) and performance in admissions test(s) approved by the Dean to a standard considered satisfactory by the Dean; and
(c) if the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition:

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(a) have completed within this 10 year period, or completed prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:
   * a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
   * a postgraduate degree or postgraduate diploma at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or diploma accredited at Level 8, 9, or 10; or

(b) have demonstrated to the satisfaction of the Dean sustained research productivity in a relevant discipline within this 10 year period.

(c) An applicant will not be admitted to candidacy for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.

(d) The official results listed on an applicant’s transcript, and his or her admission test results, will be taken as the awarding and testing authorities’ assessment of the academic standards reached by the applicant, taking due account of disability, illness and misadventure according to the authorities’ policies.

(e) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the Doctor of Medicine. For this purpose, students are considered to have commenced the course at the time of their first enrolment.

(f) The Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
   (i) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney;
   (ii) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and
   (iii) will complete at least 50 per cent of the Doctor of Medicine at the University of Sydney.

(g) Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 7(2)(f), the Dean will consider:
   (i) the circumstances leading to the applicant’s request for admission;
   (ii) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;
   (iii) the academic performance of the applicant in his or her previous course in medicine; and
   (iv) the availability of places in the Doctor of Medicine in the relevant year.

(h) The Dean may, prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 7(2)(f), require the applicant to undertake a barrier-written and/or clinical examination that permits entry into the relevant year.

(i) The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.

(j) A committee consisting of the relevant faculty Associate Dean, Dean of Sydney Medical School and Director of the Sydney Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

(k) For admission through the Indigenous Entry Pathway for applicants with a postgraduate degree:
   (i) applicants must have completed a postgraduate degree within three years before 1 January of the year in which the applicant is seeking admission, which is either:
      * a postgraduate degree accredited at Level 8 or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
      * a postgraduate degree at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree is equivalent to an Australian postgraduate degree accredited at Level 9 or 10; and
   (ii) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean and
   (iii) a Grade Point Average (GPA) for their postgraduate degree below the GPA requirement for standard applicants.

(l) For admission through the Indigenous Applicants Facilitated Entry Scheme:
   (i) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015; and
   (ii) applicants may be admitted with:
      * a Grade Point Average (GPA) for their bachelor degree below the GPA requirement for standard applicants; and/or

Approved by the Academic Board, 5 March 2019; amended 10 April 2018
1. A Graduate Australia Medical School Admissions Test (GAMSAT) result meeting the minimum score in each section. As determined from time to time by Sydney Medical School’s lower academic performance than the requirement for standard applicants; and/or
2. Performance in admissions tests approved by the Dean to an adjusted standard considered satisfactory by the Dean; and
3. Performance in an interview to an adjusted standard considered satisfactory by the Dean.

(e) For admission through the Rural Applicants Flexible Entry Scheme:
(i) Applicants must be able to demonstrate that they are of Australian rural origin as per the applicable Commonwealth Government current definition;
(ii) Applicants may be admitted with:
   - A Grade Point Average (GPA) of 4.5 or higher at the external assessment component of a bachelor degree if the requirement for standard applicants is met;
   - A Graduation Year Average (GYA) for their bachelor degree of below 2.0 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution;
   - A bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honors); and
   - A demonstrated sustained academic performance to a standard considered satisfactory by the Dean of the School of Medicine.

(f) In assessing sustained academic performance, the Dean may, at his or her discretion, consider performance in the Bachelor degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent) and performance in admissions tests approved by the Dean to a standard considered satisfactory by the Dean.

(g) Performance in an interview to a standard considered satisfactory by the Dean,

(h) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must in addition:
   - Have completed within the 10-year period, or completed prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be:
     - A postgraduate degree or postgraduate diploma accredited at Level 6, 7, 8, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution;
     - A postgraduate degree or postgraduate diploma at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or diploma accredited at Level 6, 7, 8, or 10;
   - Have demonstrated to the satisfaction of the Dean that sustained research productivity in a relevant discipline within the 10-year period.

(i) An applicant will not be admitted to the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.

(j) The official result of an applicant's transcript, and his or her admission test result, will be taken as the awarding and testing authorities' assessment of the academic standards required by the applicant, taking due account of disability, illness and misadventure according to the authorities' policies.

(k) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission to the Commonwealth supported or non-bonded place in the Doctor of Medicine. For the purpose, students are considered to have commenced the course at the time of their first enrolment.

(l) The Dean may, in exceptional circumstances, admit the applicant of Medicine on an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
   - Has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney.
(a) would have met the requirements for admission to the Doctor of Medicine, that were in place at the time the applicant was admitted to his or her previous course in medicine, and
(b) will complete at least 50 per cent of the Doctor of Medicine at the University of Sydney.

(ii) the Dean will consider:

(a) the circumstances leading to the applicant's request for admission;
(b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;
(c) the academic performance of the applicant in his or her previous course in medicine;
(d) if the applicant has completed a postgraduate degree within three years before the beginning of the year in which the applicant is seeking admission, which is either:
   - a postgraduate degree accredited at level d or e under the Australian Qualifications Framework from an Australian university or self-accrediting higher education institution or
   - a postgraduate degree at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree is equivalent to an Australian postgraduate degree accredited at level 6, 7 or 8;

(iii) the suitability of places in the Doctor of Medicine in the relevant year.

(iii) The Dean may prior to admitting an applicant to the Doctor of Medicine in accordance with subclauses 7.1(a)-(d), require the applicant to undertake a barrier examination that permits entry into the relevant year.

(1) The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.

(b) A committee consisting of the relevant Faculty Associate Dean, Dean of Sydney Medical School and Director of the Sydney Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

(c) For admission through the Indigenous Entry Pathway for applicants with a postgraduate degree:

(i) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015; and

(ii) applicants must have completed a postgraduate degree within three years before the beginning of the year in which the applicant is seeking admission, which is either:
   - a postgraduate degree accredited at level 6 or 7 under the Australian Qualifications Framework from an Australian university or self-accrediting higher education institution or
   - a postgraduate degree at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree is equivalent to an Australian postgraduate degree accredited at level 6, 7 or 8; and

(iv) a Grade Point Average (GPA) for their postgraduate degree below the GPA requirement for standard applicants.

(d) For admission through the Indigenous Applicants Fitted Entry Scheme:

(i) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015;

(ii) applicants may be admitted with:
   - a Grade Point Average (GPA) for their bachelor degree above the GPA requirement for standard applicants and/or
   - a Graduate Australia Medical School Admissions Test (GAMSAT) result meeting the minimum score in each section, as determined from time-to-time by Sydney Medical School.

(e) For admission through the Rural Applicants Fitted Entry Scheme:

(i) applicants must be able to demonstrate that they are of Australian rural origin as per the applicable Commonwealth Government current definition;

(ii) applicants may be admitted with:
   - a Grade Point Average (GPA) for their bachelor degree below the GPA requirement for standard applicants and/or
   - a Graduate Australia Medical School Admissions Test (GAMSAT) result meeting the minimum score in each section, as determined from time-to-time by Sydney Medical School.

(f) Deferrals Applications for deferral of enrolment following an offer of a place in the Doctor of Medicine will only be considered under exceptional circumstances, and require the approval of the Dean.

(5) Master of Clinical Studies

(a) Admission to the Master of Clinical Studies is only permitted by internal transfer from the Doctor of Medicine and will require the permission of the Dean, not available for admission or re-enrolment.

(6) Master of Health Studies

(a) Admission to the Master of Health Studies is only permitted by internal transfer from the Doctor of Medicine and will require the permission of the Dean.

8. Requirements for award

(1) Doctor of Medicine

(a) All the units of study that may be taken for the Doctor of Medicine are set out in the Table of Units for the Doctor of Medicine in Appendix III.

(b) Candidates must complete a total of 192 credit points including:

(i) Year 1: 48 credit points in Medical General Foundation Knowledge

(ii) Year 2: 48 credit points in Clinical and Research Practice

(iii) Year 3: 48 credit points in Specialty Clinical and AMU Research projects

(iv) Year 4: 48 credit points in Preparation for Practice.

(c) Candidates for these units in the Doctor of Medicine are optional and must be taken in the year of enrolment to which they correspond. Doctor of Medicine degree must enrol in all the prescribed unit of study in each year of the course.

To qualify for the award of the Doctor of Medicine, a candidate must successfully complete 192 credit points across the four years.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
9. Recognition of prior learning

(1) Advanced standing and credits for previous study is not available for the Doctor of Medicine, except where approved by the Dean for the purposes of subclauses (c) and (h).

10. Progression rules

(1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Faculty Local Provisions and Faculty Resolutions.

(2) The Doctor of Medicine is an integrated program and programmatic assessment occurs throughout each year. Assessment is designed to examine the expected outcomes for each unit of study in each Year, as specified in the MD Curricula. Assessment will align with the University’s Graduate Qualities and capabilities within and across themes. Details of assessment for each Year, including the structure, content and expected standards, are available for enrolled students in the Unit of Study Outlines, the Handbook and on the Learning Management System.

(3) In each year there will be an integrated portfolio-based assessment, involving a range of assessments using the following formats:
- (a) Exams and in-class assessments;
- (b) Skills-based clinical assessments;
- (c) Group assessments;
- (d) Submitted works of capabilities as approved by the MD Program Committee.

(4) Assessments are integrated across themes and across the core Unit of Study each year. A final decision on whether students have satisfied all requirements for the Unit of Study will be made by the Progression Committee.

(5) Candidates who do not meet the attendance requirements of each Year, as detailed in the Faculty local provisions: Sydney Medical School - Sydney Medical Program Attendance Provisions 2016 will need approval from the Director of the Sydney Medical Program and/or the relevant Progression Committee to continue their candidature and/or to take the examinations.

(6) In accordance with Faculty local provisions: Sydney Medical School - SMP Professionalism Requirements Provisions 2017 and Sydney Medical School - SMP Professionalism Provisions 2016, candidates who demonstrate serious or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.

(7) Candidates who fail a Year will not be able to accumulate credits that will count towards the MD degree, unless, in accordance with Part 15 of the University of Sydney Coursework Rules 2016, they are required to show cause as to why they should be allowed to re-enrol. Failure to show cause may result in exclusion from the course.

(8) Candidates may only repeat one of any of Year 1, Year 2, Year 3 or Year 4. Candidates who fail more than one of Year 1, Year 2, Year 3 or Year 4 will be required to show cause as to why they should be allowed to re-enrol. Failure to show cause will result in exclusion from the course.

(9) Candidates must complete the core Unit of Study scheduled in the one calendar year in order to progress to the next Year. This Clause may be waived in exceptional circumstances, as determined by the Director of the Sydney Medical Program.

(10) Candidates who withdraw at any point in time of a Year will be required to repeat all of the applicable Year.

11. Cross-institutional study

(1) Cross-institutional study is not available in the Doctor of Medicine or its embedded courses.

12. International exchange

(1) International exchange is not allowed in the Doctor of Medicine or its embedded courses.

13. Award of the master’s degree, graduate diploma and graduate certificate

(1) The Doctor of Medicine will be awarded in the pass grade.

(2) The Master of Health Studies and Master of Clinical Health Studies will be awarded in the pass grade.

Approved by the Academic Board, 6 March 2018; amended 19 April 2018
14. Course transfer

(1) Course transfer is not available for the Doctor of Medicine or its embedded courses.

15. Commencement of these resolutions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020.
(2) Candidates who commenced prior to 1 January 2020 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are met by 1 January 2026. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
THE MASTERS OF HEALTH STUDIES

Award requirements

To qualify for the award of the Doctor of Medicine, a candidate must complete 192 credit points, comprising:

(i) 48 credit points of core 5000-level units of study
(ii) 48 credit points of core 6000-level units of study

Units of study

The units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>5000-level units of study</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td>Core</td>
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<tr>
<td>Medical General Foundation Knowledge 1</td>
<td>24</td>
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<td>Year 1, Semester</td>
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<td></td>
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<tr>
<td>Medical General Foundation Knowledge 2</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 1, Semester 2</td>
</tr>
</tbody>
</table>

6000-level units of study

Core

| Clinical and Research Practice 1           | 24            |                      |                                                       |                          | Year 2, Semester 1|
|                                            |               |                      |                                                       |                          |                |                  |
| Clinical and Research Practice 2           |               |                      |                                                       |                          | Year 2, Semester 2|
Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Mu Li, Program Director, Master of Global Health, School of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Patrick Kelly, Academic Leader for Postgraduate Coursework, Faculty of Medicine and Health</td>
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<tr>
<td>Paper title</td>
<td>Course Management Template: propose a new course of study following approval of an EOI (Master of Global Health/Master of Philosophy)</td>
</tr>
<tr>
<td>Purpose</td>
<td>Approval sought for the Faculty of Medicine and Health’s new combined degree Master of Global Health/Master of Philosophy to come into effect from the 1st January 2020.</td>
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</table>

RECOMMENDATION

That the Graduate Studies Committee endorse for submission to the Academic Board:

(1) the new course proposal for the Master of Global Health/Master of Philosophy, to come into effect from the 1st of January 2020.

EXECUTIVE SUMMARY

The paper puts forward a proposal for the establishment of a new course of study, a combined degree Master of Global Health/Master of Philosophy.

The purpose of this new course would be to provide a two-year option for international students as there appears to be demand for such offerings. In line with current application requirements for the Master of Philosophy course, applicants would be required to provide appropriate qualifications to be eligible to commence. This course would allow international students to obtain both a research and a coursework Master’s-level degree within a 2-year time period.

This dual-degree proposal is directly relevant to the University’s research strategy #2: “Attract and develop outstanding researchers” through the first initiative to “remodel the pathway to PhD”. Alongside the University’s Strategy 2016-2020 for education to develop “a research track, for those who ultimately want to study at doctorate level”.

The proposal indicates that this dual degree has the potential to attract a small but increasingly important number of international students. The School of Public Health intends to work closely with Global Student Recruitment and Mobility to publicise the course.

Additional costs for course delivery are not anticipated, and the school plans to utilise current resources to deliver this new course. All income obtained from new enrolments will be additional income for the School with IFEE revenue expected to increase in 2020 resulting from additional enrolments.

The CCPC has required several amendments to the proposal. Some changes have been made accordingly. Please find more details in the outlined responses and revised full proposal in the attachments. Please also find attached a response to the GSC’s feedback given at its previous meeting on 6 November 2018.

ATTACHMENTS

1. Responses to CCPC feedback, meeting date 27 August 2018
2. Responses to GSC feedback, meeting date 6 November 2018
3. Full Course Proposal for the Master of Global Health/Master of Philosophy
4. Supporting Correspondence with Academic Model Team
Course management template

Use this template to:

• propose a new course of study following approval of an EOI
• propose an amendment to an existing course of study
• request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

For all purposes, please complete these key details:

This submission relates to the following

☒ New course
☐ Amended course
☐ Deletion of a course

Name of course Master of Global Health/Master of Philosophy

School/department School of Public Health
Managing faculty Health and Medicine
Name of proponent Professor Mu Li
Telephone 02 9351 5996
Email Mu.li@sydney.edu.au

Version date 16 January 2019

☒ Postgraduate coursework ☐ Postgraduate research

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Part 2

Head of Recruitment

Section 1.5

Library Director

Appendix 4

Signed, inserted next page

Digitally signed, next page
# 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.

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## For all purposes, please complete these key details:

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### Name of course:
Master of Global Health/Master of Philosophy

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<td>Health and Medicine</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>Professor Mu Li</td>
</tr>
<tr>
<td>Telephone</td>
<td>02 9351 5996</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Mu.li@sydney.edu.au">Mu.li@sydney.edu.au</a></td>
</tr>
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<td>☐ Undergraduate</td>
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Course management template

Use this template to:
- propose a **new course** of study following approval of an EOI
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- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccppc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php?meet tech

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| □ Undergraduate                         | ☑ Postgraduate coursework                  | ☑ Postgraduate research                  |
| Signature                               | Date                                      | Date                                      |

| Faculty Manager                         | Date                                      |
| Date                                     |

| Deputy Vice-Chancellor (Education)      | Date                                      |
| Date                                     |

| Divisional Finance Director             | Date 29/06/18                             |
| Part 2                                   |
| Date                                     |

| Head of Recruitment:                    | Date                                      |
| Date                                     |

| Section 1.5                              | Date                                      |
| Date                                     |

| Library Director                         | Date                                      |
| Appendix 4                               | Date                                      |
| Digitally signed, next page              | Date                                      |
Course management template

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- ☐ Amended course
- ☐ Deletion of a course

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**School/department** School of Public Health

**Managing faculty** Health and Medicine

**Name of proponent** Professor Mu Li

**Telephone** 02 9351 5996

**Email** Mu.li@sydney.edu.au

**Version date** 28 February 2018

☑ Postgraduate coursework

Signature

☑ Postgraduate research

Date

Date

Date

Date

**Dean**

**Faculty Manager**

**Deputy Vice-Chancellor (Education)**

**Divisional Finance Director**

Part 2

**Head of Recruitment**

Section 1.5

**Library Director**

Appendix 4

Digitally signed, next page

**Date 29.6.2018**

Approved by the Academic Board, 3 December 2014
Course management template

Add in the relevant:

- add a new module of study/revise/Approved by: [Passed by Academic Board, 3 December 2014]
- register an amendment to an existing course of study
- comment on the development of a course of study

For all purposes, please complete these key details:

[Details filled out]

Libby O'Reilly

Approved by the Academic Board, 3 December 2014
About the course management template

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

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

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

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

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

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

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

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
<th>ADVICE</th>
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</table>

Approved by the Academic Board, 3 December 2014
| 7.2 | Pedagogical approach | Y | Y |
| 7.3 | Assessment procedures | Y | Y |
| 7.4 | Assurance of learning | Y | Y |
| 7.5 | Quality assurance arrangements and course review | Y | Y |
| 7.6 | Student workload Academic advice, support and student representation | Student Services | Y | Y |
| 7.7 | Academic advice, support and student representation | Student Centre | Y | Y |
| 7.8 | Remediation of assessment | Student Centre | Y | Y |
| 7.9 | Combined degrees and inter-faculty arrangements | Y | Y |
| 7.10 | Influence of external accreditation or other professional requirements | Student Centre | Y | Y |
| 7.11 | Joint ventures with other universities | Y | Y |
| 7.12 | Resolutions | Student Centre | Y | Y | Y |

### 8 Resources

| 8.1 | Teaching and support staff | Y | Y |
| 8.2 | Teaching space and related facilities | Y | Y |
| 8.3 | IT requirements | Y | Y |
| 8.4 | Library resources | University Library | Y | Y |

#### Appendix 1
- Resolutions of the Senate | Y | Y | Y |

#### Appendix 2
- Resolutions of the Faculty | Y | Y | Y |

#### Appendix 3
- Course Resolutions | Y | Y | Y |

#### Appendix 3A
- Undergraduate courses | Y | Y | Y |

#### Appendix 3B
- Postgraduate courses | Y | Y | Y |

#### Appendix 4
- Library impact statement | University Library | Y | Y |

#### Appendix 5
- Reference: Session codes | Student Centre |

#### Appendix 6
- Reference: Campus codes | Student Centre |

#### Appendix 7
- AQF compliance |

### Abbreviations

- FPA = Financial Planning and Analysis
- MC = Marketing and Communications (Office of the Vice-Chancellor)
- PIO = Planning and Information Office (Provost and DVC)
- SRA = Student Recruitment and Admissions (DVC and Registrar)
- Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

The primary purpose is to provide a two-year option for international students, including scholarship holders, as there appears to be a demand for such offerings. This two-year combined degree would only be suitable for high-achieving students as we would require applicants to provide appropriate qualifications to be eligible to commence, in line with the application requirements for the Master of Philosophy.

This combined degree proposal is directly relevant to the University’s research strategy #2: “Attract and develop outstanding researchers” through the first initiative to “remodel the pathway to PhD”. Alongside the University’s Strategy 2016-2020 for education to develop “a research track, for those who ultimately want to study at doctorate level”. This combined coursework/research degree would be an ideal pathway for students interested in pursuing a PhD in the topic of global health.

The course exists to provide international students the ability to obtain a both a research and coursework Master’s-level degree within a 2-year time period. This is a means for high-achieving students to have the greatest opportunity to gain essential knowledge and research skills in the field of global health.

It is probable that most students enrolling in this combined coursework and research degree would be either sponsored through a scholarship or have the means to afford it. Sponsored students would most likely be required to return to their home country after completing the course, but will be better equipped to manage global health research with the additional research component.

In order to achieve a 72CP coursework degree and a one-year research degree into 2 years, it is proposed to allow 18CP of overlap and 6CP recognition of prior learning (RPL). This would be justified in the following way:

Currently the MPhil (Medicine) requires 6CP of coursework (MEDF5005) which consists of learning research methods/skills including biostatistics, epidemiology and qualitative research methods. The MGLH core units cover these three topics in-depth over 18CP, therefore MGLH/MPhil students would get RPL for the MEDF5005 unit.

The 18CP overlap would occur through research work for the MPhil in the second and third semesters being credited towards the Capstone (6cp) and research dissertation (12 cp) units of the MGLH component.

The University rules currently say there is 12CP of overlap between courses, however it is for two coursework degrees. In this circumstance as a coursework plus research degree it stands to reason that there should be allowed greater overlap due to needs of both courses separately being met.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Feb 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.3</td>
</tr>
<tr>
<td>1 Jun 2017</td>
<td>Laurie Guthrie and Jacki Hecek (marketing for Medicine), Lucy Buxton and Grace Guan (student recruitment for Medicine), Dr Michelle Dickson (head of Teaching and Learning, School of Public Health), Alison Birt (Executive Officer, School of Public Health)</td>
<td>Meeting</td>
<td>Meeting invite list attached in Appendix 8.4</td>
</tr>
<tr>
<td>14 Jun 2017</td>
<td>Wencong Chai (Head of Admissions), Karen Hui (admissions)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.5</td>
</tr>
<tr>
<td>13 Jul 2017</td>
<td>Jayne O’Hare (Library Liaison, School of Public Health)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.6</td>
</tr>
<tr>
<td>18 Jul 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.7</td>
</tr>
<tr>
<td>24 July 2017</td>
<td>Laurie Guthrie and Jacki Hecek (marketing for Medicine), Lucy Buxton and Grace Guan (student recruitment for Medicine), Prof Tim Driscoll (Director, MPH), Dr Giselle Manalo (MIPH)</td>
<td>Marketing Brainstorming meeting</td>
<td>Meeting invite list attached in Appendix 8.8</td>
</tr>
<tr>
<td>22 Nov 2017</td>
<td>Matthew Charet, Executive Officer to the Academic Board</td>
<td>Meeting</td>
<td>Email attached, Appendix 8.9</td>
</tr>
</tbody>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached
1.3 Market Analysis (use this space, to a maximum one page)

The transition to a 72CP Master of Global Health degree has the potential to reduce student numbers (though likely to maintain total revenue). The combined Master of Global Health/Master of Philosophy degree has the potential to attract a small but important number of international students. Additionally, this combined degree is in line with the University Strategy 2016-2020 of providing new pathways to PhDs.

It is probable that most students enrolling in this combined coursework and research degree would be either sponsored through a scholarship or have the means to afford it. Offering a 2-year option (in addition to the 1.5-year option with the Master of Global Health) would provide students and their sponsors an opportunity to maximise their study in Australia.

The combined degree will use the course offerings already developed – significant additional costs for course delivery are not anticipated. It is expected that around 10 students per year may elect to do this combined degree.

The School of Public Health will establish and maintain a record of the available accredited supervisors for the combined degree students, and the HDR coordinators and Central University staff may have an increased number of Master of Philosophy students through this combined degree, but significant additional costs/workload are not expected. The School has the academic and professional staff needed to support this effort and has set aside resources to support the development and implementation of the course.

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

The School of Public Health will continue to work closely with the Global Student Recruitment and Mobility (GSRM) unit to optimise the publicity of this course. GSRM will promote the new program via a variety of recruitment channels including but not limited to:

- Postgraduate Information Evenings
- Masterclass series
- Specialised online webinars
- International recruitment events in key markets
- Agent briefings
- SPH briefing to GSRM, Admissions, Contact Centre
- Sydney Courses
- Conferences

The recruitment strategy for this course will follow the University’s marketing and recruitment strategy, through:

- Building and maintaining the University’s global brand and reputation. In the 2017 Academic Ranking of World Universities, Sydney School of Public Health was named number 1 in the Asia Pacific and number 18 in the world. The School clearly already has a world-class reputation, and this will be one of the key courses within the School aim to enhance this reputation even further. We will continue to develop an integrated communications and recruitment plan to promote this ranking, and optimize key channels to communicate and engage more effectively with our target audiences.

- Fostering engagement and active support among priority stakeholders and key opinion leaders. These stakeholder groups include not only students who will undertake this course, but also engaging and responding to industry needs by producing aligning graduate attributes with workforce needs. Professional networks are key to success in launching the new steams to market. With the support of the School of Public Health we will plan, develop and leverage partnerships and sponsorships to optimize impact and return on investment and optimize key channels to provide engagement opportunities with key stakeholders.

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

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

The University of Sydney’s marketing and communications strategy is structured around a series of major recruitment events, participation in postgraduate careers markets (with a specific focus on international), pipeline conversion campaigns, masterclasses, industry engagement and marketing collateral to support successful in-market messaging of course attributes and tailored content through owned and media channels.

The MIPH rebrand as Master of Global Health and extra credits will be included in the School’s 2018/2019 marketing strategy as a priority course, which in collaboration with Student Recruitment, will be supported by a dedicated campaign to position and promote the degree in the marketplace. In an environment that is becoming increasingly competitive, our new MGlobHlth will stand out as unique in the market. And our marketing strategy will take advantage of this difference in market.

The course changes and the benefits and USPs of the degree will be highlighted in all marketing collateral, including:

- School of Public Health website
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>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Not applicable

PART 2: Financial viability analysis

This course proposal, while technically coded as a new course, is a combined degree of two existing courses. The only expected additional resource required is a course contact person for applicants before they apply—which need will be met by the existing Master of Global Health administrator.

Any students undertaking this combined degree (estimated 2 students as semester 2 starts and 5 students as semester 1 starts, commencing in semester 2 2019) will be additional income the School would otherwise not get.

<table>
<thead>
<tr>
<th>Commencing Enrolments</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sem 1</td>
<td>Sem 2</td>
<td>Sem 1</td>
<td>Sem 2</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>CSP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DFEE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IFEE</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
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<td>0</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty of Registration - Medicine

<table>
<thead>
<tr>
<th>Share of Teaching Revenue</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fee changes</td>
<td></td>
<td></td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Fees - DFee</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fee changes</td>
<td></td>
<td></td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Fees - IFee</td>
<td>$44,500</td>
<td>$46,280</td>
<td>$48,713</td>
<td>$50,056</td>
<td>$52,059</td>
<td>$54,141</td>
<td>$56,307</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
### PART 3: Course details

3.1 Course name: Master of Global Health/Master of Philosophy

3.2 Course abbreviation: MGlobHlth/MPhil

3.3 Start year: 2020  Start semester: 1

3.4 Name of award: Master of Global Health/Master of Philosophy

3.5 Combined degree? ☑ Yes ☐ No

3.6 Combined type: (if applicable) ☑ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions

☐ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards

☐ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions

3.7 Honours offered? ☐ Yes ☑ No

3.8 Honours type: (if applicable) ☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year

☑ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course

3.9 Course group: ☐ Undergraduate ☑ Postgraduate coursework ☑ Postgraduate research

3.10 Field of Education (ASCED) codes:

<table>
<thead>
<tr>
<th>Primary code:</th>
<th>061399</th>
<th>Secondary code:</th>
<th>(Combined courses only)</th>
<th>061399</th>
</tr>
</thead>
</table>

3.11 Course AQF Level

☐ Level 5: Diploma

☐ Level 6: Advanced diploma/Associate degree

☐ Level 7: Bachelor degree

☐ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma

☑ Level 9: Masters degree (research, coursework and extended)

☐ Level 10: Doctoral degree

3.12 Short course description:
for the UAC Guide, Good Universities Guide

Gain the skills, knowledge and research experience to make a positive impact to health around the world with a combine Master of Global Health/Master of Philosophy degree. Acquire a substantial research skillset and work with academics active in global health.

3.13 Full course description:
for Sydney Courses

Learning opportunities in this course are aimed for students to gain the skills and knowledge required to make a difference to health of people around the world in this combined Master of Global Health/Master of Philosophy. Students will learn strategies to develop programs sensitive to local cultures and deliver transformative programs in any global settings.

Students will be taught by academics active in the global health community and have specialised experience working in a wide range of low- and middle-income countries and at global policy levels. In addition to core units, students can choose to complete their Master of Global Health covering the broad field of global/public health from a wide variety of elective options within the School and across the University with students enrolling from different parts of the world and to be part of a cohort that allows shared experiences and peer-to-peer learning.

Students who achieve to the required academic level will have the opportunity to complete a research project. The coursework portion will have a strong focus on research methods and skills, which students will utilise to complete the research portion of this double degree.

Our graduates work in a range of international settings including the World Health Organization, non-government organisations such as Medecins San Frontieres and Oxfam, as well as bilateral aid agencies and ministries of health.

Approved by the Academic Board, 3 December 2014
in their own country.

The Master of Global Health / Master of Philosophy is suitable for graduates in a related global health field or graduates in an unrelated field with two years’ work experience in health or international development. This program is offered to international students, full-time options can be completed face-to-face, in blended mode or fully online.

### 3.14 Australian Higher Education Statement (AHEGS)

**Detail**

The Master of Global Health/Master of Philosophy is a combined postgraduate coursework and research qualification for international students, taught in English, requiring the accumulation of the equivalent of 72 credit points plus 4 research periods over two years.

**Outcomes**

Graduates are highly trained in the key areas of global health practice: using evidence-based knowledge to inform decision making and developing culturally appropriate actions to continually improve global health programs. Their knowledge of current research principles and methods allows them to evaluate data and incorporate this into their own practice or research. They are able to apply their knowledge and skills in a wide range of global health settings. They are able to conduct appropriate, relevant research in this field.

**Features**

The course structure requires all students complete of a cohesive set of core units of study, supplemented by a range of electives. All students have a designated research supervisor (or supervisors) for the research project and submit a thesis document.

**Accreditation**

Not applicable

<table>
<thead>
<tr>
<th>3.15 Expected normal length of candidature:</th>
<th>Full-time</th>
<th>Min: 2 years</th>
<th>Max: 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.16 Minimum credit points for completion:</td>
<td>Equivalent of 72 + 4 research periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.17 Location/campus for student attendance:</td>
<td>☑ Camperdown and Darlington ☑ Camden ☑ Cumberland ☑ Rozelle ☑ Conservatorium ☑ Mallett Street ☑ Fully online ☑ Offshore (please specify): ☑ Other (please specify): ☑ Hospital (Clinic) (please specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.18 Mode of delivery:</td>
<td>☑ Face-to-face teaching ☑ Yes ☑ No 100%</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester?</td>
<td>☑ Yes ☑ No 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance education</td>
<td>☑ Yes ☑ No 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offshore delivery</td>
<td>☑ Yes ☑ No %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.19 Timetabling:</td>
<td>☑ Standard ☑ Non-standard (Research periods)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.20 Does the course involve clinical or industrial placement/experience?</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Option unit of study – a 6 CP Capstone unit MGLH5301</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>There are several local industrial placements available to students, the partner organizations include:</td>
<td>☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>NSW Health</td>
<td>☑ Yes ☑ No 100%</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>George Institute of Global Health</td>
<td>☑ Yes ☑ No %</td>
<td>☑ Yes ☑ No %</td>
<td></td>
</tr>
<tr>
<td>3.21 Does the course involve internships or overseas study?</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Optional unit of study – a 12CP Overseas Placement GLOH5303</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>There are several established overseas placements available to students upon application and successful interview. These placements are in collaboration with partner organisations and include:</td>
<td>☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>• Vietnam with the Hoc Mai Foundation</td>
<td>☑ Yes ☑ No 100%</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>• Philippines with Classroom in the Field Program</td>
<td>☑ Yes ☑ No 100%</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>• Timor Leste with Aprende Hamatuk Field School</td>
<td>☑ Yes ☑ No 100%</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>• China with CDC Jinan</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>• Sri Lanka with Rajarata University</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Placements are self-funded and students must complete all pre- and post- placement engagement activities.</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>3.22 Other course enrolment requirements:</td>
<td>Criminal record check ☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Prohibited Employment Declaration</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Health records and Privacy Information Declaration</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Working with Children</td>
<td>☑ Yes ☑ No</td>
<td>☑ Yes ☑ No</td>
<td></td>
</tr>
</tbody>
</table>
3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation? □ Yes □ No

3.24 Prohibition (if applicable)
Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University's coursework policy or, at a course level, any pre-requisites or co-requisites)

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>International fee-paying:</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>$46,000py</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services and Amenities Fee (4 semesters)</td>
<td>$600 (approx.)</td>
</tr>
</tbody>
</table>

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
</tr>
<tr>
<td>S1</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

* PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal.

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

N/A

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

N/A

PART 4: Admission details
The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway: □ UAC □ Direct □ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study: Global health, public health, international health

4.3 Assumed knowledge: a Bachelors degree with first or upper second class Honours or a Master degree performed at a high academic standard, and which includes substantial component of original research, or an equivalent qualification that demonstrates research experience, excellence and capability.

4.4 Minimum education requirements:

<table>
<thead>
<tr>
<th>Year 12 (senior secondary certificate) or equivalent</th>
<th>Graduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant employment or professional experience</td>
<td>Graduate Diploma</td>
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<tr>
<td>-- a Master degree performed at a high academic standard, and</td>
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<tr>
<td>which includes substantial component of original research, or</td>
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<tr>
<td>-- an equivalent qualification that demonstrates research experience, excellence and capability.</td>
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4.5 Estimated or target minimum ATAR (for UG only): 2xxx (e.g. 2016) 2xxx (e.g. 2018) 2xxx (e.g. 2017) 2xxx (e.g. 2019)

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):
- certified academic transcripts for all your previous tertiary study, if they were not completed at The University of Sydney
- CV, providing a summary of your work experience and other relevant activities
- cover letter outlining your reasons for applying
- evidence that your supervisor supports your application. This can be PDF copies of emails and correspondence between you and your supervisor
- research proposal
- English language qualifications (if your prior study was completed at an institution where English is not the medium of instruction).

NOTE: for the research proposal and evidence of supervisor support for application, please refer to Sydney School of Public Health website for instructions on how to contact the School to find a supervisor and start developing a research proposal.

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: N/A
- For international students, closing date for applications is: Sem 1: 31/01/2020 Sem 2: 30/06/2020

4.8 Second semester admission: Yes No

- Subject choice will be minimally restricted for semester 2 starters; there will be no increase in duration of course.

4.9 International student admission:

- Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)? Yes No
- If yes, please indicate IELTS equivalent: Overall IELTS score of 7 with a minimum of 6.5 in each band.

Other international student entry requirements:
- Appropriate student visa

**PART 5: External registration codes**

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code: Application pending Not applicable

*International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.*

5.2 UAC Code: Application pending Not applicable

*The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.*

**PART 6: Academic purpose**

6.1 Academic rationale
The course exists to provide international students the ability to obtain a both a research and coursework Master’s-level degree within a 2-year time period. This is a mean for high-achieving students to have the greatest opportunity to gain essential knowledge and research skills in the field of global health.

It is probable that most students enrolling in this combined coursework and research degree would be either sponsored through a scholarship or have the means to afford it. Sponsored students would most likely be required to return to their home country after completing the course, but will be better equipped to conduct and manage global health research with the additional research competency from the combined degree.

In order to achieve a 72CP coursework degree and a research degree in 2 years, it is proposed to allow 18CP of overlap and 6CP recognition of prior learning (RPL). This would be justified in the following way:

Currently the MPhil (Medicine) requires 6CP of coursework (MEDF5005) which consists of learning research methods/skills including biostatistics, epidemiology and qualitative research methods. The MGlobHlth core units cover these areas in-depth over 18CP (PUBH5010, PUBH5018, GLOH5201), therefore MGlobHlth/MPhil students would get RPL for the MEDF5005 unit.

The 18CP overlap would occur through crediting a Research Preparation Part 1 in the second semester to MGlobHlth as a 6-credit point capstone unit (GLOH5301) and a Research Preparation Part 2 in the third semester to MGlobHlth as a 12-credit point research dissertation unit (MGLH5302).

### 6.2 Academic aims and objectives

**MGlobHlth aims and objectives:**

**Overall aims:** Use innovative, flexible and research-led teaching and learning

1. To produce graduates who think critically and meaningfully about global health issues and are able to communicate effectively to all stakeholders.
2. To produce graduates who can successfully work in a global health context in any country, but particularly in a developing country setting.
3. To foster both effective teamwork and independent leadership.

### 6.3 Statement of learning outcomes

The MGlobHlth aims to produce graduates who can successfully work in a global health context. Learning outcomes for our graduates include:

1. Understanding the causes of ill health and promotion of well-being and the effect of those causes by identifying:
   -- biomedical determinants of health
   -- social determinants of health
   -- ecological determinants of health
   -- inequities within health systems
2. Understanding the principles of health promotion and having skills in disease prevention and surveillance, and to be able to use these skills in settings with minimal, some or high resources by:
   -- introducing global issues and their potential solutions
   -- managing health projects
3. Having solid basic skills for working in global health plus an advanced-level skill in applied global health research, including:
   -- basic skills: epidemiology, biostatistics, qualitative and quantitative research methods, health economics, critical analysis of literature, written and oral communication, including advocacy and influencing
   -- advanced skill in one of the following: epidemiology, biostatistics, qualitative research methods, health economics, working in global health
4. Understanding the key health problems facing the world now and in the future through:
   -- identifying, in a global health context, the roles of ecological and environmental health, global change, disaster management, ageing populations, health policy, sustainability, nutrition
   -- role of technology, human resources and funding in health
   -- maintaining an emphasis on health issues in developing countries: how to prevent them and reduce their burden through reducing inequities
5. Practically applying their knowledge, skills and abilities learned throughout the course, demonstrating learning through a field placement, dissertation or capstone unit

### 6.4 Statement of generic attributes

All graduates will have core knowledge of global health issues, basic skills for working in global health, and a specific (student-chosen) advanced skill for working in global health. Graduates will be effective, actively contributing members of teams and will also be able to lead and manage health projects. They will be able to think and problem solve as well as be able to communicate effectively about global health, including listening to local people and responding to their circumstances. Our graduates will be professionals who have strong cross-cultural skills. They will be prepared for future

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changes in global health and will have learnt and developed the perspectives, skills, capacity and awareness to adapt to these changes.

**6.4.1 Research and Inquiry**
Graduates will understand the basic tenets of research and the scientific method. They will be able to create and test a hypothesis with appropriate statistical methods. They will also have qualitative research skills. Graduates will be able to critically appraise research, and understand how to manage the scope of a research question and how it is able to fulfil objectives. Graduates may not all go on to be researchers; however, they will all be able to access research, interpret and analyse evidence (both academic and grey literature), and apply research. Critical thinking is a key component to this, and our graduates will be able to evaluate a global health situation to identify any problems, then be able to work toward an evidence-based solution to any problem. Graduates will be able to conduct a survey, run a focus group, and understand how to read an article describing a randomised trial, observational study or health survey. Graduates will be able to conceptualise issues and have lateral thinking skills as well as the ability to cultivate expertise from multiple stakeholders, particularly from developing countries.

Graduates will:
- a) Possess a body of knowledge relevant to their fields of study, and a firm grasp of the principles, practices, and boundaries of their discipline;
- b) Be able to acquire and evaluate new knowledge through independent research;
- c) Be able to identify, define, investigate, and solve problems;
- d) Think independently, analytically and creatively; and
- e) Exercise critical judgment and critical thinking to create new modes of understanding.

**6.4.2 Information literacy**
Graduates will be able to locate, curate and interpret scientific and grey literature, understand the hierarchy of evidence, interpret collected data, and understand that the way a question is asked can manipulate the results found. Graduates will understand what is meant by “evidence”, understand and be able to use information available, and understand what scientific credibility is and how it is obtained. In addition, graduates will have an understanding of digital literacy and mHealth. Graduates will be able to synthesise evidence and use evidence-based thinking and practice.

Graduates will:
- a) Recognise pertinent information needs;
- b) Use appropriate media, tools and methodologies to locate, access and use information;
- c) Critically evaluate the sources, values, validity and currency of information; and
- d) Use information in critical and creative thinking.

**6.4.3 Personal and intellectual autonomy**
Graduates will be well-rounded and able to speak the language of health from all sides of an issue. Graduates should have the confidence to know they are well-equipped for the global health workforce and are able to make impacts on communities. Graduates will be critical thinkers who have the ability and confidence to question authority when needed, not just accept what they are told. Graduates will be proactive and engaged learners who do not need much supervision. They will be able to tackle any problem they encounter and find answers independently.

Graduates will:
- a) Be independent learners who take responsibility for their own learning;
- b) Set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively;
- c) Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest;
- d) Respond effectively to unfamiliar problems in unfamiliar contexts; and
- e) Work effectively in teams and other collaborative contexts.

**6.4.4 Communication**
Graduates will have good written and oral presentation skills – this includes everything from scientific journals to public announcements to the media (mainstream and social, community-level and country-level). They will be able to interpret scientific literature in lay terms. Graduates will be able to communicate with a multitude of stakeholders, including (but not limited to) politicians, media and the public. Within this context, graduates will have cultural competence in communication, including nonverbal communication, and exhibit diplomacy. Additionally, graduates will understand the value of two-way communication and be able to listen and understand as well as speaking/communicating. This includes in languages other than English.

Graduates will:
- a) Possess a high standard of oral, visual and written communication skills;
- b) Recognise the importance of continuing to develop their oral, visual, and written communication skills;

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c) Be able to use appropriate communication technologies.

6.4.5 Ethical, social and professional understanding

The course is focused on reducing inequities and graduates will understand why these inequities exist, what can be done about them, and also what are the limits of what can be done. Graduates will understand what it means to make decisions at a social level and the impacts on individuals. They will have an understanding and awareness of unintentional consequences. Graduates will understand that social justice is a foundation of global health and key to the wellbeing of future generations. Our graduates will work with high integrity, will be trustworthy and have social and cultural awareness. Social and cultural competence is a major cross-cutting theme in this course, and graduates will be able to recognise gaps in health status and how to reduce them, and be able to view issues through a lens of inequality.

Graduates will:
a) Understand and practice the highest standards of ethical behaviour associated with their discipline or profession;
b) Be informed and open-minded about social, cultural and linguistic diversity in Australia and the world;
c) Appreciate their ethical responsibilities towards colleagues, research subjects, the wider community, and the environment;
d) Be aware that knowledge is not value-free.
PART 7. Learning and teaching

7.1 Course structure

The Master of Global Health program is a 72 credit point degree. There are five core units, each of six credit points. These are offered in Semester One and Semester Two. There are two steams of core elective units, each unit of six credit points. These are offered in Semester One or Semester Two. Students take minimum 6 credit points from each stream. The capstone units (GLOH5301 and GLOH5302, 18 credit points) are completed in the second and third semester.

Students can undertake up to 12 credit points of elective units. These units comprise units from the Master of Global Health program, the broader School programs, and the University more broadly. At least 6 credit points of elective units must be selected from Master of Global Health program.

The structure of the MGlobHlth/MPhil is as follows:

**CORE UNITS (30CP)**
- GLOH5101 Foundations of Global Health
- GLOH5102 Skills for Working in Global Health
- GLOH5201 Global Qualitative Health Research
- PUBH5010 Epidemiology Methods and Uses
- PUBH5018 Introductory Biostatistics

**CORE ELECTIVE UNITS**

*Systems/policy/management (min 6CP):*
- GLOH5219 International Health Project Management
- GLOH5135 Global Health Systems and Delivery
- HPOL5001 Economics and Finance for Health Policy
- HPOL5007 Global Health Policy

*Advanced Skills (min 6CP)*
- PUBH5216 Controlled Trials
- PUBH5211 MRSC/Categorical/Survival
- PUBH5215 Intro Analysis of Linked Data
- PUBH5224 Advanced Epidemiology
- PUBH5302 Health Economic Evaluation

**ELECTIVE UNITS (max 12CP)**
- GLOH5112 Global Communicable Disease Control
- GLOH5115 Women’s and Children’s Health
- GLOH5124 Humanitarian Emergencies, Refugees & Migration
- GLOH5136 Nutrition in Global Settings
- PUBH5019 Cancer Prevention and Control
- PUBH5020 Chronic Disease Prevention and Control
- PUBH5033 Disease Prevention and Health Promotion
- PUBH5117 Communicable Disease Control
- PUBH5422 Health and Risk Communication
- PUBH5550 Climate Change and Public Health
- PUBH5600 Biosecurity Seminar Series
- BETH5203 Ethics and Public Health

**CAPSTONE (18CP)**
- GLOH5301 Global Health Capstone (6 CP)
- GLOH5302 Research dissertation (12 CP)

**RESEARCH COMPONENT**
The MPhil research will be comprised of 6CP unit MEDF5005 credited (as described earlier), a Research Preparation Part 1 in the second semester and a Research Preparation Part 2 in the third semester, plus a final semester devoted solely to finishing up the research thesis, no more than 60,000 words. Students will plan and work closely with academic supervisor(s) to meet all deadlines and academic requirements.

Further details can be found on subsequent pages.
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<td>Delivery mode</td>
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<tr>
<td>e.g., Year One</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO 909301 Junior S1C and S2C/AU ND 2016 CC 6 Sociology and Social Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units (30CP)</td>
<td>PUBH5010</td>
<td>Epidemiology Methods and Uses</td>
<td>CO YES S1C ND and OL CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>CO YES S1C ND and OL CC 6 Public Health</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GLOH5101</td>
<td>Foundations of Global Health</td>
<td>CO 061399 S1C ND and OL 2019 CC 6 Public Health</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GLOH5102</td>
<td>Skills for Working in Global Health</td>
<td>CO 061399 S1C ND and OL 2019 CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5201</td>
<td>Global Qualitative Health Research</td>
<td>EL 061399 S1C ND and OL 2019 CC 6 Public Health</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Capstone (18CP)</td>
<td>GLOH5301</td>
<td>Global Health Capstone</td>
<td>CP S1C, S2C Supervision 2019 CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5302</td>
<td>Research dissertation</td>
<td>CP S1C, S2C Supervision 2019 CC 12 Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core electives – Health policy/mgmt. (min 6CP)</td>
<td>GLOH5219</td>
<td>International Health Project Management</td>
<td>EL S2C ND 2019 CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5134</td>
<td>Global Health Systems and Delivery</td>
<td>EL S1C ND and OL 2019 CC 6 Public Health</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HPOL5001</td>
<td>Economics and Finance for Health Policy</td>
<td>EL YES S1C BM and OL CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HPOL5007</td>
<td>Global Health Policy</td>
<td>EL YES S2C BM and OL CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core electives – Advanced skills (min 6CP)</td>
<td>PUBH5211</td>
<td>Multiple Regression and Stats computing</td>
<td>EL YES S2C ND and OL CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5224</td>
<td>Advanced Epidemiology</td>
<td>EL YES S2C ND CC 6 Public Health</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PUBH5307</td>
<td>Advanced Health Economics</td>
<td>EL YES S2C BM CC 6 Public Health</td>
<td></td>
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</tr>
<tr>
<td>PUBH5500</td>
<td>Advanced Qualitative Health Research</td>
<td>EL YES S2C BM and OL CC 6 Public Health</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Code</td>
<td>Course Title</td>
<td>Session</td>
<td>Delivery</td>
<td>Campus</td>
<td>Year</td>
</tr>
<tr>
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</tr>
<tr>
<td>GLOH5112</td>
<td>EL</td>
<td>Global Communicable Disease Control</td>
<td>S2C</td>
<td>ND and OL</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>GLOH5115</td>
<td>EL</td>
<td>Women’s and Children’s Health</td>
<td>S1C</td>
<td>ND and OL</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>GLOH5124</td>
<td>EL</td>
<td>Health Issues, Humanitarian Emergencies, Refugees and Migration</td>
<td>S2C</td>
<td>BM</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>GLOH5136</td>
<td>EL</td>
<td>Nutrition in International Settings</td>
<td>S1C</td>
<td>BM</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5019</td>
<td>EL</td>
<td>Cancer Prevention and Control</td>
<td>YES</td>
<td>S2C</td>
<td>OL</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5020</td>
<td>EL</td>
<td>Chronic Disease Prevention and Control</td>
<td>YES</td>
<td>S1C</td>
<td>OL</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5033</td>
<td>EL</td>
<td>Disease Prevention and Health Promotion</td>
<td>YES</td>
<td>S1C</td>
<td>BM and OL</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5117</td>
<td>EL</td>
<td>Communicable Disease Control</td>
<td>YES</td>
<td>S1C</td>
<td>OL</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5422</td>
<td>EL</td>
<td>Health and Risk Communication</td>
<td>YES</td>
<td>S2C</td>
<td>BM</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5550</td>
<td>EL</td>
<td>Climate Change and Public Health</td>
<td>YES</td>
<td>S2C</td>
<td>BM and OL</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5600</td>
<td>EL</td>
<td>Biosecurity Seminar Series</td>
<td>YES</td>
<td>S2C</td>
<td>ND</td>
<td>CC</td>
</tr>
<tr>
<td>BETH5203</td>
<td>EL</td>
<td>Ethics and Public Health</td>
<td>YES</td>
<td>S2C</td>
<td>BM and OL</td>
<td>CC</td>
</tr>
</tbody>
</table>

**Notes:**
1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Planning and Information Office website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 7.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

The new and existing units of study outlined in 7.1 of the proposal indicate the mode of delivery for each unit.

All the new and existing units of study that will comprise the Master of Global Health will be delivered in a face-to-face mode on a weekly basis over the course of a 13-week semester, in a face-to-face intensive block-mode, or online/distance learning. The core units will all be taught in both lecture plus tutorial mode and also available via distance/online learning. The capstone units of study will be via individual specialist supervision. Some core electives and electives will be taught face-to-face, some in face-to-face intensive block-mode and some in distance/online learning.

The pedagogical approach of the teaching and learning practices in all units will be focused on imparting a core knowledge base, then using real-life scenarios and case studies to problem-solve global health issues. This approach fosters critical thinking and application of knowledge to real scenarios.

Teaching students through tutorials allows for a better discussion-based learning and critical thinking by placing the instructor as a facilitator/moderator of the discussion and using peer-to-peer learning from individual experiences to enhance the knowledge base. In the tutorial setting students are expected to be active, informed and critical participants in the discussion of information, processes and events.

The Capstone units (Capstone and Research Dissertation) and the research preparations (Part one and two) will be a critical link between the coursework and the research components of this double degree. Students will be bringing together the content and methods they have encountered in the core units, their learning in the electives and their prior academic and professional skills and experience. This will be guided by the student's supervisor(s).

A candidate for the Master of Philosophy will undergo an annual review of progress, in which the candidate will be required to provide evidence of progress in their research and towards the completion of their thesis. On the basis of the evidence provided, the faculty will recommend the conditions of candidature to apply in the following year, and may request a further review at the end of a semester.

If a candidate is not progressing satisfactorily towards the completion of the degree, they may be asked by the faculty to explain why their candidature should not be terminated.

The Academic Board has determined that all research candidates are required to undertake an annual progress review (APR). The APR comprises a written report and a mandatory interview. The report requires written statements from the candidate, the supervisory panel, the staff member responsible for coordinating or directing research within the department, and the Chair of the review panel. The interview is conducted by the review panel, which should include the participation of an academic staff member or members from outside the department. Members of the candidate's supervisory panel may be present for part of the interview, but the interview must provide the candidate with the opportunity to speak freely to the review panel without the presence of supervisors. On the basis of evidence provided and the interview, the head of the department recommends the conditions of candidature to apply for the following year.

7.3 Assessment procedures

For the coursework component students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study. Written assessments typically include exams, essays, projects and policy reports. Oral assessments include case study presentations and debates. External assessors will not be used.

Below is a sample breakdown of assessments for an average UOS:

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No) (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assessment</td>
<td>60%</td>
<td>No</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Tutorial participation/facilitation</td>
<td>20%</td>
<td>No</td>
</tr>
</tbody>
</table>

For the research component, supervisor(s) will monitor progress made within the context of the research plan. Students' progress will be reviewed in the School HRD annual review. The final thesis will be examined as other MPhil thesis. External assessors will be used.

Approved by the Academic Board, 3 December 2014
7.4 Assurance of learning

While assessments will be specifically tailored to each particular unit of study, over the entire course, the variety of assessment tasks and techniques will ensure a wide range of outcomes and attributes can be measured. This variety in assessment regime ensures the full range of communication, analytical and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, regular meetings of teaching staff, monitoring of assessment outcomes and levels of enrolments.

For the MPhil, the supervisor is that member of the academic or, as appropriate, senior research staff, appointed to take primary responsibility for the conduct of a student’s research candidature. The supervisor must be available at all stages of the candidature for advice, assistance and direction and is responsible for the progress of the candidature to the head of department/school and the faculty or college. At least one associate supervisor is also appointed. The role of the supervisory team will change over the course of the candidature but will generally always comprise: ensuring sufficient resources are available to support the candidate; providing advice about an initial research plan; ensuring that the candidate is aware of the particular research skills to be acquired and that appropriate techniques are established for gathering and analysing data; monitoring progress made within the context of the research plan; agreeing on a timetable for frequent and regular contact and acknowledging the need for periodic review of these arrangements; establishing agreed indicators of progress; providing regular and constructive feedback on written analysis and drafts; and providing sound advice about relevant administrative matters.

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
  We will continue our annual review, by the Director of the MGlobHlth, of the Unit of Study Survey (USS) results for every unit within the course. Following this review individual discussions with particular unit coordinators are held to follow up any areas of concern. Student feedback, student assessment results, standardisation and review of units of study by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the MGlobHlth academic team to ensure quality.

- review content, delivery and Resolutions of the course
  Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the MGlobHlth academic team to ensure quality delivery and matching with Resolutions of course.

- review and rationalise Units of Study for the course
  Review of units of study by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the MGlobHlth academic team to ensure quality delivery and matching with Resolutions of course.

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This proposal is a new program, however it is for the joining of two existing programmes. The Sydney School of Public Health (SSPH) has over 150 academic staff members of excellent quality, most of whom are available to call upon to teach if needed. There are academic and professional staff members and committees in place (such as the Office of Teaching and Learning, the eLearning Support Unit, the Teaching and Learning Committee and the School Academic Board) to provide outstanding curriculum delivery support. Additionally, at the Faculty level, there are procedures and personnel in place in charge of Academic Integrity oversight. Unit coordinators for all the existing units of study have developed appropriate timetables and assessments and are able to authenticate student work. These are periodically reviewed by the course director to ensure they are in line with the course objectives.

7.6 Student workload

The following table indicates an average student workload. It is based on a full-time student taking a complete (24P) semester, consisting of four 6CP units of study. A typical GLOH5XXX unit of study consists of a weekly 2-hour lecture and a weekly 1-hour tutorial. There are slight differences within individual units and this table only represents an
approximation. The MGlobHlth team will meet every semester to review student workload and ensure it is equivalent with similar Masters courses.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>8 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>4 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>n/a</td>
</tr>
<tr>
<td>Independent study</td>
<td>24 hours (3 hours per 1 hour lecture)</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>8 hours (2 hours per unit of study)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>During the first three coursework semesters, it is expected that students will conduct the MPhil portions of this combined course during non-semester time.</td>
</tr>
</tbody>
</table>

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

Coordination among unit of study coordinators will be undertaken to ensure assessment tasks are delivered at varying points through the semester, as much as possible, so that students are not overwhelmed. There are several units of study run in intensive mode to break up the workload timeline for students.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The 24CP load per semester is comparable to other existing Masters programs across the University. The variety of assessment tasks from exams to reports to projects to presentations, ensures a balanced workload and does not emphasise any single assessment method. The dissertation component for this course is largely an independent project for which students receive one-on-one support from their supervisor.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Students will have adequate time to conduct independent work within each unit of study. Timetables for lectures are such that they are not overlapping. Often, units are run at alternating times every year (at night or during the day) to accommodate part-time students. Additionally, most units are also available via online/distance learning to provide students the most flexibility for their individual needs.

7.7 Academic advice, support and student representation

There is a dedicated 0.8 FTE administrative position to support the MGlobHlth program and academic team including research. The MGlobHlth administrators provide support on eLearning and there is also eLearning Support available at the School level.

Students will have access to all central student resources, which include the library (online and on campus services and facilities), student support services and student unions. Additionally, SSPH has a dedicated computer lab in the Edward Ford Building on Camperdown Campus to which students have 24-hour access.

Within the MGlobHlth course, there will be elected student representatives who will serve as liaisons between staff and students to raise any concerns/needs from the student body. These students will represent all student “types” (face-to-face and online, full-time and part-time, international and domestic). The representatives will be members of the School of Public Health SSLCC and have the opportunity to nominate student representatives in the Teaching and Learning Committee.

The University’s Student Centre provides a range of services available to on-campus and distance students to support students throughout their studies.

7.8 Remediation and reassessment

Each unit of study will be administered by its respective unit of study coordinator and in line with the policies and procedures of SSPH. Supplementary examinations or extensions to assessment deadlines will be offered where appropriate and in line with University policy. All appeals will be assessed within the guidelines stipulated by the University of Sydney (Student Appeals against Academic Decisions) Rule 2006. Students are responsible for familiarising themselves with the University’s Appeals policy and with the Academic Board Resolutions concerning the Assessment and Examination of Coursework. Students wishing to appeal a mark must meet with the Unit of Study Coordinator with a written appeal letter and summary of their case. This must be done within 15 working days of the mark being made available to the student. Assessments will be based mainly on individual work, though some units of study will also base part of their assessment on group work.

Approved by the Academic Board, 3 December 2014
At the end of each semester the Examiner’s Committee in the School of Public Health meets to decide on the approach to be taken to individual students who have not passed at least one unit. After discussing an individual student’s circumstance the Committee can recommend that a period of remediation be allowed and the student allowed to submit a reassessment task.

7.9 Combined degrees and inter-faculty arrangements

There is already a School of Public Health Teaching and Learning Committee, Faculty-level Learning and Teaching Committee, Postgraduate Coursework Committee, and Postgraduate Research Committee all of which meet regularly. Within the Faculty there already are several combined degrees, so the consultation, approval mechanisms and planning are well developed. The MGlobalHealth team will liaise with the PGRC for all issues with MGlobalHealth/MPhil students.

7.10 Influence of external accreditation or other professional requirements

Not applicable

7.11 Joint ventures with other universities

This is not a joint venture.

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable</td>
</tr>
</tbody>
</table>

- 7.12.1 Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1 Yes
- 7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 No
- 7.12.3 Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses) Yes

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval

- 7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) No

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.
Not applicable – this is a new course proposal.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.12.5</td>
<td>Last semester intake under existing Resolutions</td>
</tr>
<tr>
<td></td>
<td>Domestic</td>
</tr>
<tr>
<td></td>
<td>International</td>
</tr>
<tr>
<td>7.12.6</td>
<td>Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?</td>
</tr>
<tr>
<td>7.12.7</td>
<td><strong>For course deletions</strong>, advise the last date for enrolments into the existing course</td>
</tr>
<tr>
<td>7.12.8</td>
<td><strong>For course deletions</strong>, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students</td>
</tr>
<tr>
<td>7.12.9</td>
<td><strong>For course deletions</strong>, outline the provisions in place for students enrolled under existing Resolutions</td>
</tr>
</tbody>
</table>
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

8.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)

There are 11 academic staff members who currently deliver much of the Master of International Public Health program and they who will be directly and actively engaged in delivering the Master of Global Health. In addition, there are over 150 academic staff members in the SSPH overall who can provide support when needed. There are 2 administrative staff members (1.0FTE equivalent) directly responsible for Master of Global Health program and academic support plus two administrative staff members within the Office for Teaching and Learning for all of SSPH.

In order to assist with the smooth transition for both applicants and academic supervisors, the Sydney School of Public Health (SSPH) will establish a system through the website to triage potential applicants to potential academic supervisors. This will ensure potential applicants have an identified research area as well as an academic supervisor who is able to take the applicant on, if successful. This communication will happen before the applicant applies to the course to ensure capacity for supporting the student through his/her commencement. To note, the first semester of student enrolment is to be spent refining the research questions and timeline for research activities with academic supervisor.

8.1.2 The academic staff members in the whole of SSPH, and particularly the 11 directly relevant to this course, have extensive experience both teaching and doing research in a global health setting. Students will be learning from experts in the field of each individual unit of study, all of whom have experience and are actively engaged in global health projects.

8.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

All staff, including casual tutors, will be on the University’s payroll. There may be rare occasions when individual lectures within a unit of study are given by a person outside the University. This will be utilised if the external person has greater knowledge/experience than the University faculty members. All primary supervisors for any overseas placements will be within SSPH.

8.2 Teaching space and related facilities

8.2.1 Teaching rooms
Available at the Camperdown Campus

8.2.2 Lecture theatres
Available at the Camperdown Campus

8.2.3 Laboratories
The use of computer laboratories will not change

8.2.4 Staff offices
The use of staff offices will not change

8.2.5 Storage or other space required including any which needs to be rented externally
No storage or other space is required

8.2.6 Professional placement locations
Professional placement locations may change, depending on availability and willingness of workplace based supervisors and projects

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.

8.3.1 Computer technology
The use of computer technology will not change. Some units of study in the proposed course will continue to make use of the School of Public Health’s computer lab (Rm 330, Edward Ford Building A27), as well as computer technology in various lecture and tutorial rooms throughout the University

8.3.2 Other equipment
None required.

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact

Approved by the Academic Board, 3 December 2014
Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of [Faculty name]

(1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
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<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
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<td>Published work</td>
</tr>
<tr>
<td>RPPHDME-01</td>
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<td>RMSURGER-02</td>
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<td>Research</td>
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<td>TCCLISUR-01</td>
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<tr>
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<td>Master of Biostatistics</td>
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<td>Master of Brain and Mind Sciences</td>
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<td>MClinTRes</td>
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<td>MAGENCOU-01</td>
<td>Master of Genetic Counselling</td>
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<td>Master of Indigenous Health (Substance Use)</td>
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<tr>
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### Metabolic Health

MScMed(Adv)(MetabHlth) 60

### Pharmaceutical and Medical Device Development

MScMed(Adv)(PharmDev) 60

### Sleep Medicine

MScMed(Adv)(SleepMedicine)

### Pharmaceutical and Medical Device Development

MScMed(Adv)(PharmDev) 60

### Sleep Medicine

MScMed(Adv)(SleepMedicine)

### Combined degrees

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<td>MASCMPHL-01</td>
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<td>- HIV, STIs and Sexual health</td>
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<tr>
<td>MAMRGPHL-01</td>
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<tr>
<td>MXXXXXXX-01</td>
<td>Master of Global Health / Master of Philosophy</td>
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### Graduate diplomas

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<td>GNBIOSTA-01</td>
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5. Graduate certificates

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<td>GradCertAdvClinSkills(SurgAnat)</td>
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<td>GCBIOISTA-01</td>
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<td>GCBRMISC-01</td>
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<td>GCCUEPI-01</td>
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Approved by the Academic Board, 3 December 2014
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<th>Duration</th>
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<td>Graduate Certificate in Indigenous Health (Substance Use) (admission suspended for 2017)</td>
<td>GradCertIndigH(SubUse)</td>
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<td>- Clinical Neurophysiology</td>
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APPENDIX 2: RESOLUTIONS OF THE FACULTY

NO CHANGES TO BE MADE TO THE FACULTY RESOLUTIONS (BELOW) AS A RESULT OF THIS PROPOSAL

Resolutions of the Faculty of Medicine for coursework courses

These resolutions apply to all undergraduate and postgraduate courses in the Faculty, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Admission to candidature
(1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.
(2) Where postgraduate courses in this Faculty (other than the Doctor of Medicine) have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.
(3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.
(4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions
The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.

3 Time limits
(1) A student must complete all the requirements for a coursework doctorate within ten calendar years.
(2) A student must complete all the requirements for a double master's degree within ten calendar years.
(3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.
(4) A student must complete all the requirements for a graduate diploma within four calendar years.
(5) A student must complete all the requirements for a graduate certificate within three calendar years.
(6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.
(7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.
(8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.
(9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature
(1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.
(2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
(3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the Faculty for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.
(4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.

Approved by the Academic Board, 3 December 2014
(5) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

5 Credit
(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.
(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study
(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
   (a) The unit of study content is not taught in any corresponding unit of study at the University; or
   (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.
(2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean.
(3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

Part 3: Studying and Assessment

7 Attendance
Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy
(1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
   (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
   (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
   (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass
In this Faculty the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

11 Re-assessment
(1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.

Approved by the Academic Board, 3 December 2014
(2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

(3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

(4) Students in the Doctor of Medicine must pass at each annual assessment. A 'Fail on the Year' result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

Part 4: Progression, Results and Graduation

12 Satisfactory progress
(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

(2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

13 Weighted average mark (WAM)
(1) The University WAM is calculated using the following formula:

\[
\text{WAM} = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}
\]

where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted 1, Intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

14 Course transfer
A candidate for a master's degree (other than the Doctor of Medicine) or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

Part 5: Other

15 Transitional provisions
(1) These resolutions apply to all students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to double degree students who:

   (a) commenced their candidature prior to 1 January 2014;
   (b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
   (c) have formally elected to proceed under these resolutions.

(3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

Master of Global Health / Master of Philosophy
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAXXXXX</td>
<td>Master of Global Health / Master of Philosophy</td>
</tr>
</tbody>
</table>

2. Attendance pattern
The attendance pattern for these courses is full time. Most units of study are available both in distance mode and face to face, therefore candidate’s choice will determine mode of attendance. Visa restrictions normally limit International students studying within Australia to taking a maximum of 25% of courses via distance mode.

3. Master’s type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4. Embedded courses in this sequence
(1) The embedded courses in this sequence are:
   (a) the Master of Global Health
   (b) the Master of Philosophy

(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) Admission to the degree of Master of Global Health / Master of Philosophy requires:
   (a) a bachelor’s degree with first or upper second class Honours in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting and marketing from the University of Sydney or an equivalent qualification; OR
   (b) a Master degree performed at a high academic standard, and which includes substantial component of original research, OR
   (c) an equivalent qualification that demonstrates research experience, excellence and capability

(2) Additional application requirements:
   (a) certified academic transcripts for all previous tertiary study, if they were not completed at the University of Sydney
   (b) CV, providing a summary of your work experience and other relevant activities
   (c) cover letter outlining your reasons for applying
   (d) evidence that your supervisor supports your application.
   (e) research proposal
   (f) English language qualifications (if your prior study was completed at an institution where English is not the medium of instruction)

6. Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study
(2) To qualify for the award of the Master of Global Health / Master of Philosophy a candidate must successfully complete 72 credit points for the Master of Global Health, including:
   (a) 24 credit points of core units of study; and
   (b) 18 credit points of dissertation unit(s) of study
   (c) 6 credit points (minimum) of core elective (health policy/management) unit(s) of study; and
   (d) 6 credit points (minimum) of core elective (advanced) unit(s) of study; and
   (e) 18 credit points (maximum) of elective units of study; and
   (f) with at least 36 credit points of GLOH5XXX units of study (as listed in Table of Units of Study: Global Health) and

(3) To qualify for the award of the Master of Global Health / Master of Philosophy a candidate must additionally complete at least two research periods and successfully submit a thesis for examination in the form required by Academic Board policy or procedures. This thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory. The thesis must also be accompanied by an abstract in a form prescribed by resolution

Approved by the Academic Board, 3 December 2014
of the Academic Board. Subject to this Rule, the candidate must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use. The examination of candidates for the degree of Master’s by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

8. Progression rules
A candidate for the Master of Philosophy will have an annual review of progress, in which the candidate will be required to provide evidence of progress in their research and towards the completion of their thesis. On the basis of the evidence provided, the faculty will recommend the conditions of candidature to apply in the following year, and may request a further review at the end of a semester.

If a candidate is not progressing satisfactorily towards the completion of the degree, they may be asked by the faculty to explain why their candidature should not be terminated.

Annual progress review
The Academic Board has determined that all research candidates are required to undertake an annual progress review (APR). The APR comprises a written report and a mandatory interview. The report requires written statements from the candidate, the supervisory panel, the staff member responsible for coordinating or directing research within the department, and the Chair of the review panel. The interview is conducted by the review panel, which should include the participation of an academic staff member or members from outside the department. Members of the candidate's supervisory panel may be present for part of the interview, but the interview must provide the candidate with the opportunity to speak freely to the review panel without the presence of supervisors. On the basis of evidence provided and the interview, the head of the department recommends the conditions of candidature to apply for the following year.

9. Course transfer
A candidate may abandon the combined program and elect to complete either the Master of Global Health or the Master of Philosophy in accordance with the resolutions governing that degree.
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

| 1. | Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills? | ☒ Yes ☐ No |
| 2. | Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students. | ☒ Yes ☐ No |
| 3. | List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended. | There will be no additional resources needed outside of the current Master of Global Health needs. |

This section to be completed by library staff

**Library resources required**

| Does the Library already collect resources in this area? | ☐ Yes ☒ No |

**Key databases include:**
- Medline
- Embase
- PsycINFO
- CINAHL
- ERIC
- Informit Online
- Scopus
- WoS
- Social Science abstracts
- Global Health

**Journals include:**
- World health – Periodicals (34 journals held)
- Public Health – International Cooperation – Periodicals (3 journals held)
- Medical Geography – Periodicals (12 Journals held)

**Key existing monographs include:**
- World health (252 titles held)
- Public Health – International Cooperation (75 titles held)
- Medical Geography (77 titles held)

**Initial costs of acquiring basic resources (digital and non-digital)**

| Monographs (including multimedia resources, reading list items and multiple copies) | $AUD |
| New publications in Public Health are automatically purchased within the YBP medicine profiles (eBooks are purchased where available) | |
| New journal titles (including back-runs) No additional journals are required. | |
| Additional databases / digital resources No additional resources are required. | |

| Initial resources costs | |

| Ongoing costs of resources | $AUD |
| Annual costs of maintain new subscriptions (journals and databases) NIL | |

| Ongoing information resources costs | |

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

The Academic Liaison Librarian (ALL) will be in regular contact with the course coordinator. This would ensure that requirements for additional resources can be promptly responded to and supported where possible.
**Comments**

Specify opportunities for developing research and learning resources. Students will have access to various subject guides. (Public Health, Health Sciences etc) Learning objects can be added to Canvas and library workshops can be provided by negotiation.

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials. Existing library staffing, services and resources are adequate to support the requirements of the proposed course. The University Library already collects extensively in this area for other units of study.

Estimated number of hours

**Library Director's comments***

*The Library Director should sign on the front page.*
### APPENDIX 5: REFERENCE – SESSION CODES

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APPENDIX 7: AQF COMPLIANCE

NAME OF COURSE: Master of Global Health / Master of Philosophy
CODES: MAXXXXXXX

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree
- CONFIRMED: The MGlobHlth/MPhil qualification requires at least a Bachelor’s degree in a related topic area (or equivalent)

b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.
- CONFIRMED. The MGlobHlth/MPhil qualification is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice and scholarship. It also serves as a pathway for further learning in a range of aspects of global health.

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.
- CONFIRMED. The MGlobHlth/MPhil qualification has explicit learning outcomes which address the areas required for AQF Level 9 and a curriculum that directly addresses the learning outcomes. All graduates will have undertaken a formal capstone experience or equivalent project.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.
- CONFIRMED. The MGlobHlth/MPhil qualification is 2 years in length (Equivalent 72 credit points plus 4 research periods) and builds on relevant knowledge and skills obtained in a Level 7 (and/or Level 8) qualification.

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and /or 8 –for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.
- CONFIRMED – There is no ambiguity about disciplinary similarity with lower level qualifications

Approved by the Academic Board, 3 December 2014
5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

*Units of study devoted to a research-based project, capstone and or piece of scholarship are: GLOH 5130 Dissertation (12 cp – Semester 1 or Semester 2)*

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

*There will be no formal reduction in volume of learning regardless of prior qualifications. Students may apply for credit as per the usual university policies and procedures.*
**APPENDIX 8: EVIDENCE OF CONSULTATION**

The following sections are evidence of consultation for this proposal.

8.1 Deputy Vice Chancellor (Education) – 12 Sep 2016

Subject: RE: Public Health shift to 18 months for MPH and MIPH  
Date: Monday, 13 February 2017 10:45:16 am Australian Eastern Daylight Time  
From: Joel Negin  
To: Robert Cumming, Kevin McGeechan, Michelle Dickson, Tim Driscoll  
CC: Kerri Anton

Hi all,

Hope this is sufficient for the EoI!

Joel

From: Philippa Pattison  
Sent: Saturday, 11 February 2017 1:25 PM  
To: Joel Negin  
Cc: Robert Cumming; Kevin McGeechan; Michelle Dickson; Tim Driscoll  
Subject: RE: Public Health shift to 18 months for MPH and MIPH

Dear Joel,

I am happy to confirm that this has been under discussion since mid-2016, and very supportive of the initiative.

with best wishes, Pip

Professor Pip Pattison  
Deputy Vice-Chancellor (Education)  
L4-47 Quadrangle A14  
The University of Sydney NSW 2006 Australia  
T +61 2 9351 3517  
F +61 2 9351 4177  
M 0418 564 494  
E pip.pattison@sydney.edu.au

From: Joel Negin  
Sent: Saturday, 11 February 2017 1:22 PM  
To: Philippa Pattison  
Cc: Robert Cumming; Kevin McGeechan; Michelle Dickson; Tim Driscoll  
Subject: Public Health shift to 18 months for MPH and MIPH

Dear Pip,

As you know based on a few conversations over the past few months, the School of Public Health is looking to submit an application for a significant variation to our Master of Public Health and Master of International Public Health degrees to move them from 48CP to 72CP (i.e. to 18 months). This follows on
8.2 Marketing and Communication (Health) – 21 Feb 2017

Subject: Fwd: Confirmation of discussions re SPH course variations
Date: Wednesday, 22 February 2017 7:58:15 pm Australian Eastern Daylight Time
From: Joel Negin
To: Tim Driscoll, Kevin McGeechan, Robert Cumming, Kerri Anton, MPH Admin Officer, Michelle Dickson, Thomas Dakin
Attachments: image001.png, image002.png, image003.png

Dear colleagues

Please see below email from Chris Maunder in Marketing regarding MPH and MIPH transitions. I hope this would be sufficient.

Joel

Sent from my iPhone

Begin forwarded message:

From: Christopher Maunder <christopher.maunder@sydney.edu.au>
Date: 21 February 2017 at 10:40:51 am AEDT
To: Joel Negin <joel.negin@sydney.edu.au>
Subject: Confirmation of discussions re SPH course variations

Hi Joel

Apologies I didn’t get around to this yesterday, I went home sick in the afternoon.

Please see a response below and let me know if you need anything else.

Thanks

Chris

In a number of meetings with Joel Negin we have discussed the rational for the following course variations:

- varying MPH from 48CP to 72CP
- varying MIPH from 48CP to 72CP

There is an increasingly competitive environment, with new degrees offered in the public health space by Macquarie, UTS, ACU. As such the School of Public Health has expressed a need to recast its flagship products as truly premium offerings. This approach would build on the School’s long history, nationally-leading research and unparalleled alumni and professional networks. It would act as a clear differentiator in the market.

Applications and enrolments for the MPH and MIPH have been consistently strong over a long period of time and this demonstrates a clear desire in the market for the programs. The proposed variations will make the degrees AQF compliant and are in line with offerings from most competitors in Australia, which should make them even more attractive.

CHRIS MAUNDER | Marketing Manager - Health
THE UNIVERSITY OF SYDNEY
8.3 Student Recruitment (Health) – 28 Feb 2017

Subject: Re: SPH proposed changes - consultation with Student Recruitment
Date: Wednesday, 15 March 2017 12:13:54 pm Australian Eastern Daylight Time
From: Lucy Buxton
To: Kerri Anton, Joel Negin, Thomas Dakin
CC: Grace Guan
Attachments: image001.png, image002.png

Dear Joel, Kerri and Thomas,

I hope this email finds you well. Apologies for the delay in responding, I wanted to discuss the proposal with some relevant colleagues in order to provide you with some insights from different market perspectives. Lots of people have been off sick, so it’s taken a little longer than expected.

The course proposals are very interesting, and we have discussed with our recruitment colleagues in Business, International Sponsorships and the international recruitment team. As discussed, the PGCW market is increasingly competitive, coupled with an overall Australian trend to decrease in market demand for graduate programs. Keeping in mind the School’s overall goals, we have considered the market drivers, desired career outcomes, and overall recruitment trends in order to provide advice for the EOI and a sustainable outcome for the School.

1. Converting the MPH and MIPH degrees from 48 credit points to 72 credit points
   - We agree with the summary you have written below.
   - Feedback from the Amy Wan, Manager of International Sponsorships (e.g. Australia Awards) - Feedback from the AAS market tell us that we are losing students to Uni Melb and UNSW due to their 2 year public health degree. The majority of AAS scholars are looking at maximising their scholarship opportunity, which is up to 2 years. The dual degrees with additional 24 credits (as outlined below) will meet the demand from this segment of the market

2. Changing the MIPH to a “Master of Global Health”
I agree with the summary you have written below, but would add
   - “Public Health” is a well-established area of study and a key word to search, particularly for international funded students, so name change will also need to be socialized in market.
   - It would be helpful for the Marketing and Communications team have/to provide some web metrics around nomenclature in market
   - Feedback from the Amy Wan, Manager of International Sponsorships: AAS students use “public health” in their course search. Australia Awards website also uses “public health”. In my opinion, it may have a negative impact on students specifically looking for courses in public health.

3. Creating a dual MBA/MPH degree
   Broadly speaking, market intelligence identifies 2 main cohorts of health postgraduate students.
   - Career advanced - Often recent graduates (22-24 yo) with little professional experience. Seeking to build on their UG studies and progress their careers within their current [health] sector. This is the typical PGCW/MPH profile, but majority will not be able to meet the MBA admission requirement on working experience. The statistics from GMAT (global admissions test for MBA programs) is as below for your reference.
   - Career changers – often working professionals with a number of years experience (27-29 yo). Seeking to broaden their experience with professional networks, get experience outside their fields, and prepared to make a significant investment in study with the guarantee return on investment (significant career advancement) and looking to change career out of [health] sector.
8.4 Student Recruitment, Marketing and Communications (Health) – 1 Jun 2017

Meeting invite list
(meeting held in Room 318, Edward Ford Building)
8.5 Head of Admissions – 14 Jun 2017

Subject: RE: 2019 changes for School of Public Health courses  
Date: Thursday, 15 June 2017 10:46:16 am Australian Eastern Standard Time  
From: Lianty Ng  
To: Nicola Atkin  
CC: Wencong Chai, Kerri Anton  
Attachments: NEW Course of Study - Cricos Registration Form.pdf, HOW TO FILL IN NEW CRICOS REGISTRATION FORM.pdf

Thank you Wen.

Hi Nicola,

To help prepare what School of Public Health needs to complete, please find attached the form to be completed and the explanation on how to fill in the form for the New CRICOS Code registration with TEQSA. TEQSA is the designated and delegated authority for higher education providers registered under the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act). TEQSA assesses applications for inclusion on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Please do not hesitate to contact me if you require any further information.

Kind Regards,

Lianty

Lianty Ng | International Reporting & Compliance Manager  
Deputy Vice-Chancellor (Registrar)  
THE UNIVERSITY OF SYDNEY  
Level 5, Jane Foss Russell Building (G02) | The University of Sydney | NSW | 2006  
T +61 2 8627 4232 | F +61 2 8627 8389  
E Lianty.Ng@sydney.edu.au | W http://sydney.edu.au

CRICOS 00026A  
This email plus any attachments to it are confidential and are subject to a claim for privilege. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.

From: Wencong Chai  
Sent: Wednesday, 14 June 2017 5:14 PM  
To: Nicola Atkin <nicola.atkin@sydney.edu.au>  
Cc: Lianty Ng <lianty.ng@sydney.edu.au>  
Subject: RE: 2019 changes for School of Public Health courses

By the way Nicola, you may contact Lianty Ng at the Compliance office directly for CRICOS code registration related matters.

Regards,

Wen
8.6 Library Consultation – 13 July 2017

From: Nicola Atkin  
Sent: Thursday, 13 July 2017 12:07 PM  
To: Jayne O'Hare <jayne.o hare@sydney.edu.au>  
Cc: Tim Driscoll <tim.driscoll@sydney.edu.au>; Kerri Anton <kerri.anton@sydney.edu.au>  
Subject: Library consult - MPH to 18 months proposal

Hi Jayne

And here is the library impact consultation sheet for the MPH new course proposal. Thank you for your assistance and input with this.

Kind regards
Nicola

Hi Jayne

Thank you so much, again, for meeting with us today. As follow-up, please find the attached Appendix 4 – Library impact statement, with the top section filled out.

Please let me know if there is anything further I can provide or if there is anything else we need to discuss. I look forward to working with you when we are designing our new skills UOS.

Best
Kerri

From: Jayne O'Hare <jayne.o hare@sydney.edu.au>  
Date: Thursday, 6 July 2017 1:58 pm  
To: Kerri Anton; Tim Driscoll  
Cc: Michelle Dickson; Nicola Atkin  
Subject: RE: Library consult - SPH courses to 18-months

Hi Jayne,

I am free on Thurs any time between 10 and 2pm.

Thanks,

Jayne

JAYNE O'HARE | Academic Liaison Librarian  
Sydney School of Public Health  
Medicine Dentistry Nursing Pharmacy Health Sciences Cluster  
Academic Services | University Library

THE UNIVERSITY OF SYDNEY  
Level 2, Fisher Library | The University of Sydney | NSW | 2006  
+61 2 9351 4949 M +61 439661815  
E jayne.o hare@sydney.edu.au | W http://www.library.usyd.edu.au

From: Kerri Anton  
Sent: Thursday, July 06, 2017 1:11 PM  
To: Jayne O'Hare; Tim Driscoll  
Cc: Michelle Dickson; Nicola Atkin  
Subject: Library consult - SPH courses to 18-months

Hi Jayne and Tim

While our draft full applications for the course change for the MPH and MGlobHlth are being reviewed by the TLC, Michelle and I thought it would be a good idea to continue with the details still needed to complete. For Section 8.4 we need the following:
8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

I wonder if we could sort a time to meet briefly to discuss this and get sign-off for both proposals? My availability for next week is:
Tuesday 11 July anytime before 2PM
Wednesday 12 July before 10AM or 1:30-2PM
Thursday 13 July 10AM – 2PM

Thanks ever so much
Kerri
8.7 Student Recruitment – 18 July 2017

Dear All,
Please find attached comments for MPH to 18mo proposal.

To summarise:
MPH to 18 mo – Recruitment comments returned (24 July). Please return final copy for sign off
MIPH to Global Health + 18 mo – Recruitment comments returned (24 July). Please return final copy for sign off
MPH/MPhil – not yet received
MIPH/MPhil – not yet received

Kind regards
Lucy

--
DR LUCY BUXTON | Head of Recruitment (Health)
Global Student Recruitment & Mobility
DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY
Rm 412, Level 4, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
T +61 2 9351 6242
E lucy.buxton@sydney.edu.au
W sydney.edu.au

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This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.

From: Nicola Atkin <nicola.atkin@sydney.edu.au>
Date: Thursday, 20 July 2017 at 9:15 am
To: Lucy <lucy.buxton@sydney.edu.au>
Cc: Kerri Anton <kerri.anton@sydney.edu.au>, Grace Guan <grace.guan@sydney.edu.au>
Subject: MPH to 18 months course proposal

Hi Lucy
Thanks for your time on Tuesday morning.
Please find attached the new course proposal form for the MPH. Apologies for the delay in getting this to you. We would appreciate it if you could have a look at Part 1 of this document, and Part 1.4 in particular and make any changes or comments.

As Kerri indicated with the Master of Global Health proposal she sent through to you on Tuesday, it would be great if you could get any comments back to me by early next week.

Thanks again
Nicola

--
NICOLA ATKIN – Wednesday and Thursday only
Sydney School of Public Health | Sydney Medical School

THE UNIVERSITY OF SYDNEY
Rm 322, Edward Ford Building A27 | The University of Sydney | NSW | 2006
T +61 2 9314 1228 | F +61 2 9314 1228
E nicola.atkin@sydney.edu.au | W http://sydney.edu.au/medicine/public-health

Approved by the Academic Board, 3 December 2014
8.8 School of Public Health – Marketing Brainstorming Meeting – 25 July 2017

Meeting invite list
(meeting held in the Dean’s Conference Room (201), Edward Ford Building)
8.9 Meeting with Executive Officer of Academic Board (Matthew Charet) – 22 November 2017

Subject: Academic Board Discussion Paper
Date: Wednesday, 22 November 2017 12:37:16 pm Australian Eastern Daylight Time
From: Matthew Charet
To: Kerri Anton, James Kite, Mu Li, Carmen Huckel Schneider
Attachments: 9.4 Curriculum Framework for VIMs.pdf

Dear all,

Thanks for reaching out this morning to talk through your proposals; it was really helpful for me to get an idea of what you are proposing for the near future.

As promised, please find attached the VIMs paper which is on the agenda for approval by the Academic Board meeting on Tuesday 28 November. While arguably of tangential relevance to your situation (in that the proposed combination is UG/PG rather than PG/HDR), it might provide some ideas of how your intentions can be structurally accommodated. The bulk of the paper is the Coursework Policy 2014, relevant amendments to which are proposed in clauses 87A, 91A, 91B and 91C (pp. 78, 80-2 of the attached). I suggest that Peter McCallum would be a good point of contact for how your proposals might dovetail with this intended degree structure.

In terms of funding and structure, I have spoken to Belinda Ingram (Postgraduate Administration in the School of Psychology), who has indicated that she is happy to talk through the issues that she has experienced with the MCP/PhD program. In brief, the PhD component is fully RTS-supported and students only pay for the coursework component of the degree. In order to be competitive for research scholarships, the students enrol full-time in the PhD from Year 2 of the combined degree, but this forces student overloading as they are also completing coursework study during Years 2 and 3 of the program – the Faculty has recently been advised that this is non-compliant so they are likely to need to explore alternatives. Belinda also advised that they have professional registration requirements too, but I am not sure if these apply to your intended programs.

Let me know if I can be of any further assistance and as I cautioned at our meeting, please take the advice of subject matter experts (such as Peter McCallum and Ross Coleman) over mine if we differ. I am very much a generalist in this area!

Regards,

Matthew

DR MATTHEW CHARET | Executive Officer to Academic Board
University Secretariat | Office of the Vice-Chancellor and Principal
THE UNIVERSITY OF SYDNEY
Room L3.06, Quadrangle, A14 | The University of Sydney | NSW | 2006
T +61 2 9341 1356 | E matthew.charet@sydney.edu.au | W http://sydney.edu.au

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**Author**
Dr Carmen Huckel-Schneider, Program Director, Master of Health Policy, School of Public Health

**Reviewer/Approver**
Associate Professor Patrick Kelly, Academic Leader for Postgraduate Coursework, Faculty of Medicine and Health

**Paper title**
Course Management Template: propose a new course of study following approval of an EOI (*Master of Health Policy/Master of Philosophy*)

**Purpose**
Approval sought for the Faculty of Medicine and Health’s new combined degree *Master of Health Policy/Master of Philosophy* to come into effect from the 1st January 2020.

**RECOMMENDATION**

That the Graduate Studies Committee endorse for submission to the Academic Board:

1. the new course proposal for the Master of Health Policy/ Master of Philosophy, to come into effect from the 1st of January 2020.

**EXECUTIVE SUMMARY**

The paper puts forward a proposal for the establishment of a new course of study, a combined degree Master of Health Policy/Master of Philosophy.

The new program effectively combines two existing programs, the Master of Health Policy and the Master of Philosophy into one combined degree under one CRICOS code; allowing students to complete either consecutively or parallel.

The draw of the combined degree will be:
- Allowing students that have scholarships and visas that permit two-full years of study to undertake a more fulfilling and complete learning process over the full permitted time period.
- The option to study the Master of Philosophy part-time over two years parallel to completing the Master of Health Policy, increasing chances of on-time completion.
- Enabling students with medicine and health backgrounds to gain critical skills in health policy analysis while pursuing higher degree research interests on health policy topics.

This dual-degree proposal is directly relevant to the University’s research strategy #2: “Attract and develop outstanding researchers” through the first initiative to “remodel the pathway to PhD”. Alongside the University’s Strategy 2016-2020 for education to develop “a research track, for those who ultimately want to study at doctorate level”.

The combined degree will use the course offerings already developed – significant additional costs for course delivery are not anticipated.

The CCPC has required several amendments to the proposal. Some changes have been made accordingly. Please find more details in the outlined responses and revised full proposal in the attachments. Please also find attached a response to the GSC’s feedback given at its previous meeting on 6 November 2018.

**ATTACHMENTS**

1. Responses to CCPC feedback, meeting date 27 August 2018
2. Responses to GSC feedback, meeting date 6 November 2018
3. Full Course Proposal for the Master of Health Policy/Master of Philosophy
4. Supporting Correspondence with Academic Model Team
Course management template

Use this template to:

• propose a new course of study following approval of an EOI
• propose an amendment to an existing course of study
• request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at:
pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:

For all purposes, please complete these key details:

This submission relates to the following
☐ New course  New Resolutions are appended to this submission
☐ Amended course Amended Resolutions are appended to this submission
☐ Deletion of a course Amended Resolutions are appended to this submission

Name of course Master of Health Policy/Master of Philosophy

School/department School of Public Health
Managing faculty Health and Medicine
Name of proponent Dr Carmen Huckel-Schneider
Telephone 9036 7147
Email Carmen.huckelschneider@sydney.edu.au

Version date 18 January 2019

☐ Undergraduate ☑ Postgraduate coursework ☑ Postgraduate research
Signature

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director
Part 2

Head of Recruitment
Section 1.5

Library Director
Appendix 4

Signed, inserted next pages

Digitally signed, inserted next pages

Date

Date

Date

Date

Date
# Course management template

Use this template to:

- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

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<td>Health and Medicine</td>
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<td>Name of proponent</td>
<td>Dr Carmen Huckel-Schneider</td>
</tr>
<tr>
<td>Telephone</td>
<td>9036 7147</td>
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<tr>
<td>Email</td>
<td><a href="mailto:Carmen.huckelschneider@sydney.edu.au">Carmen.huckelschneider@sydney.edu.au</a></td>
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<td>Faculty Manager</td>
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Course management template

Use this template to:
- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.copp@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/paff/planning/copp/index.php#meetings

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Name of course: Master of Health Policy/Master of Philosophy

School/department: School of Public Health
Managing faculty: Health and Medicine
Name of proponent: Dr Carmen Huckle-Schneider
Telephone: 9036 7147
Email: Carmen.huckelschneider@sydney.edu.au

Version date: 20 June 2018

☐ Undergraduate | ☒ Postgraduate coursework
☐ Postgraduate research

Signature

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Date 29/06/18

Head of Recruitment

Date

Section 1.5

Library Director

Appendix 4

Date
Course management template

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- propose a new course of study following approval of an EOI
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- request the deletion of a course of study

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Please save and submit your complete document to the Curriculum and Course Planning Committee at: pic.ccppc@sydney.edu.au

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- Amended course
- Deletion of a course

New Resolutions are appended to this submission
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Name of course: Master of Health Policy/Master of Philosophy
School/department: School of Public Health
Managing faculty: Health and Medicine
Name of proponent: Dr Carmen Huckel-Schneider
Telephone: 9036 7147
Email: Carmen.huckel@sydney.edu.au

Postgraduate coursework
Signature

Postgraduate research

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Part 2

Head of Recruitment
Section 1.5

Library Director
Appendix 4

Date

Date

Date

Date

29.6.2018

Date

Approved by the Academic Board, 3 December 2014
Course management template

Use this template to:
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Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpp@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpp/index.php/meetings

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- [x] New course
- [ ] Amended course
- [ ] Deletion of a course

New Resolutions are appended to this submission
Amended Resolutions are appended to this submission
Amended Resolutions are appended to this submission

Name of course
Master of Health Policy/Master of Philosophy

School/department
School of Public Health
Managing faculty
Health and Medicine
Name of proponent
Dr Carmen Huckle-Schneider
Telephone
9036 7147
Email
Carmen.huckle-schneider@sydney.edu.au

Version date
22 August 2017

[ ] Undergraduate
[ ] Postgraduate coursework
[ ] Postgraduate research

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Head of Recruitment

Library Director

Libby O'Reilly

Approved by the Academic Board, 3 December 2014
About the course management template

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

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

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

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

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

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

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

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
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<td>Academic rationale</td>
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<td>Academic aims and objectives</td>
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Approved by the Academic Board, 3 December 2014
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<td>Student workload Academic advice, support and student representation</td>
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<td>Academic advice, support and student representation</td>
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<td>Remediation of assessment</td>
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8 Resources

8.1 Teaching and support staff | Y Y |
8.2 Teaching space and related facilities | Y Y |
8.3 IT requirements | Y Y |
8.4 Library resources | University Library Y Y |

Appendix 1 Resolutions of the Senate | Y Y Y |
Appendix 2 Resolutions of the Faculty | Y Y Y |
Appendix 3 Course Resolutions | Y Y Y |
Appendix 3A Undergraduate courses |
Appendix 3B Postgraduate courses |
Appendix 4 Library impact statement | University Library Y Y |
Appendix 5 Reference: Session codes | Student Centre |
Appendix 6 Reference: Campus codes | Student Centre |
Appendix 7 AQF compliance |

Abbreviations

FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)
PIO = Planning and Information Office (Provost and DVC)
SRA = Student Recruitment and Admissions (DVC and Registrar)
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

The primary purpose is to provide a two-year option for students, including scholarship holders, as there appears to be a demand for such offerings. This two-year dual degree would only be suitable for high-achieving students as we would require applicants to provide appropriate qualifications to be eligible to commence, in line with the application requirements for the Master of Philosophy.

This dual-degree proposal is directly relevant to the University’s research strategy #2: “Attract and develop outstanding researchers” through the first initiative to “remodel the pathway to PhD”. Alongside the University’s Strategy 2016-2020 for education to develop “a research track, for those who ultimately want to study at doctorate level”. This dual coursework/research degree would be an ideal pathway for students interested in pursuing a PhD in the topic of health policy.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Feb 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.1</td>
</tr>
<tr>
<td>10 May 2017</td>
<td>Jayne O’Hare, Library Liaison Officer</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.2</td>
</tr>
<tr>
<td>22 Nov 2017</td>
<td>Matthew Charet, Executive Officer to the Academic Board</td>
<td>Meeting</td>
<td>Email attached, Appendix 8.3</td>
</tr>
</tbody>
</table>

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

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

The Student Recruitment team has reported that this 2-year dual-degree offering would be suitable for international students. The draw would be to extend for a 2-year degree not only for potential migration opportunity, but also for the ability to make use of scholarships provided by sponsors and undertake a more fulfilling and complete learning process embedding in the Australian system for longer.

We can identify several international MHPol students from the past 4 years that would have liked to pursue a research treatise as part of their studies, but were unable to do so because visa requirements only permitted a stay for one degree program. Additionally, this dual-degree is in line with the University Strategy 2016-2020 of providing new pathways to PhDs.

Some domestic and international students that approach the Menzies Centre regarding PhD supervision will be better served by undertaking the dual MHPOL/MPhil first before transitioning to a PhD and we would like to be able to offer this option. This will be particularly relevant for students with a medicine, health and public health background that seek to pursue PhD research on a policy topic but require further training in policy before commencing their research project.

The dual-degree will use the course offerings already developed – significant additional costs for course delivery are not anticipated. It is expected that around 5 students per year may elect to do this dual-degree.

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

The School of Public Health will continue to work closely with the Global Student Recruitment and Mobility unit to optimize the publicity of this course. GSRM will promote the new program via a variety of recruitment channels including but not limited to:

- Postgraduate Information Evenings
- Masterclass series
- Specialised online webinars
- International recruitment events in key markets
- Agent briefings
- SPH briefing to GSRM, Admissions, Contact Centre
- Sydney Courses
- Conferences
The recruitment strategy for this revised course will follow the University’s marketing and recruitment strategy, through:

- Building and maintaining the University’s global brand and reputation. In the 2017 Academic Ranking of World Universities, Sydney School of Public Health was named number 1 in Australia and number 18 in the world. The School clearly already has a world-class reputation, and this re-vamping of one of the key courses within the School aims to enhance this reputation even further. We will continue to develop an integrated communications and recruitment plan to promote this ranking, and optimize key channels to communicate and engage more effectively with our target audiences.

- Fostering engagement and active support among priority stakeholders and key opinion leaders. These stakeholder groups include not only students who will undertake this course, but also engaging and responding to industry needs by producing aligning graduate attributes with workforce needs. Professional networks are key to success in launching the new steams to market. With the support of the School of Public Health we will plan, develop and leverage partnerships and sponsorships to optimize impact and return on investment and optimize key channels to provide engagement opportunities with key stakeholders.

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

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

The University of Sydney’s marketing and communications strategy is structured around a series of major recruitment events, participation in postgraduate careers markets (national and international), pipeline conversion campaigns, masterclasses, industry engagement and marketing collateral to support successful in-market messaging of course attributes and tailored content through owned and media channels. The course changes and the benefits and USPs of the degree will be highlighted in all marketing collateral, including:

- School of Public Health website
- Sydney Courses
- Social media channels (Twitter, Facebook, LinkedIn)
- Print collateral (PG guides, research brochures, flyers)
- Content in news channels and websites

The marketing strategy would be refined during the next stage, but would follow the principles of:

- Agreement on business objective and success measure
- Identify the target audience groups
- Analyse their media consumption habits and optimum channels to reach them (digital campaigns, School and University recruitment events, international marketing; participation or sponsorship of key industry events, alumni channels, ensuring course details are easily discoverable on our channels);
- Create relevant, compelling content that foregrounds key customer benefits that make this degree different from others in market (enhanced employability, future proofing career, pathway to research) with clear calls to action.

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
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<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
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<tr>
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1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

Not applicable

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 financial viability template can be found [here].

Approved by the Academic Board, 3 December 2014
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<th>Master of Health Policy / MPhil</th>
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<th>2020</th>
<th>2021</th>
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<th>2023</th>
<th>2024</th>
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**Gross Revenue**

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**Direct Costs**

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<td>$18,490</td>
<td>$18,860</td>
<td>$24,107</td>
<td>$29,433</td>
<td>$30,021</td>
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<tr>
<td><strong>Total Direct Costs</strong></td>
<td>$0</td>
<td>$10,279</td>
<td>$20,711</td>
<td>$21,128</td>
<td>$27,009</td>
<td>$32,979</td>
<td>$33,642</td>
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</table>

**Directly Controllable Margin**

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
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<tbody>
<tr>
<td>UEM DVC Contributions</td>
<td>$3,449</td>
<td>$7,664</td>
<td>$7,970</td>
<td>$10,387</td>
<td>$12,931</td>
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<tr>
<td>UEM Capital Levies</td>
<td>$22,557</td>
<td>$50,117</td>
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<td>$67,929</td>
<td>$84,563</td>
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<tr>
<td>UEM Cost Recoveries</td>
<td>$11,161</td>
<td>$22,777</td>
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<td>$29,930</td>
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<tr>
<td><strong>Less: UEM DVC</strong></td>
<td>$37,167</td>
<td>$80,558</td>
<td>$83,416</td>
<td>$108,246</td>
<td>$134,181</td>
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<tr>
<td><strong>Operating Margin</strong></td>
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<td>$95,234</td>
<td>$99,819</td>
<td>$131,085</td>
<td>$164,398</td>
<td>$172,213</td>
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</table>

This is the costing spreadsheet using an assumption of 2 new starters in 2020 and 2021 and 3 in later years. This course proposal, while technically coded as a new course, is a combined degree of two existing courses. The only expected additional resource required is a course contact person for applicants before they apply—this need will be met by the existing Master of Health Policy administrator.

Any students undertaking this combined degree will be additional income the School would otherwise not get.

**PART 3: Course details**

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Course name:</td>
<td>Master of Health Policy/Master of Philosophy</td>
</tr>
<tr>
<td>3.2</td>
<td>Course abbreviation:</td>
<td>MHPol/MPhil</td>
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<tr>
<td>3.3</td>
<td>Start year:</td>
<td>2020</td>
</tr>
<tr>
<td>3.4</td>
<td>Start semester:</td>
<td>1</td>
</tr>
<tr>
<td>3.5</td>
<td>Name of award:</td>
<td>Master of Health Policy/Master of Philosophy</td>
</tr>
<tr>
<td>3.6</td>
<td>Combined degree?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
| 3.6 | Combined type: (if applicable) | □ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions  
☐ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards  
☐ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions |
| 3.7 | Honours offered? | □ Yes  
☐ No |
| 3.8 | Honours type: (if applicable) | □ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year  
☐ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course |
| 3.9 | Course group: | □ Undergraduate  
☐ Postgraduate coursework  
☒ Postgraduate research |
| 3.10 | Field of Education (ASCED) codes: | Primary code: 061399  
Secondary code: (Combined courses only) |
| 3.11 | Course AQF Level | □ Level 5: Diploma  
□ Level 6: Advanced diploma/Associate degree  
□ Level 7: Bachelor degree  
□ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma  
☒ Level 9: Masters degree (research, coursework and extended)  
□ Level 10: Doctoral degree |
| 3.12 | Short course description: for the UAC Guide, Good Universities Guide | This program provides the opportunity to develop skills, acquire the knowledge and extend professional approaches in the analysis, development and implementation of health policies in Australia and globally. Graduates will be able to analyse the environment in which health policy develops, critically analyse existing health policies, assemble information in support of policy change or revision, identify features supporting and resisting policy changes, prepare a new policy proposal, and present arguments in support of the proposed change or new policy. |
| 3.13 | Full course description: for Sydney Courses | This combined postgraduate coursework and research degree offered by the Healthy Policy program at Sydney Medical School provides students with a comprehensive and practical understanding of health systems and policy making processes. It offers a critical perspective on how health systems operate and the forces that shape the health policy environment. Graduates will have a comprehensive and practical understanding of policymaking, including economic evaluation; health financing and budgets; power, politics and agenda setting; and the critical use of evidence.  

This course is designed for health and/or policy practitioners that have already commenced careers and carries a minimum of 12 months work experience for entry. It is designed for those who need to advance skills in health priority setting, and wish to gain a broader understanding of health systems. It is also for those already engaged in or planning careers in public policy who wish to extend their knowledge of health policy and policy making. Graduates will be experienced in undertaking policy research for health impact.  

Our Health Policy program is practice focused, so our students work closely with professionals in the private, public and non-government sectors to gain an understanding of roles in the health system and build professional networks. Students are exposed to national and international health policy networks through flexible, face-to-face and blended delivery. Upon completion of this course, you will be equipped to work at a high level across the health sector.  

Why study Health Policy with us?  
- Learn how to develop and implement health policy.  
- Analyse current health policies and policy processes.  
- Learn about the current issues in the Australian healthcare system.  
- Develop applied skills in policy analysis, health financing, economic evaluation and critical appraisal techniques.  
- Understand emerging issues from international trends.  
- Identify and analyse politics and power in health policy.  
- Gain a critical perspective on how healthcare is delivered in Australia.  
- Graduate with professional confidence to work across the health sector.  

Approved by the Academic Board, 3 December 2014
### Australian Higher Education Statement (AHEGS)

**Detail**

The Master of Health Policy/Master of Philosophy is a combined postgraduate coursework and research qualification for international students, taught in English, requiring the accumulation of 48 credit points of full-time study plus 4 research periods (one year full time research component).

**Outcomes**

Graduates are highly trained in the key areas of health policy: using evidence-based knowledge to inform decision making and developing appropriate actions to continually improve public health programs. Their knowledge of current research principles and methods allows them to evaluate data and incorporate this into their own practice or research. They are able to apply their knowledge and skills in a wide range of health policy settings.

**Features**

The course structure requires the completion of a cohesive sequence of core units of study, supplemented by a range of electives. All students have a relevant research supervisor and submit a thesis document.

**Accreditation**

Not applicable

### 3.15 Expected normal length of candidature:

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Min: 2 years</th>
<th>Max: 3 years</th>
</tr>
</thead>
</table>

### 3.16 Minimum credit points for completion:

48 + 4 Research Periods

### 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
- Distance education: Yes ☑ No Up to 75%
- Offshore delivery: Yes ☑ No ___%

### 3.19 Timetabling:

- Standard ☑ Non-standard (Research periods)

### 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?

- Please provide name of agency or agencies and current accreditation status for each

- Yes ☑ No

### 3.24 Prohibition (if applicable)

- Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites)

### 3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMAH</td>
<td>Master of Health Policy</td>
<td>48</td>
</tr>
<tr>
<td>EAPOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>000-0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>International fee-paying:</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>$46,000pa</td>
</tr>
</tbody>
</table>

### 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.

Approved by the Academic Board, 3 December 2014
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: Health policy

4.3 Assumed knowledge: a bachelor's degree with a first or second class honours from the University of Sydney, or equivalent qualification, and a minimum of 1 year of professional work experience in health or a policy-related area;

4.4 Minimum education requirements:
- Year 12 (senior secondary certificate) or equivalent
- Relevant employment or professional experience
- Bachelor's (Pass)
- Bachelor's (Hons)
- Additional information: --a minimum of 1 year of work experience in a health or policy-related field
--a Bachelors degree with first or upper second class Honours or
--a Masters degree performed at a high academic standard, and which includes substantial component of original research, or an equivalent qualification that demonstrates research experience, excellence and capability.

4.5 Estimated or target minimum ATAR (for UG only):
- 2xxx (e.g. 2016)
- 2xxx (e.g. 2017)  
- 2xxx (e.g. 2018)  
- 2xxx (e.g. 2019)  

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):
- certified academic transcripts for all your previous tertiary study, if they were not completed at The University of Sydney
- CV, providing a summary of your work experience and other relevant activities
- cover letter outlining your reasons for applying
- evidence that your supervisor supports your application. This can be PDF copies of emails and
correspondence between you and your supervisor

- research proposal
- statement of capacity to undertake part-time candidature (if applicable – domestic applicants)
- proof of your Australian residency status (a certified copy of the main page your Australian passport, or a certified copy of the main page(s) of your own passport with evidence of your visa)
- English language qualifications (if your prior study was completed at an institution where English is not the medium of instruction).

NOTE: for the research proposal and evidence of supervisor support for application, please refer to Sydney School of Public Health website for instructions on how to contact the School to find a supervisor and start developing a research proposal. Students should discuss their proposal with an appropriate supervisor at the Menzies Centre for Health Policy, or other appropriate supervisor as approved by the Course Director.

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:

- For domestic students, closing date for applications is: Sem 1: 31/01/2020; Sem 2: 30/06/2020
- For international students, closing date for applications is: Sem 1: 31/01/2020; Sem 2: 30/06/2020

4.8 Second semester admission

- Yes
- No

Subject choice will be minimally restricted for semester 2 starters; there will be no increase in duration of course.

4.9 International student admission:

- Yes
- No

Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?

- Yes
- No

If yes, please indicate IELTS equivalent:

Overall IELTS score of 7 with a minimum of 6.5 in each band.

Other international student entry requirements:

- Appropriate student visa

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code:

- Application pending
- Not applicable

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code:

- Application pending
- Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

This proposal is for a dual degree for the Master of Health Policy (MHPol) to be combined with the Master of Philosophy (MPhil). This new course is in line with changes being proposed with the other courses in the School of Public Health of creating dual-degrees with the MPhil.

The Master of Health Policy is a 48CP – 1YR full-time degree. Prior experience in a health and or policy field is required for entry into the Masters, Grad Cert or Grad Dip program. A 4-years honours degree or equivalent is required for entry directly into the Masters program, however entry to the Masters is also possible through prior completion of the embedded Graduate Diploma.

The majority of students in the program are already employed in the health or policy sectors and undertake the program to gain strategy and leadership skills in policy and decision making, furthering career progression prospects. However, a number of students are also seeking to pursue research in health policy. There is currently no option for students to undertake a dissertation or treatise in health policy.

The new double degree option will allow students to enroll directly in a health policy research focused program to gain specific knowledge, understanding and skills in health policy and policy research, as well as conduct an independent supervised research project. Graduates will be qualified for entry into a PhD program, or upgrade to a PhD with increased prospects of a scholarship.

The double degree will also allow international students to enroll directly in a 2-year full time program under one visa. Most international students completing the Master of Health Policy have expressed desire to stay for an
additional year for the opportunity to engage in policy analysis and research into policy issues directly relevant to their home countries.

The Menzies Centre for Health Policy within the School of Public Health has 5 research nodes “Health Governance and Financing”; “Preventive Health Policy”; “Public Policy and Health”; “Value in Health Care” and “MenziesKids”; each with senior researchers who comprise a potential supervisor pool. We have identified several current PhD students who would have benefited from a MHPol and recent MHPOL students who would have preferred the option to work on a research treatise. This is particularly the case for international students who can only apply to study for up to 2 years, but only for one degree program.

6.2 Academic aims and objectives

Master of Health Policy Aims and Objectives

The Master of Health Policy provides students with a comprehensive and practical understanding of health systems and the policy making process. It offers a critical perspective on how health systems operate and the forces that shape the health policy environment. Graduates will have a comprehensive and practical understanding of:

- Health systems, their core components and how they function
- Policymaking processes
- Policy evaluation including economic evaluation
- Health financing and budgets
- Power, politics and agenda setting in health policy
- Critical use of evidence

6.3 Statement of learning outcomes

Graduates of the Master of Health Policy will be able to:

- analyse existing health policy and the environment in which it has developed
- provide a critical analysis of health policy documents
- assemble the information needed to develop a new policy or proposed change in policy and to identify deficits in that information
- develop a detailed written document designed to support a new policy or proposed change in policy
- make an oral presentation in support of a proposed new policy or change in policy

6.4 Statement of generic attributes

6.4.1 Research and Inquiry

Graduates will understand the basic tenets of research and the scientific method. They will be able to create and test a hypothesis with appropriate methodologies drawn from various disciplines as appropriate for their research questions, with a focus on broad systems level perspectives. Graduates will be able to critically appraise research, and understand how to manage the scope of a research question and how it is able to fulfill objectives. Graduates may not all go on to be researchers; however, they will all be able to access research, interpret and analyse evidence (both academic and grey literature), and apply research. Critical thinking is a key component to this. Graduates will have the confidence to take a broad view of policy problems and how they can be addressed from various disciplinary perspectives.

Graduates will:

a) Possess a body of knowledge relevant to their fields of study, and a firm grasp of the principles, practices, and boundaries of their discipline;
b) Be able to acquire and evaluate new knowledge through independent research;
c) Be able to identify, define, investigate, and solve problems;
d) Think independently, analytically and creatively; and
e) Exercise critical judgment and critical thinking to create new modes of understanding.

6.4.2 Information literacy

Graduates will be able to locate, curate and interpret scientific and grey literature, understand the hierarchy of evidence, interpret collected data, and understand that the way a question is asked can manipulate the results found. Graduates will understand what is meant by “evidence”, understand and be able to use information available, and understand what scientific credibility is and how it is obtained. In addition, graduates will have an understanding of digital literacy and mHealth. Graduates will be able to synthesise evidence and use evidence-based thinking and practice.
Graduates will:

a) Recognise pertinent information needs;
b) Use appropriate media, tools and methodologies to locate, access and use information;
c) Critically evaluate the sources, values, validity and currency of information; and
d) Use information in critical and creative thinking.

### 6.4.3 Personal and intellectual autonomy

Graduates will be well-rounded and able to speak the language of health from all sides of an issue. Graduates should have the confidence to know they are well-equipped navigate health policy processes and environments. Graduates will be critical thinkers who have the ability and confidence to question authority when needed, not just accept what they are told. Graduates will be proactive and engaged learners who do not need much supervision. They will be able to tackle any problem they encounter and find answers independently.

Graduates will:

a) Be independent learners who take responsibility for their own learning;
b) Set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively;
c) Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest;
d) Respond effectively to unfamiliar problems in unfamiliar contexts; and
e) Work effectively in teams and other collaborative contexts.

### 6.4.4 Communication

Graduates will have good written and oral presentation skills – this includes everything from scientific journals to elected officials to the media (mainstream and social, community-level and country-level). They will be able to interpret scientific literature in lay terms. Graduates will be able to communicate with a multitude of stakeholders, including (but not limited to) politicians, media and the public. Within this context, graduates will have cultural competence in communication, including nonverbal communication, and exhibit diplomacy. Additionally, graduates will understand the value of two-way communication and be able to listen and understand as well as speaking/communicating. This includes in languages other than English.

Graduates will:

a) Possess a high standard of oral, visual and written communication skills;
b) Recognise the importance of continuing to develop their oral, visual, and written communication skills;
c) Be able to use appropriate communication technologies.

### 6.4.5 Ethical, social and professional understanding

The course is focused on reducing inequities and graduates will understand why these inequities exist, what can be done about them, and also what are the limits of what can be done. Graduates will understand what it means to make decisions at a social level and the impacts on individuals; with a focus on how various policy instruments affect different populations differently according to environment and circumstance. Our graduates will work with high integrity, will be trustworthy and have social and cultural awareness. Social and cultural competence is a major cross-cutting theme in this course, and graduates will be able to recognise gaps in health status and how to reduce them, and be able to view issues through a lens of inequality.

Graduates will:

a) Understand and practice the highest standards of ethical behaviour associated with their discipline or profession;
b) Be informed and open-minded about social, cultural and linguistic diversity in Australia and the world;
c) Appreciate their ethical responsibilities towards colleagues, research subjects, the wider community, and the environment;
d) Be aware that knowledge is not value-free.
PART 7. Learning and teaching

7.1 Course structure

The structure of the MHPOL/MPhil will be as follows:

CORE UNITS
HPOL5000 – Health Policy and Health Economics
HPOL5001 – Health Systems and Financing
HPOL5003 – Analysing Health Policy (required in first year)
HPOL5007 – Global Health Policy
HPOL5008 – Evidence into Policy and Practice
HPOL5009 – Health Policy Project

ELECTIVE UNITS
HPOL5006 – Business of Health
BETH5104 – Bioethics, Law and Society
BETH5203 – Ethics and Public Health
CISS6004 Health and Security
PUBH5005 – Qualitative Research in Health
PUBH5033 – Disease Prevention and Health Promotion
PUBH5036 – Public Health: Critical Challenges
PUBH5019 – Cancer Prevention and Control
PUBH5020 – Chronic Disease Prevention and Control
PUBH5027 – Public Health Program Evaluation
PUBH5111 – Environmental Health
PUBH5119 – Alcohol, Drug Use and Health
PUBH5116 – Genetics and Public Health
PUBH5120 – Aboriginal and Torres Strait Islander Health
PUBH5225 – Population Mental Health
PUBH5421 – Infection Prevention in Healthcare
PUBH5600 – Biosecurity Seminar Series
PUBH5006 – Qualitative Analysis and Writing
PUBH5312 – Health Economic Evaluation
PUBH5317 – Decision Modelling for Economic Evaluation
PUBH5418 – Tobacco Control in the 21st Century
PUBH5555 – Lifestyle and Chronic Disease Prevention
PUBH5420 – Public Health Advocacy Strategies
PUBH5551 – Climate Change and Health
PUBH5422 – Health and Risk Communication
GLOH5201 – Global Qualitative Health Research
GLOH5115 – Women’s and Children’s Health
GLOH5136 – Nutrition in Global Settings
GLOH5112 – Global Communicable Disease Control
GLOH5124 – Humanitarian Crises and Refugee Health
GLOH5219 - Global Health Project Management
GLOH5135 – Global Health Systems and Delivery
PCOL5101 – Drug and Devices: RandD to Registration

MEDF5005 – Health Research Methods and Ethics
RESEARCH COMPONENT

Students can choose from the two options

1) Complete all requirements of the MHPOL in the first year, then complete the research requirement in the second year.

2) Students complete 24CP of coursework in the first year and 24 CP of coursework in the second year. The research component is spread evenly over the two years.
<table>
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<tr>
<th>UoS collection name</th>
<th>UoS code ¹</th>
<th>UoS name</th>
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<th>Existing = YES</th>
<th>New = provide ASCED ² and Level</th>
<th>Session(s) ³</th>
<th>Delivery mode</th>
<th>Course year first offered</th>
<th>Campus ⁴</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABCD1234</td>
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<td>CO</td>
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<td>S1C and S2CIAU</td>
<td>ND</td>
<td>ND and OL</td>
<td>Pre-2015</td>
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<td>6</td>
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<tr>
<td>Core units</td>
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<td>S1C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
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<tr>
<td></td>
<td>HPOL5001</td>
<td>Economics and Finance for Health Policy</td>
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<td>S1C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Analysing Health Policy</td>
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<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
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<td>Public Health</td>
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<td></td>
<td>HPOL5007</td>
<td>Global Health Policy</td>
<td>CO</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
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<td>Public Health</td>
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<tr>
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<td>Evidence into Policy and Practice</td>
<td>CO</td>
<td>YES</td>
<td>S1C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
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<td>Public Health</td>
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<td>ND and OL</td>
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<td>CC</td>
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<tr>
<td>Electives</td>
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<td>ND and OL</td>
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<tr>
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<tr>
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<td>BETH5206</td>
<td>Introduction to Public Health Ethics</td>
<td>EL</td>
<td>YES</td>
<td>S2A</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CISS6004</td>
<td>Health and Security</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>ND</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
<td>Social and Political Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEDF5005</td>
<td>Health Research Methods and Ethics</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIPH5135</td>
<td>Health Systems in Developing Countries</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>4</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH5024</td>
<td>Obesity and Health Promotion</td>
<td>EL</td>
<td>YES</td>
<td>Int Aug</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH5025</td>
<td>Physical Activity and Public Health</td>
<td>EL</td>
<td>YES</td>
<td>Int Aug</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH5302</td>
<td>Health Economic Evaluation</td>
<td>EL</td>
<td>YES</td>
<td>Int Sep</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH5307</td>
<td>Advanced Health</td>
<td>EL</td>
<td>YES</td>
<td>Int Oct</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
<td>Public Health</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Elapsed</th>
<th>Credit Points</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5308</td>
<td>Economic Evaluation</td>
<td>EL</td>
<td>YES</td>
<td>Int Oct</td>
<td>ND and OL</td>
</tr>
<tr>
<td>PUBH5309</td>
<td>Translational Health</td>
<td>EL</td>
<td>YES</td>
<td>S2A and S2B</td>
<td>ND and OL</td>
</tr>
<tr>
<td>PUBH5418</td>
<td>Tobacco Control in the 21st Century</td>
<td>EL</td>
<td>YES</td>
<td>Int Aug</td>
<td>ND and OL</td>
</tr>
<tr>
<td>PUBH5420</td>
<td>Public Health Advocacy Strategies</td>
<td>EL</td>
<td>YES</td>
<td>S2B</td>
<td>ND and OL</td>
</tr>
<tr>
<td>PUBH5422</td>
<td>Health and Risk Communication</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
</tr>
<tr>
<td>PUBH5500</td>
<td>Advanced Qualitative Health Research</td>
<td>EL</td>
<td>YES</td>
<td>S1C and S2C</td>
<td>ND and OL</td>
</tr>
<tr>
<td>PUBH5550</td>
<td>Climate Change and Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
</tr>
<tr>
<td>QUAL5002</td>
<td>Qualitative Methodologies and Study Design</td>
<td>EL</td>
<td>YES</td>
<td>Int May and S1C</td>
<td>ND and OL</td>
</tr>
<tr>
<td>QUAL5003</td>
<td>Qualitative Research Analysis and Writing</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
</tr>
</tbody>
</table>

Notes:
1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Planning and Information Office website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.
7.2 Pedagogical approach

Students in the Master of Health Policy learn through a mixture of face-to-face and online learning. All students learn from academics and practitioners from the Menzies Centre for Health Policy and its associates.

Two units of core study – HPOL5000 – Introduction to Health Policy and Economics and HPOL5008 – Evidence into Policy and Practice are only available in face-to-face mode, allowing for students to develop a sense of community in the cohort.

Students enrolled in the MHPOL/MPhil will be further integrated into the Menzies Centre for Health Policy through their opportunity to work closely with their supervisor and will attend meetings of their respective group.

A candidate for the Master of Philosophy will have an annual review of progress, in which the candidate will be required to provide evidence of progress in their research and towards the completion of their thesis. On the basis of the evidence provided, the faculty will recommend the conditions of candidature to apply in the following year, and may request a further review at the end of a semester.

If a candidate is not progressing satisfactorily towards the completion of the degree, they may be asked by the faculty to explain why their candidature should not be terminated.

The Academic Board has determined that all research candidates are required to undertake an annual progress review (APR). The APR comprises a written report and a mandatory interview. The report requires written statements from the candidate, the supervisory panel, the staff member responsible for coordinating or directing research within the department, and the Chair of the review panel. The interview is conducted by the review panel, which should include the participation of an academic staff member or members from outside the department. Members of the candidate’s supervisory panel may be present for part of the interview, but the interview must provide the candidate with the opportunity to speak freely to the review panel without the presence of supervisors. On the basis of evidence provided and the interview, the head of the department recommends the conditions of candidature to apply for the following year.

7.3 Assessment procedures

Students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study. Written assessments typically include exams, essays, projects and policy reports. Oral assessments include case study presentations and debates.

External assessors will not be used.

Below is a sample breakdown of assessments for an average UOS:

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assessment</td>
<td>60%</td>
<td>No</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Tutorial participation/facilitation</td>
<td>20%</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

While assessments will be specifically tailored to each particular unit of study, over the entire course, the variety of assessment tasks and techniques will ensure a wide range of outcomes and attributes can be measured. This variety in assessment regime ensures the full range of communication, analytical and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, regular meetings of teaching staff, monitoring of assessment outcomes and levels of enrolments.

The supervisor is that member of the academic or, as appropriate, senior research staff, appointed to take primary responsibility for the conduct of a student's research candidature. The supervisor must be available at all stages of the candidature for advice, assistance and direction and is responsible for the progress of the candidature to the head of department/school and the faculty or college. At least one associate supervisor is also appointed. The role of the supervisory team will change over the course of the candidature but will generally always comprise: ensuring sufficient resources are available to support the candidate; providing advice about an initial research plan; ensuring that the candidate is aware of the particular research skills to be acquired and that appropriate techniques are established for gathering and analysing data; monitoring progress made within the context of the research plan; agreeing on a timetable for regular contact and acknowledging the need for periodic review of these arrangements; establishing agreed indicators of progress; providing regular and constructive feedback on written analysis and drafts; and providing sound advice about relevant administrative matters.

Approved by the Academic Board, 3 December 2014
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:

<table>
<thead>
<tr>
<th>Practice</th>
<th>Process/Committee/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>monitor, measure and achieve quality learning and teaching</td>
<td>Student feedback, student assessment results, standardisation and review of units of study by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the HPol academic team to ensure quality</td>
</tr>
<tr>
<td>review content, delivery and Resolutions of the course</td>
<td>Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the HPol academic team to ensure quality delivery and matching with Resolutions of course</td>
</tr>
<tr>
<td>review and rationalise Units of Study for the course</td>
<td>Review of units of study by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the HPol academic team to ensure quality delivery and matching with Resolutions of course</td>
</tr>
</tbody>
</table>

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This proposal is a new program, however it is for the joining of two existing programmes. The Sydney School of Public Health (SSPH) has over 150 academic staff members of excellent quality, most of whom are available to call upon to teach if needed. There are academic and professional staff members and committees in place (such as the Office of Teaching, Learning, the eLearning Support Unit, the Teaching and Learning Committee and the School Academic Board) to provide outstanding curriculum delivery support. Additionally, at the Faculty level, there are procedures and personnel in place in charge of Academic Integrity oversight. Unit coordinators for all the existing units of study have developed appropriate timetables and assessments and are able to authenticate student work. These are periodically reviewed by the course director to ensure they are in line with the course objectives.

7.6 Student workload

The following table indicates an average student workload. It is based on a full-time student taking a complete (24P) semester, consisting of four 6CP units of study. A typical HPOL50XX unit of study consists of weekly online tasks, 2x 2-day workshops as intensives and either face-to-face or online tutorials. There are slight differences within individual units and this table only represents an approximation.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>10 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>4 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>n/a</td>
</tr>
<tr>
<td>Independent study</td>
<td>12 hours</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>12 hours (2 hours per unit of study)</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

Workload for assessment tasks

Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

As most of the Master of Health Policy is comprised of core units, we ensure assessment tasks are delivered at varying points through the semester, as much as possible, so that students are not overwhelmed. There are several units of study run in intensive mode to break up the workload timeline for students.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The 24CP load per semester is comparable to other existing Masters programs across the University. The variety of assessment tasks from exams to reports to projects to presentations, ensures a balanced workload and does not emphasise any single assessment method. The dissertation component for this course is largely an independent project for which students receive one-on-one support from their supervisor.
Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Students will have adequate time to conduct independent work within each unit of study. Timetables for lectures are such that they are not overlapping. Often, units are run at alternating times every year (at night or during the day) to accommodate part-time students. Additionally, most units are also available via online/distance learning to provide students the most flexibility for their individual needs.

7.7 Academic advice, support and student representation

There is a dedicated 0.2 FTE administrative position to support the MHPol program and academic team including research. The MHPol administrators provide support on eLearning and there is also eLearning Support available at the School level.

Students will have access to all central student resources, which include the library (online and on campus services and facilities), student support services and student unions. Additionally, SSPH has a dedicated computer lab in the Edward Ford Building on Camperdown Campus to which students have 24-hour access.

Within the MHPol course, there will be elected student representatives who will serve as liaisons between staff and students to raise any concerns/needs from the student body. The representatives will be members of the School of Public Health SSLCC and have the opportunity to nominate student representatives in the Teaching and Learning Committee.

The University’s Student Centre provides a range of services available to on-campus and distance students to support students throughout their studies.

7.8 Remediation and reassessment

Each unit of study will be administered by its respective unit of study coordinator and in line with the policies and procedures of SSPH. Supplementary examinations or extensions to assessment deadlines will be offered where appropriate and in line with University policy. All appeals will be assessed within the guidelines stipulated by the University of Sydney (Student Appeals against Academic Decisions) Rule 2006. Students are responsible for familiarising themselves with the University’s Appeals policy and with the Academic Board Resolutions concerning the Assessment and Examination of Coursework. Students wishing to appeal a mark must meet with the Unit of Study Coordinator with a written appeal letter and summary of their case. This must be done within 15 working days of the mark being made available to the student. Assessments will be based mainly on individual work, though some units of study will also base part of their assessment on group work.

At the end of each semester the Examiner’s Committee in the School of Public Health meets to decide on the approach to be taken to individual students who have not passed at least one unit. After discussing an individual student’s circumstance the Committee can recommend that a period of remediation be allowed and the student allowed to submit a reassessment task.

7.9 Combined degrees and inter-faculty arrangements

There is already a School of Public Health Teaching and Learning Committee, a Sydney Medical School Learning and Teaching Committee, a Sydney Medical School Postgraduate Coursework Committee, and a Sydney Medical School Postgraduate Research Committee all of which meet regularly. Within the Sydney Medical School, there already exists several combined degrees, so the consultation, approval mechanisms and planning are well known. The MHPol team will liaise with the PGRC for all issues with MHPol/MPhil students.

7.10 Influence of external accreditation or other professional requirements

Not applicable

7.11 Joint ventures with other universities

This is not a joint venture.

7.12 Resolutions

Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant
CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable

| 7.12.1  | Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1 | Yes |
| 7.12.2  | Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | No |
| 7.12.3  | Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses) | Yes |

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval

| 7.12.4  | Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

Not applicable – this is a new course proposal.

| 7.12.5  | Last semester intake under existing Resolutions | Domestic |
|         |                                             | International |
| 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? |
| 7.12.7  | For course deletions, advise the last date for enrolments into the existing course |
| 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 |
| 7.12.9  | For course deletions, outline the provisions in place for students enrolled under existing Resolutions |
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

8.1.1 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)

The Menzies Centre for Health Policy at the University of Sydney is a dedicated policy analysis and teaching centre with 5 research nodes, each with leading senior academics that will provide a supervisor pool for students undertaking the MHPOL/MPhil. The MHPOL teaching team consists of one Level E, one level D, two level C and one Level B academic. This is complemented by a team of over twenty senior and junior researchers. In addition, the academic staff members in the whole of SSPH have extensive experience both teaching and doing research in a health policy setting. Students will be learning from experts in the field of each individual unit of study, all of whom have experience and are actively engaged in health policy projects.

There is an 0.2FTE administration officer directly responsible for Master of Health Policy program and academic support plus two administrative staff members within the Office for Teaching and Learning for all of SSPH.

8.1.2 What are the strengths of the department/school relevant to this proposal?

The Menzies Centre for Health Policy and its staff have close links and concurrent roles with Commonwealth and State government agencies and industry and this program will give student the opportunity to embed in the work of the centre and improve skills and networks with health policy makers in Australia and overseas. The Centre is a leader in systems science in policy, applied policy analysis and comparative policy analysis.

8.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

All staff, including casual tutors, will be on the University’s payroll. There may be rare occasions when individual lectures within a unit of study are given by a person outside the University. This will be utilised if the external person has greater knowledge/experience than the University faculty members. All primary supervisors for any overseas placements will be within SSPH.

8.2 Teaching space and related facilities

8.2.1 Teaching rooms
Available at the Camperdown Campus

8.2.2 Lecture theatres
Available at the Camperdown Campus

8.2.3 Laboratories
The use of computer laboratories will not change

8.2.4 Staff offices
The use of staff offices will not change

8.2.5 Storage or other space required including any which needs to be rented externally
No storage or other space is required

8.2.6 Professional placement locations
Professional placement locations may change, depending on availability and willingness of workplace based supervisors and projects

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.

8.3.1 Computer technology
The use of computer technology will not change. Some units of study in the proposed course will continue to make use of the School of Public Health’s computer lab (Rm 330, Edward Ford Building A27), as well as computer technology in various lecture and tutorial rooms throughout the University

8.3.2 Other equipment
None required

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact

Approved by the Academic Board, 3 December 2014
Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of [Faculty name]

(1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
<td>DMedSc</td>
<td>Published work</td>
</tr>
<tr>
<td>RPPHDMED-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPHLMED-01</td>
<td>Master of Philosophy</td>
<td>MPhilMed</td>
<td>Research</td>
</tr>
<tr>
<td>RMSURGER-02</td>
<td>Master of Surgery</td>
<td>MS</td>
<td>Research</td>
</tr>
<tr>
<td>TCCLISUR-01</td>
<td>Doctor of Clinical Surgery</td>
<td>DClinSurg</td>
<td>144</td>
</tr>
<tr>
<td>MAMEDICI-03</td>
<td>Doctor of Medicine</td>
<td>MD</td>
<td>192</td>
</tr>
<tr>
<td>MABIOETI-02</td>
<td>Master of Bioethics</td>
<td>MBEth</td>
<td>48</td>
</tr>
<tr>
<td>MABIOSTA-01</td>
<td>Master of Biostatistics</td>
<td>MBiostat</td>
<td>72</td>
</tr>
<tr>
<td>MABRMISC-01</td>
<td>Master of Brain and Mind Sciences</td>
<td>MBMSc</td>
<td>48</td>
</tr>
<tr>
<td>MACLITRR-01</td>
<td>Master of Clinical Trials Research</td>
<td>MClinTRes</td>
<td>48</td>
</tr>
<tr>
<td>MAGENCOU-01</td>
<td>Master of Genetic Counselling</td>
<td>MGC</td>
<td>96</td>
</tr>
<tr>
<td>MAGLBHLT-01</td>
<td>Master of Global Health</td>
<td>MGlobHlth</td>
<td>72</td>
</tr>
<tr>
<td>MAHEAPOL-01</td>
<td>Master of Health Policy</td>
<td>MHPol</td>
<td>48</td>
</tr>
<tr>
<td>MAINHESU-01</td>
<td>Master of Indigenous Health (Substance Use)</td>
<td>MindigH(SubUse)</td>
<td>48</td>
</tr>
<tr>
<td>MAINTOPH-01</td>
<td>Master of International Ophthalmology</td>
<td>MIOphth</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>- Community Ophthalmology</td>
<td>MIOphth(CommOphth)</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>- Post Vocational Ophthalmology</td>
<td>MIOphth(PostVocOphth)</td>
<td>48</td>
</tr>
<tr>
<td>MAINPUMHS-02</td>
<td>Master of International Public Health</td>
<td>MIntPH</td>
<td>48</td>
</tr>
<tr>
<td>MAMECARS-01</td>
<td>Master of Medicine (Cataract and Refractive Surgery)</td>
<td>MMed(RefCatSurg)</td>
<td>48</td>
</tr>
<tr>
<td>MAMECLEP-03</td>
<td>Master of Medicine (Clinical Epidemiology)</td>
<td>MMed(ClinEpi)</td>
<td>48</td>
</tr>
<tr>
<td>MAMEINIM-01</td>
<td>Master of Medicine (Infection and Immunity)</td>
<td>MMed(InfnImm)</td>
<td>48</td>
</tr>
<tr>
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<td>- Oculoplastic Surgery</td>
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<td>MPH(H Chronic Disease Prevention)</td>
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<td>MScMed(InfImm)</td>
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<td>MScMed(ClinNeuroPhysiol)</td>
<td>Master of Science in Medicine Clinical Neurophysiology</td>
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<td>Master of Science in Medicine (HIV,STIs and Sexual Health)</td>
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<td>MScMed(MetabHlth)</td>
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<td>MScMed(PharmDev)</td>
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<tr>
<td>MScMed(SleepMedicine)</td>
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Approved by the Academic Board, 3 December 2014
### 2. Postgraduate programs

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<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tr>
<td>MAMEDPHL-01</td>
<td>Master of Medicine / Master of Philosophy</td>
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<td>- HIV, STIs and Sexual Health</td>
<td>MScMed(Adv)(HSSH)</td>
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<td>- Metabolic Health</td>
<td>MScMed(Adv)(MetabHlth)</td>
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<td></td>
<td>- Maternal-foetal and Reproductive Medicine (not</td>
<td>MScMed(Adv)(MFReprod)</td>
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<td></td>
<td>available in 2017)</td>
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<td>- Pharmaceutical and Medical Device Development</td>
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<td>- Sleep Medicine</td>
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<td>- Cardiothoracic Surgery</td>
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<td>- Hand Surgery</td>
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<td>- Head and Neck Surgery</td>
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<td>- Neurosurgery</td>
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<td>- Orthopaedic Surgery</td>
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<td>- Otorhinolaryngology</td>
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<td>- Paediatric Surgery</td>
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<td>- Plastic/Reconstructive Surgery</td>
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<td></td>
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<td>- Surgical Oncology</td>
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<td>- Surgical Skills</td>
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<td>- Transplant Surgery</td>
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<td>- Upper Gastrointestinal Surgery</td>
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<td>- Urology</td>
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<tr>
<td></td>
<td>- Vascular Surgery and Endovascular Surgery</td>
<td>MS(Vascular)</td>
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*may be awarded with honours following a further year of study

*may be awarded with honours in an integrated program

### 3. Combined degrees

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<td>- HIV, STIs and Sexual health</td>
<td>MMedHSSH/MPhil</td>
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<td>MASCMPHL-01</td>
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<tr>
<td>MAMRGPHL-01</td>
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<td>Genetics)/ Master of Philosophy (admission suspended for 2017)</td>
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<tr>
<td>MXXXXXXX-01</td>
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### 4. Graduate diplomas

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<td>BPECMED-01</td>
<td>Bachelor of Economics*/Doctor of Medicine</td>
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<td>BPECNMED-01</td>
<td>Bachelor of Commerce*/Doctor of Medicine</td>
<td>BCom/MD</td>
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<td>BPMSTMED-01</td>
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<td>BPSACMED-01</td>
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Approved by the Academic Board, 3 December 2014
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<td>GradCertAdvClinSkills(SurgAnat)</td>
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<td>GCBIOETI-02</td>
<td>Graduate Certificate in Bioethics</td>
<td>GradCertBEth</td>
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<td>GCBIOSTA-02</td>
<td>Graduate Certificate in Bioethics</td>
<td>GradCertBStat</td>
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<td>GCBRMISC-01</td>
<td>Graduate Certificate in Brain and Mind Sciences</td>
<td>GradCertBMSc</td>
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<tr>
<td>GNCLEPI-01</td>
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<td>GNGENCOU-01</td>
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<td>GNHEAPOL-01</td>
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<td>GradDipHPol</td>
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<td>GNINHESU-01</td>
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<td>GNINHEP-02</td>
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<td>GNINFIMM-01</td>
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<td>GNINTOPH-01</td>
<td>Graduate Diploma in International Ophthalmology</td>
<td>GradDipOpth</td>
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<td>GNINPUHE-01</td>
<td>Graduate Diploma in International Public Health</td>
<td>GradDipIntPH</td>
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<td>GNINPUHEAL-01</td>
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<td>GradDipPH</td>
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<td>GNINPUHEAL-03</td>
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<td>GNOPHTSC-01</td>
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<td>GNPAIMGT-01</td>
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### Graduate certificates

5. **Graduate certificates**

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<td>Graduate Certificate in Advanced Clinical Skills</td>
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<td>GCBIOETI-02</td>
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<td>GradCertBStat</td>
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</tr>
<tr>
<td>GCBRMISC-01</td>
<td>Graduate Certificate in Brain and Mind Sciences</td>
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<tr>
<td>GCCLITRR-01</td>
<td>Graduate Certificate in Clinical Trials Research</td>
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<tr>
<td>GCCLIEPI-01</td>
<td>Graduate Certificate in Clinical Epidemiology</td>
<td>GradCertClinEpi</td>
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<td>GCHEAPOL-01</td>
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<tr>
<td>GGINHESU-01</td>
<td>Graduate Certificate in Indigenous Health (Substance Use) (admission suspended for 2017)</td>
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<td>GCINFIMM-01</td>
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<td></td>
<td>- Critical Care Medicine</td>
<td>GradCertMed(CritCare)</td>
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<td>- HIV, STIs and Sexual Health</td>
<td>GradCertMed(HSSH)</td>
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<td></td>
<td>- Internal Medicine</td>
<td>GradCertMed(InternalMedicine)</td>
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<td></td>
<td>- Maternal-foetal and Reproductive Medicine (not available in 2017)</td>
<td>GradCertMed(MFReprod)</td>
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<td></td>
<td>- Metabolic Health</td>
<td>GradCertMed(MetabHlth)</td>
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<td>- Paediatric Medicine</td>
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<td></td>
<td>- Pharmaceutical and Medical Device Development</td>
<td>GradCertMed(PharmDev)</td>
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<td></td>
<td>- Psychiatry</td>
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<td></td>
<td>- Sleep Medicine</td>
<td>GradCertMed(SleepMedicine)</td>
<td>24</td>
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<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
<td>GradCertScMed(ClinNeuroPhysiol)</td>
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<tr>
<td></td>
<td>- Clinical Neurophysiology</td>
<td>GradCertScMed(ClinNeuroPhysiol)</td>
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<td></td>
<td>- Critical Care Medicine</td>
<td>GradCertScMed(CritCare)</td>
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<td>- HIV, STIs and Sexual Health</td>
<td>GradCertScMed(HSSH)</td>
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<td></td>
<td>- Maternal-foetal and Reproductive Medicine (not available in 2017)</td>
<td>GradCertScMed(MFReprod)</td>
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<td></td>
<td>- Metabolic Health</td>
<td>GradCertScMed(MetabHlth)</td>
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<td></td>
<td>- Pharmaceutical &amp; Medical Device Development</td>
<td>GradCertScMed(PharmDev)</td>
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<td></td>
<td>- Sleep Medicine</td>
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<td>GCPAIMGT-02</td>
<td>Graduate Certificate in Pain Management</td>
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<td>GCQUAHER-01</td>
<td>Graduate Certificate in Qualitative Health Research (admission suspended for 2017)</td>
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<td>GCSURGER-01</td>
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<td>Graduate Certificate in Surgical Sciences</td>
<td>GradCertSurgSc</td>
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APPENDIX 2: RESOLUTIONS OF THE FACULTY

NO CHANGES TO BE MADE TO THE FACULTY RESOLUTIONS (BELOW) AS A RESULT OF THIS PROPOSAL

Resolutions of the Faculty of Medicine for coursework courses
These resolutions apply to all undergraduate and postgraduate courses in the Faculty, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Admission to candidature
   (1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.
   (2) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.
   (3) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions
   The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.

3 Time limits
   (1) A student must complete all the requirements for a coursework doctorate within ten calendar years.
   (2) A student must complete all the requirements for a double master's degree within ten calendar years.
   (3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.
   (4) A student must complete all the requirements for a graduate diploma within four calendar years.
   (5) A student must complete all the requirements for a graduate certificate within three calendar years.
   (6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.
   (7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.
   (8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.
   (9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature
   (1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.
   (2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
   (3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the Faculty for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.
   (4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.
   (5) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

5 Credit

Approved by the Academic Board, 3 December 2014
Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.

Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study

(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
   (a) The unit of study content is not taught in any corresponding unit of study at the University; or
   (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.

(2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean.

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

Part 3: Studying and Assessment

7 Attendance

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy

(1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.

(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
   (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
   (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
   (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass

In this Faculty the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

11 Re-assessment

(1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.

(2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

(3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will...
be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

(4) Students in the Doctor of Medicine must pass at each annual assessment. A ‘Fail on the Year’ result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

Part 4: Progression, Results and Graduation

12 Satisfactory progress

(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

(2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

13 Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[ WAM = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)} \]

where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted 1, Intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

14 Course transfer

A candidate for a master's degree (other than the Doctor of Medicine) or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

Part 5: Other

15 Transitional provisions

(1) These resolutions apply to all students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to double degree students who:

(a) commenced their candidature prior to 1 January 2014;
(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
(c) have formally elected to proceed under these resolutions.

(3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

Master of Health Policy / Master of Philosophy
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>MAXXXXX</td>
<td>Master of Health Policy / Master of Philosophy</td>
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2. Attendance pattern
The attendance pattern for these courses is full time. Most units of study are available both in distance mode and face to face, therefore candidate’s choice will determine mode of attendance. Visa restrictions normally limit International students studying within Australia to taking a maximum of 25% of courses via distance mode.

3. Master’s type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4. Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) the Master of Health Policy
(b) the Master of Philosophy
(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) Admission to the degree of Master of Health Policy / Master of Philosophy requires:
(a) a bachelor’s degree with first or upper second class Honours in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting and marketing from the University of Sydney or an equivalent qualification; OR
(b) a Masters degree performed at a high academic standard, and which includes substantial component of original research, OR
(c) an equivalent qualification that demonstrates research experience, excellence and capability AND
(d) a minimum of 1 year of work experience in a health or policy related field;
(2) Additional application requirements:
(a) certified academic transcripts for all previous tertiary study, if they were not completed at the University of Sydney
(b) CV, providing a summary of your work experience and other relevant activities
(c) cover letter outlining your reasons for applying
(d) evidence that your supervisor supports your application.
(e) research proposal
(f) English language qualifications (if your prior study was completed at an institution where English is not the medium of instruction)

6. Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of Units of Study
(2) To qualify for the award of the Master of Health Policy / Master of Philosophy a candidate must successfully complete 48 credit points for the Master of Health Policy, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study; AND
(3) To qualify for the award of the Master of Health Policy / Master of Philosophy a candidate must successfully submit a thesis for examination in the form required by Academic Board policy or procedures. This thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory. The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board. Subject to this Rule, the candidate must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.
The examination of candidates for the degree of Master’s by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

8. Progression rules
A candidate for the Master of Philosophy will have an annual review of progress, in which the candidate will be required to provide evidence of progress in their research and towards the completion of their thesis. On the basis of the evidence provided, the faculty will recommend the conditions of candidature to apply in the following year, and may request a further review at the end of a semester.

If a candidate is not progressing satisfactorily towards the completion of the degree, they may be asked by the faculty to explain why their candidature should not be terminated.

Annual progress review
The Academic Board has determined that all research candidates are required to undertake an annual progress review (APR). The APR comprises a written report and a mandatory interview. The report requires written statements from the candidate, the supervisory panel, the staff member responsible for coordinating or directing research within the department, and the Chair of the review panel. The interview is conducted by the review panel, which should include the participation of an academic staff member or members from outside the department. Members of the candidate's supervisory panel may be present for part of the interview, but the interview must provide the candidate with the opportunity to speak freely to the review panel without the presence of supervisors. On the basis of evidence provided and the interview, the head of the department recommends the conditions of candidature to apply for the following year.

9. Course transfer
A candidate may abandon the combined program and elect to complete either the Master of Health Policy or the Master of Philosophy in accordance with the resolutions governing that degree.
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

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<tr>
<td>1.</td>
<td>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills? □ Yes □ No</td>
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<td>2.</td>
<td>Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? □ Yes □ No</td>
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<tr>
<td>3.</td>
<td>List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended. There will be no additional resources needed outside of the current Master of Health Policy needs.</td>
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This section to be completed by library staff

**Library resources required**

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<td>Does the Library already collect resources in this area? □ Yes □ No</td>
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**Key databases include:**
- Medline
- Embase
- Psychinfo
- CINAHL
- ERIC
- Informit Online
- Scopus
- WoS
- Social Science abstracts
- Global Health

**Journal include:**
- Medical Policy – Periodicals (28 journals held)
- Health Planning – Periodicals (7 journal held)

**Key existing monographs include:**
- Medical policy (222 titles held)
- Medical Policy – Australia (113 titles held)
- Health Care Reform (41 titles)
- Health Planning (91 titles)

**Initial costs of acquiring basic resources (digital and non-digital)** $AUD

**Monographs** (including multimedia resources, reading list items and multiple copies)

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<td>New publications in Public Health are automatically purchased within the YBP medicine profiles (eBooks are purchased where available). New journal titles (including back-runs) No additional journals are required Additional databases / digital resources No additional resources are required</td>
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**Ongoing costs of resources** $AUD

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<td>Annual costs of maintain new subscriptions (journals and databases) NIL</td>
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**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

The Academic Liaison Librarian (ALL) will be in regular contact with the course coordinator. This would ensure that requirements for additional resources can be promptly responded to and supported where possible.

**Comments**

Approved by the Academic Board, 3 December 2014
Specify opportunities for developing research and learning resources.
Students will have access to various subject guides. (Public Health, Health Science etc). Learning objects can be added to, and library workshops can be provided by negotiation.

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.
Existing library staffing, services and resources are adequate to support the requirements of the proposed course. The University Library already collects extensively in this area for other units of study.

Estimated number of hours

**Library Director's comments**

* The Library Director should sign on the front page.
APPENDIX 7: AQF COMPLIANCE

NAME OF COURSE: Master of Health Policy / Master of Philosophy
CODES: MAXXXXXX

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree

- CONFORMED: The MHPol qualification requires at least a Bachelor’s degree in a related topic area (or equivalent)

b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

- CONFORMED. The MHPol qualification is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice and scholarship. It also serves as a pathway for further learning in a range of aspects of health policy.

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

- CONFORMED. The MHPol/MPhil qualification has explicit learning outcomes which address the areas required for AQF Level 9 and a curriculum that directly addresses the learning outcomes. All graduates will have undertaken a formal capstone experience or equivalent project.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

- CONFORMED. The MHPol/MPhil qualification is 2 years in length (48 credit points plus 4 research periods) and builds on relevant knowledge and skills obtained in a Level 7 (and/or Level 8) qualification.

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and /or 8 –for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

- CONFORMED – There is no ambiguity about disciplinary similarity with lower level qualifications

Approved by the Academic Board, 3 December 2014
5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

**HPOL5009 – Health Policy Project is a capstone project for the MHPOL part of the double degree.**

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

*There will be no formal reduction in volume of learning regardless of prior qualifications. Students may apply for credit as per the usual university policies and procedures.*
APPENDIX 8: Evidence of consultation

8.1 Student recruitment (health)

Subject: Re: SPH proposed changes - consultation with Student Recruitment
Date: Wednesday, 15 March 2017 12:13:54 pm Australian Eastern Daylight Time
From: Lucy Buxton
To: Kerri Anton, Joel Negin, Thomas Dakin
CC: Grace Guan
Attachments: image001.png, image002.png

Dear Joel, Kerri and Thomas

I hope this email finds you well. Apologies for the delay in responding. I wanted to discuss the proposal with some relevant colleagues in order to provide you with some insights from different market perspectives. Lots of people have been off sick, so it’s taken a little longer than expected.

The course proposals are very interesting, and we have discussed with our recruitment colleagues in Business, International Sponsorships and the international recruitment team. As discussed, the PGCW market is increasingly competitive, coupled with an overall Australian trend to decrease in market demand for graduate programs. Keeping in mind the School's overall goals, we have considered the market drivers, desired career outcomes, and overall recruitment trends in order to provide advice for the EOI and a sustainable outcome for the School.

1. Converting the MPH and MIPH degrees from 48 credit points to 72 credit points
   - We agree with the summary you have written below,
   - Feedback from the Amy Wan, Manager of International Sponsorships (e.g. Australia Awards) - Feedback from the AAS market tell us that we are losing students to Uni Melb and UNSW due to their 2 year public health degree. The majority of AAS scholars are looking at maximising their scholarship opportunity, which is up to 2 years. The dual degrees with additional 24 credits (as outlined below) will meet the demand from this segment of the market

2. Changing the MIPH to a “Master of Global Health”
   I agree with the summary you have written below, but would add
   - “Public Health” is a well-established area of study and a key word to search, particularly for international funded students, so name change will also need to be socialized in market.
   - It would be helpful for the Marketing and Communications team have/to provide some web metrics around nomenclature in market
   - Feedback from the Amy Wan, Manager of International Sponsorships: AAS students use “public health” in their course search. Australia Awards website also uses “public health”. In my opinion, it may have a negative impact on students specifically looking for courses in public health.

3. Creating a dual MBA/MPH degree
   Broadly speaking, market intelligence identifies 2 main cohorts of health postgraduate students.
   - Career advances - Often recent graduates (22-24 yo) with little professional experience. Seeking to build on their UG studies and progress their careers within their current [health] sector. This is the typical PGCW/MPH profile, but majority will not be able to meet the MBA admission requirement on working experience. The statistics from GMAT (global admissions test for MBA programs) is as below for your reference.
   - Career changers – often working professionals with a number of years experience (27-29 yo). Seeking to broaden their experience with professional networks, get experience outside their fields, and prepared to make a significant investment in study with the guarantee return on investment (significant career advancement) and looking to change career out of [health] sector.
8.2 Library Liaison (10th May 2017)

From: Jayne O’Hare
To: Carmen Huckel Schneider
Subject: RE: Re course learning outcomes
Date: Thursday, 20 April 2017 9:43:46 AM

That would be great thanks Carmen – maybe over coffee?

Just a question before you leave and that is the new MHistPol/MPhil going to have any new UoS? If so, will it just be a revision of an existing UoS or will it introduce topics new to the curriculum?

If the answer is yes to new topics, then I would need to know what you require in terms of support. Eg. Would you require more support/classes/resources or would existing support/classes/resources be adequate?

Kind Regards,

Jayne
8.3 Meeting with Executive Officer of Academic Board (Matthew Charet) – 22 November 2017

Subject: Academic Board Discussion Paper
Date: Wednesday, 22 November 2017 12:37:16 pm Australian Eastern Daylight Time
From: Matthew Charet
To: Kerri Anton, James Kite, Mu Li, Carmen Huckel Schneider
Attachments: 9.4 Curriculum Framework for VIMs.pdf

Dear all,

Thanks for reaching out this morning to talk through your proposals; it was really helpful for me to get an idea of what you are proposing for the near future.

As promised, please find attached the VIMs paper which is on the agenda for approval by the Academic Board meeting on Tuesday 28 November. While arguably of tangential relevance to your situation (in that the proposed combination is UG/PG rather than PG/HDR), it might provide some ideas of how your intentions can be structurally accommodated. The bulk of the paper is the Coursework Policy 2014, relevant amendments to which are proposed in clauses 87A, 91A, 91B and 91C (pp. 78, 80-2 of the attached). I suggest that Peter McCallum would be a good point of contact for how your proposals might dovetail with this intended degree structure.

In terms of funding and structure, I have spoken to Belinda Ingram (Postgraduate Administration in the School of Psychology), who has indicated that she is happy to talk through the issues that she has experienced with the MCP/PhD program. In brief, the PhD component is fully RTS-supported and students only pay for the coursework component of the degree. In order to be competitive for research scholarships, the students enrol full-time in the PhD from Year 2 of the combined degree, but this forces student overloading as they are also completing coursework study during Years 2 and 3 of the program – the faculty has recently been advised that this is non-compliant so they are likely to need to explore alternatives. Belinda also advised that they have professional registration requirements too, but I am not sure if these apply to your intended programs.

Let me know if I can be of any further assistance and as I cautioned at our meeting, please take the advice of subject matter experts (such as Peter McCallum and Ross Coleman) over mine if we differ. I am very much a generalist in this area!

Regards,
Matthew
RECOMMENDATION

That the Graduate Studies Committee endorse for submission to the Academic Board:

(1) the new course proposal for the Master of Public Health/Master of Philosophy, to come into effect from the 1st of January 2020.

EXECUTIVE SUMMARY

The paper puts forward a proposal for the establishment of a new course of study, a combined degree Master of Public Health/Master of Philosophy.

The purpose of this new course would be to provide a two-year option for international students as there appears to be demand for such offerings. In line with current application requirements for the Master of Philosophy course, applicants would be required to provide appropriate qualifications to be eligible to commence. This course would allow international students to obtain both a research and a coursework Master's-level degree within a 2-year time period.

This dual-degree proposal is directly relevant to the University's research strategy #2: “Attract and develop outstanding researchers” through the first initiative to “remodel the pathway to PhD”. Alongside the University’s Strategy 2016-2020 for education to develop “a research track, for those who ultimately want to study at doctorate level”.

The proposal indicates that this dual degree has the potential to attract a small but increasingly important number of international students. The School of Public Health intends to work closely with Global Student Recruitment and Mobility to publicise the course.

Additional costs for course delivery are not anticipated, and the school plans to utilise current resources to deliver this new course. All income obtained from new enrolments will be additional income for the School with IFEE revenue expected to increase in 2020 resulting from additional enrolments.

The CCPC has required several amendments to the proposal. Some changes have been made accordingly. Please find more details in the outlined responses and revised full proposal in the attachments. Please also find attached a response to the GSC’s feedback given at its previous meeting on 6 November 2018.

ATTACHMENTS

1. Responses to CCPC feedback, meeting date 27 August 2018
2. Responses to GSC feedback, meeting date 6 November 2018
3. Full Course Proposal for the Master of Public Health/Master of Philosophy
4. Supporting Correspondence with Academic Model Team
Course management template

Use this template to:

- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

For all purposes, please complete these key details:

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<td>New Resolutions are appended to this submission</td>
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<tr>
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<td>Health and Medicine</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>Professor Tim Driscoll</td>
</tr>
<tr>
<td>Telephone</td>
<td>9351 4372</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Tim.driscoll@sydney.edu.au">Tim.driscoll@sydney.edu.au</a></td>
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| ☑ Postgraduate coursework               |  |
| ☑ Postgraduate research                 |  |

| Dean                                    |  |
| Signature                               | Date |

| Faculty Manager                         |  |
| Date                                    |  |

| Deputy Vice-Chancellor (Education)      |  |
| Date                                    |  |

| Divisional Finance Director             | Signed, inserted next pages |
| Part 2                                  | Date |

| Head of Recruitment                     | Signed, inserted next pages |
| Section 1.5                              | Date |

| Library Director                        | Digitally signed, next pages |
| Appendix 4                              | Date |
Course management template

Use this template to:

- propose a new course of study following approval of an EOI
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- Amended course
- Deletion of a course

Name of course
- Master of Public Health/Master of Philosophy

School/department
- School of Public Health
Managing faculty
- Health and Medicine
Name of proponent
- Professor Tim Driscoll
Telephone
- 9351 4372
Email
- Tim.driscoll@sydney.edu.au
Version date
- 28 February 2018

Undergraduate
- Postgraduate coursework
- Postgraduate research

Signatures
- Dean
- Faculty Manager
- Deputy Vice-Chancellor (Education)
- Divisional Finance Director, Part 2
- Head of Recruitment, Section 1.5
- Library Director, Appendix 4

Date
- 6 July 2018
- 6 July 2018
- 10 July 2018
- Date
- Date
- Date
## 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:
pln.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:
http://sydney.edu.au/staff/plnplanning/ccpc/index.php#meetschtd

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**Name of course** Master of Public Health/Master of Philosophy

**School/department** School of Public Health

**Managing faculty** Health and Medicine

**Name of proponent** Professor Tim Driscoll

**Telephone** 9305 4372

**Email** tim.driscoll@sydney.edu.au

**Version date** 28 February 2018

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**Dean**

**Faculty Manager**

**Deputy Vice-Chancellor (Education)**

**Divisional Finance Director**

**Head of Recruitment**

**Library Director**

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**Signature**

**Date** 29/06/18

Approved by the Academic Board, 3 December 2014
Course management template

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  - [X] New course
  - [ ] Amended course
  - [ ] Deletion of a course

- Name of course: Master of Public Health/Master of Philosophy
  - School/department: School of Public Health
  - Managing faculty: Health and Medicine
  - Name of proponent: Professor Tim Driscoll
  - Telephone: 9351 4372
  - Email: Tim.driscoll@sydney.edu.au
  - Version date: 28 February 2018

- [X] Postgraduate coursework
  - Signature

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Part 2

Head of Recruitment

Section 1.5

Library Director

Appendix 4

Postgraduate research

Date

Date

Date

Date

Date

Digitally signed, next page

Approved by the Academic Board, 3 December 2014
Course management template

Item 9 GSC Report to Board

Page 186 of 246

Academic Board
5 March 2019

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Approved by the Academic Board, 3 December 2014
About the course management template

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

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

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

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

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

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

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

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
<table>
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<td>7.7</td>
<td>Academic advice, support and student representation</td>
<td>Student Centre Y Y</td>
</tr>
<tr>
<td>7.8</td>
<td>Remediation of assessment</td>
<td>Student Centre Y Y</td>
</tr>
<tr>
<td>7.9</td>
<td>Combined degrees and inter-faculty arrangements</td>
<td>Y Y</td>
</tr>
<tr>
<td>7.10</td>
<td>Influence of external accreditation or other professional requirements</td>
<td>Student Centre Y Y</td>
</tr>
<tr>
<td>7.11</td>
<td>Joint ventures with other universities</td>
<td>Y Y</td>
</tr>
<tr>
<td>7.12</td>
<td>Resolutions</td>
<td>Student Centre Y Y Y</td>
</tr>
<tr>
<td>8.1</td>
<td>Teaching and support staff</td>
<td>Y Y</td>
</tr>
<tr>
<td>8.2</td>
<td>Teaching space and related facilities</td>
<td>Y Y</td>
</tr>
<tr>
<td>8.3</td>
<td>IT requirements</td>
<td>Y Y</td>
</tr>
<tr>
<td>8.4</td>
<td>Library resources</td>
<td>University Library Y Y</td>
</tr>
</tbody>
</table>

### Appendix 1
Resolutions of the Senate Y Y Y

### Appendix 2
Resolutions of the Faculty Y Y Y

### Appendix 3
Course Resolutions Y Y Y

### Appendix 3A
Undergraduate courses

### Appendix 3B
Postgraduate courses

### Appendix 4
Library impact statement University Library Y Y

### Appendix 5
Reference: Session codes Student Centre

### Appendix 6
Reference: Campus codes Student Centre

### Appendix 7
AQF compliance

**Abbreviations**

FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)
PFO = Planning and Information Office (Provost and DVC)
SRA = Student Recruitment and Admissions (DVC and Registrar)
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

The primary purpose is to provide a two-year option for international students, including scholarship holders, as there appears to be a demand for such offerings. This two-year combined degree would only be suitable for high-achieving students as we would require applicants to provide appropriate qualifications to be eligible to commence, in line with the application requirements for the Master of Philosophy.

This combined-degree proposal is directly relevant to the University’s research strategy #2: “Attract and develop outstanding researchers” through the first initiative to “remodel the pathway to PhD”. Alongside the University’s Strategy 2016-2020 for education to develop “a research track, for those who ultimately want to study at doctorate level”. This combined coursework/research degree would be an ideal pathway for students interested in pursuing a PhD in the topic of public health.

The course exists to provide international students the ability to obtain a both a research and coursework Master’s-level degree within a 2-year time period. This is a means for high-achieving students to have the greatest opportunity to gain essential knowledge and research skills in the field of public health.

It is probable that most students enrolling in this combined coursework and research degree would be either sponsored through a scholarship or have the means to afford it. Sponsored students would most likely be required to return to their home country after completing the course, but will be better equipped to manage public health research with the additional research component.

In order to achieve a 72CP coursework degree and a one year research degree into 2 years, it is proposed to allow 18CP of overlap and 6CP recognition of prior learning (RPL). This would be justified in the following way:

Currently the MPhil (Medicine) requires 6CP of coursework (MEDF5005) which consists of learning research methods/skills including biostatistics, epidemiology and qualitative research methods. The MPH core units cover these three topics in-depth over 18CP, therefore MPH/MPhil students would get RPL for the MEDF5005 unit.

The 18CP overlap would occur through research work for the MPhil in the second and third semesters being credited towards the Special Project (6cp) and Research Dissertation (12cp) units of the MPH component. This will also meet the capstone requirement for the MPH.

The University rules currently say there is 12CP of overlap between courses, however it is for two coursework degrees. In this circumstance as a coursework plus research degree it stands to reason that there should be allowed greater overlap due to needs of both courses separately being met.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Feb 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.3</td>
</tr>
<tr>
<td>1 Jun 2017</td>
<td>Laurie Guthrie and Jacki Hecek (marketing for Medicine), Lucy Buxton and Grace Guan (student recruitment for Medicine), Dr Michelle Dickson (head of Teaching and Learning, School of Public Health), Alison Birt (Executive Officer, School of Public Health)</td>
<td>Meeting</td>
<td>Meeting invite list attached in Appendix 8.4</td>
</tr>
<tr>
<td>14 Jun 2017</td>
<td>Wencong Chai (Head of Admissions), Karen Hui (admissions)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.5</td>
</tr>
<tr>
<td>13 Jul 2017</td>
<td>Jayne O’Hare (Library Liaison, School of Public Health)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.6</td>
</tr>
<tr>
<td>18 Jul 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.7</td>
</tr>
<tr>
<td>24 July 2017</td>
<td>Laurie Guthrie and Jacki Hecek (marketing for Medicine), Lucy Buxton and Grace Guan (student recruitment for Medicine), Prof Tim Driscoll (Director, MPH), Dr Giselle Manalo (MIPH)</td>
<td>Marketing Brainstorming meeting</td>
<td>Meeting invite list attached in Appendix 8.8</td>
</tr>
<tr>
<td>22 Nov 2017</td>
<td>Matthew Charet, Executive Officer to the Academic Board</td>
<td>Meeting</td>
<td>Email attached, Appendix 8.9</td>
</tr>
</tbody>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached
1.3 Market Analysis (use this space, to a maximum one page)

The transition to a 72CP MPH degree has the potential to reduce student numbers (though likely to maintain total revenue). The combined MPH/MPhil degree has the potential to attract a small but important number of international students. Additionally, this combined-degree is in line with the University Strategy 2016-2020 of providing new pathways to PhDs.

It is probable that most students enrolling in this combined coursework and research degree would be either sponsored through a scholarship or have the means to afford it. Offering a 2-year option (in addition to the 1.5-year option with the MPH) would provide students and their sponsors an opportunity to maximise their study in Australia.

The combined-degree will use the course offerings already developed – significant additional costs for course delivery are not anticipated. It is expected that around 10 students per year may elect to do this combined-degree.

The School of Public Health will establish and maintain a record of the available accredited supervisors for the combined-degree students, and the HDR coordinators and Central University staff may have a greater number of MPhil students through this combined-degree, but significant additional costs/workload are not expected. The School has the academic and professional staff needed to support this effort and has set aside resources to support the development and implementation of the course.

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

The MPH has been running successfully for many decades and in the last ten years has increased annual enrolments from approximately 120 to a little over 250 students. These increased numbers have been stable for the last three years. We expect that enrolments will fall as a result of moving to an 18-month degree, due to the higher costs per student for the degree and the availability of one-year courses in the Sydney basin. It is hard to confidently predict what effect there may be on enrolment numbers, but most MPH degrees in Australia, and most in Sydney, are 18-month or 24-month courses. Our estimate is a drop in numbers of not more than about 25% or 30%.

The School of Public Health will continue to work closely with the Global Student Recruitment and Mobility unit to optimise the publicity of this course. GSRM will promote the new program via a variety of recruitment channels including but not limited to:

- Postgraduate Information Evenings
- Masterclass series
- Specialised online webinars
- International recruitment events in key markets
- Agent briefings
- SPH briefing to GSRM, Admissions, Contact Centre
- Sydney Courses

Support from SPH will be key for representation and promotion of the program, for example at international events and possible industry engagement activities. It has been noted by GSRM and the International sponsorship team that there is potential recruitment risk to extending to 18mo while maintaining higher course fees than competitors. This risk could be reduced by securing Faculty scholarship opportunities to support students while the new 18mo program is established in market and builds reputation. It will be important to offer the new program in a mixed mode, catering for the working professional audience. It will also be key to distinguish the curriculum, student opportunities, capstone project etc that distinguishes the new 18mo program from other, shorter programs, in market. Semester 1 and 2 entry is also important to capitalise on the domestic and international markets.

Fostering engagement and active support among priority stakeholders and key opinion leaders. These stakeholder groups include not only students who will undertake this course, but also engaging and responding to industry needs by producing aligning graduate attributes with workforce needs. Professional networks are key to success in launching the new steams to market. With the support of the School of Public Health we will plan, develop and leverage partnerships and sponsorships to optimize impact and return on investment and optimize key channels to provide engagement opportunities with key stakeholders.

A detailed recruitment plan would be refined once course changes have been approved, but would require a realistic approach to target setting over the short term (2-3 years) while the new course duration (and name) are launched in market. While a short term negative impact on recruitment is forecast, it is seen as manageable and with time, the new badged degree and enhanced curriculum is expected to recover.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.
1.5 Marketing and communications strategy (use this space, to a maximum one page)

The University of Sydney’s marketing and communications strategy is structured around a series of major recruitment events, participation in postgraduate careers markets (national and international), pipeline conversion campaigns, masterclasses, industry engagement and marketing collateral to support successful in-market messaging of course attributes and tailored content through owned and media channels.

The extra credits to the MPH will be included in the School’s 2018/2019 student recruitment and marketing strategy as a priority course, which in collaboration with Student Recruitment, will be supported by a dedicated campaign to position and promote the changes to the degree in the marketplace. In an environment that is becoming increasingly competitive, our new MPH will stand out as unique in the market. And our marketing strategy will take advantage of this difference in market.

The course changes and the benefits and USPs of the degree will be highlighted in all marketing collateral, including:

- School of Public Health website
- Sydney Courses
- Social media channels (Twitter, Facebook, LinkedIn)
- Print collateral (PG guides, research brochures, flyers)
- Content in news channels and websites

The marketing strategy would be refined during the next stage, but would follow the principles of:

- Agreement on business objective and success measure
- Identify the target audience groups
- Analyse their media consumption habits and optimum channels to reach them (digital campaigns, School and University recruitment events, international marketing; participation or sponsorship of key industry events, alumni channels, ensuring course details are easily discoverable on our channels);
- Create relevant, compelling content that foregrounds key customer benefits that make this degree different from others in market (enhanced employability, future proofing career, pathway to research) with clear calls to action.

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Not applicable

PART 2: Financial viability analysis

This course proposal, while technically coded as a new course, is a combined degree of two existing courses. The only expected additional resource required is a course contact person for applicants before they apply—this need will be met by the existing Master of Public Health administrator.

Any students undertaking this combined degree (estimated 2 students as semester 2 starts and 5 students as semester 1 starts, commencing in semester 2 2019) will be additional income the School would otherwise not get.

<table>
<thead>
<tr>
<th>Commencing Enrolments</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sem 1</td>
<td>Sem 2</td>
<td>Sem 1</td>
<td>Sem 2</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>CSP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DFEE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IFEE</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
### Faculty of Registration – Medicine and Health

#### Share of Teaching Revenue - 1

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fee changes</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Fees - DFee</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Fee changes</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Fees - IFee</td>
<td>$44,500</td>
<td>$46,000</td>
<td>$47,800</td>
<td>$50,056</td>
<td>$52,059</td>
<td>$54,141</td>
<td>$56,307</td>
</tr>
<tr>
<td>Fee changes</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
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<tr>
<td>CSP/HECS</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>DFee Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>IFee Fees</td>
<td>$66,750</td>
<td>$453,046</td>
<td>$786,011</td>
<td>$817,451</td>
<td>$850,149</td>
<td>$884,158</td>
<td>$884,158</td>
</tr>
<tr>
<td>Total Gross Income</td>
<td>$66,750</td>
<td>$453,046</td>
<td>$786,011</td>
<td>$817,451</td>
<td>$850,149</td>
<td>$884,158</td>
<td>$884,158</td>
</tr>
</tbody>
</table>

---

### PART 3: Course details

3.1 Course name: Master of Public Health/Master of Philosophy

3.2 Course abbreviation: MPH/MPhil

3.3 Start year: 2020

3.4 Name of award: Master of Public Health/Master of Philosophy

3.5 Combined degree? [ ] Yes [ ] No

3.6 Combined type: (if applicable)

[ ] Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions

[ ] Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards

[ ] Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions

3.7 Honours offered? [ ] Yes [ ] No

3.8 Honours type: (if applicable)

[ ] Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year

[ ] Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course

3.9 Course group: [ ] Undergraduate [ ] Postgraduate coursework [ ] Postgraduate research

3.10 Field of Education (ASCED) codes:

Primary code: 061399

Secondary code: (Combined courses only) 061399

3.11 Course AQF Level

Click the link to view approved accreditation criteria before nominating a Level

[ ] Level 5: Diploma

[ ] Level 6: Advanced diploma/Associate degree

[ ] Level 7: Bachelor degree

[ ] Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma

[ ] Level 9: Masters degree (research, coursework and extended)

[ ] Level 10: Doctoral degree

3.12 Short course description:

Gain the skills, knowledge and research experience to make a positive impact to health around the world with a combine Master of Public Health/Master of Medicine and Health.
for the UAC Guide, Good Universities Guide

Philosophy degree. Acquire a substantial research skillset and work with academics active in public health.

3.13 Full course description: for Sydney Courses

The Master of Public Health/Master of Philosophy program in the Sydney School of Public Health focuses on the prevention of illness and the promotion of health. Learning opportunities are aimed at developing the essential knowledge and methodological and practical skills required of practitioners in the practice of modern population health.

After completing the comprehensive core units, students can choose to complete their MPH covering the broad field of public health, selecting from a wide variety of elective options within the School and across the University. This will be complemented by a strong focus on research methods and skills, which students will utilise to complete the research portion of this double degree.

Students who achieve to the required academic level will have the opportunity to complete a research project or undertake a placement in a public health workplace, depending on the availability of suitable options.

The Master of Public Health/Master of Philosophy is suitable for graduates from a wide variety of health-related and non-health-related fields. This program is offered face-to-face, but some electives can be undertaken, online or in blended mode, subject to face-to-face requirements for international students. It can be completed full time or part time.

3.14 Australian Higher Education Statement (AHEGS)

Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal.

Detail

The Master of Public Health/Master of Philosophy is a combined postgraduate coursework and research qualification for international students, taught in English, requiring the accumulation of the equivalent of 72 credit points and 4 research periods over two years.

Outcomes

Graduates are highly trained in the key areas of public health practice: using evidence-based knowledge to inform decision making and developing appropriate actions to continually improve public health programs. Their knowledge of current research principles and methods allows them to evaluate data and incorporate this into their own practice or research. They are able to apply their knowledge and skills in a wide range of public health settings. They are able to conduct appropriate, relevant research in this field.

Features

The course structure requires the completion of a cohesive sequence of core units of study, supplemented by a range of electives. All students have a relevant research supervisor and submit a thesis document.

Accreditation

Not applicable

3.15 Expected normal length of candidature:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Min: 2 years</th>
<th>Max: 3 years</th>
</tr>
</thead>
</table>

3.16 Minimum credit points for completion:

Equivalent of 72 credit points and 4 Research Periods

3.17 Location/campus for student attendance:

- Camperdown and Darlington
- 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  100%

Will international students be able to study in 'face-to-face' mode for at least 75% of the time each semester?  Yes  No

Distance education  Yes  No  100%

Offshore delivery  Yes  No  ___%

3.19 Timetabling:

- Standard
- Non-standard (Research periods)

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

The 6 CP Capstone unit PUBH5134
There are several local industrial placements available to students, the partner organizations include:
NSW Health
George Institute of Global Health
3.21 Does the course involve internships or overseas study?  
☐ Yes ☒ No  
If yes, please provide details, including a list of the Units of Study and advise whether or not appropriate internships/overseas study have been established

3.22 Other course enrolment requirements:  
Crime 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?  
Please provide name of agency or agencies and current accreditation status for each  
☐ Yes ☒ No

3.24 Prohibitions (if applicable)  
Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites)

3.25 Articulation pathway (if applicable):  
<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL  
Domestic fee-paying: n/a  
International fee-paying: $48,000py  
HECS (Student contribution) n/a

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.

Description of Student Services and Amenities Fee (4 semesters)  
Cost: $600 (approx.)

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)  
<table>
<thead>
<tr>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Student Type</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

* PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

N/A

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

N/A

PART 4: Admission details

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

4.1 Admission pathway:  
☐ UAC ☒ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.2 Areas of study:  
Public health

4.3 Assumed knowledge:  
a Bachelors degree with first or upper second class Honours or a Masters degree performed at a high academic standard, and which includes substantial component of original research, or
Approved by the Academic Board, 3 December 2014

<table>
<thead>
<tr>
<th>4.4 Minimum education requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 (senior secondary certificate) or equivalent</td>
</tr>
<tr>
<td>Relevant employment or professional experience</td>
</tr>
<tr>
<td>Bachelor’s (Pass)</td>
</tr>
<tr>
<td>Bachelor’s (Hons)</td>
</tr>
<tr>
<td>Additional information:</td>
</tr>
<tr>
<td>--a Bachelors degree with first or upper second class Honours or</td>
</tr>
<tr>
<td>--a Masters degree performed at a high academic standard, and which includes substantial component of original research, or</td>
</tr>
<tr>
<td>--an equivalent qualification that demonstrates research experience, excellence and capability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.5 Estimated or target minimum ATAR (for UG only):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2xxx (e.g. 2016)</td>
</tr>
<tr>
<td>2xxx (e.g. 2017)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• certified academic transcripts for all your previous tertiary study, if they were not completed at The University of Sydney</td>
</tr>
<tr>
<td>• CV, providing a summary of your work experience and other relevant activities</td>
</tr>
<tr>
<td>• cover letter outlining your reasons for applying</td>
</tr>
<tr>
<td>• evidence that your supervisor supports your application. This can be PDF copies of emails and correspondence between you and your supervisor</td>
</tr>
<tr>
<td>• research proposal</td>
</tr>
<tr>
<td>• statement of capacity to undertake part-time candidature (if applicable –domestic applicants)</td>
</tr>
<tr>
<td>• proof of your Australian residency status (a certified copy of the main page your Australian passport, or a certified copy of the main page(s) of your own passport with evidence of your visa)</td>
</tr>
<tr>
<td>• English language qualifications (if your prior study was completed at an institution where English is not the medium of instruction).</td>
</tr>
<tr>
<td>NOTE: for the research proposal and evidence of supervisor support for application, please refer to Sydney School of Public Health website for instructions on how to contact the School to find a supervisor and start developing a research proposal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:</th>
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<tbody>
<tr>
<td>For domestic students, closing date for applications is:</td>
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<tr>
<td>For international students, closing date for applications is:</td>
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<table>
<thead>
<tr>
<th>4.8 Second semester admission</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
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</table>

Students who commence the MPH in second semester might be restricted in their elective unit choices, but only if they wish to do elective units that have the first semester core units as pre-requisites. Starting in second semester will not mean the duration of the course will increase.

<table>
<thead>
<tr>
<th>4.9 International student admission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?

Yes | No

If yes, please indicate IELTS equivalent: Overall IELTS score of 7 with a minimum of 6.5 in each band

Other international student entry requirements: Appropriate student visa

**PART 5: External registration codes**

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

<table>
<thead>
<tr>
<th>5.1 CRICOS Code:</th>
</tr>
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<tbody>
<tr>
<td>Application pending</td>
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*International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.*

<table>
<thead>
<tr>
<th>5.2 UAC Code:</th>
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<tr>
<td>Application pending</td>
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</table>

*The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.*
PART 6: Academic purpose

6.1 Academic rationale

The course exists to provide international students the ability to obtain a both a research and coursework Master’s-level degree within a 2-year time period. This is a means for high-achieving students to have the greatest opportunity to gain essential knowledge and research skills in the field of public health.

It is probable that most students enrolling in this combined coursework and research degree would be either sponsored through a scholarship or have the means to afford it. Sponsored students would most likely be required to return to their home country after completing the course, but will be better equipped to manage public health research with the additional research component.

In order to achieve a 72CP coursework degree and a research degree in 2 years, it is proposed to allow 18CP of overlap and 6CP recognition of prior learning (RPL). This would be justified in the following way:

Currently the MPhil (Medicine) requires 6CP of coursework (MEDF5005) which consists of learning research methods/skills including biostatistics, epidemiology and qualitative research methods. The MPH core units cover these three topics in-depth over 18CP, therefore MPH/MPhil students would get RPL for the MEDF5005 unit.

The 18CP overlap would occur through crediting a Research Preparation Part 1 in the second semester to the MPH as a 6-credit point Special Project unit (PUBH5601) and a Research Preparation Part 2 in the third semester to MPH as a 12-credit point research dissertation unit (PUBH5610).

6.2 Academic aims and objectives

MPH aims and objectives:

COURSE PHILOSOPHY
The underlying philosophy of the Master of Public Health program is that the application of critical thinking, and skills in research, advocacy, public policy and community engagement, will provide the best foundation for improving the health of the population.

COURSE AIM
The overall aim of the Master of Public Health program is to use innovative, flexible and research-led teaching and learning to produce graduates who are capable of applying the knowledge, skills and leadership required for effective public health policy and practice.

6.3 Statement of learning outcomes

MPH Learning Outcomes:
The learning outcomes of the Master of Public Health will be as follows:

Graduates of the Master of Public Health program will:
• Understand how to gather, interpret and communicate the meaning of quantitative and qualitative data
• Make informed decisions based on evidence
• Be able to translate evidence and decisions into policy and practice at a national, regional and community level
• Be able to undertake and interpret evaluation to improve public health programs and outcomes
• Ensure ethical reflection and a commitment to social justice underpin their practice of public health

6.4 Statement of generic attributes

6.4.1 Research and Inquiry

Graduates will understand the basic tenets of research and the scientific method. This is for both qualitative and quantitative research. Graduates will be able to critically appraise research, and understand how to manage the scope of a research question and how it is able to fulfil objectives. Graduates may not all go on to be researchers, however they will all be able to access research, interpret and analyse evidence (both academic and grey literature), and apply research. Critical thinking is a key component to this. Graduates will be able to conceptualise issues and have lateral thinking skills as well as the ability to cultivate expertise from multiple stakeholders.

In particular, graduates will:
a) Possess a body of knowledge relevant to their fields of study, and a firm grasp of the principles, practices, and boundaries of their discipline;
b) Be able to acquire and evaluate new knowledge through independent research;
c) Be able to identify, define, investigate, and solve problems;
d) Think independently, analytically and creatively; and
e) Exercise critical judgment and critical thinking to create new modes of understanding.

6.4.2 Information literacy

Graduates of the MPH will have strong skills in critical appraisal. They will be able to locate, curate and interpret scientific and grey literature, understand the hierarchy of evidence and interpret collected data. Graduates will understand what is meant by “evidence”, understand and be able to use available information, and understand the meaning and importance of scientific credibility and how it is obtained. Graduates will be able to synthesise evidence and use evidence-based thinking and practice.

In particular, graduates will:
a) Recognise pertinent information needs;
b) Use appropriate media, tools and methodologies to locate, access and use information;
c) Critically evaluate the sources, values, validity and currency of information; and
d) Use information in critical and creative thinking.

6.4.3 Personal and intellectual autonomy

Graduates of the MPH will be well-rounded, being able to understand and speak to all sides of health issues. Graduates will have the confidence to know they are well-equipped for the public health workforce and be able to make impacts on communities. Graduates will be critical thinkers who have the ability and confidence to question authority when needed, not just accept what they are told. Graduates will be proactive and engaged learners. They will be able to tackle most problems they encounter and find answers independently.

In particular, graduates will:
a) Be independent learners who take responsibility for their own learning;
b) Set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively;
c) Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest;
d) Respond effectively to unfamiliar problems in unfamiliar contexts; and
e) Work effectively in teams and other collaborative contexts.

6.4.4 Communication

Graduates of the MPH will have good written and presentation skills – this includes across the range from scientific journals to public announcements to the media (community-level and country-level). They will be able to interpret scientific literature in lay terms. Graduates will be able to communicate with a range of stakeholders, including (but not limited to) politicians, health professionals, media and the public. Within this context, graduates will be able to understand cultural competence in communication and exhibit diplomacy, including in terms of non-verbal communication. Additionally, graduates will understand the value of two-way communication, being also able to listen and understand.

In particular, graduates will:
a) Possess a high standard of oral, visual and written communication skills relevant to their fields of study, including where applicable the possession of these skills in languages other than English;
b) Recognise the importance of continuing to develop their oral, visual, and written communication skills;
c) Be able to use appropriate communication technologies.

6.4.5 Ethical, social and professional understanding

Graduates of the MPH will understand what it means to make decisions at a social level and the impacts on individuals. The course is focused on reducing inequities and graduates will understand why these inequities exist, what can be done about them, and also what are the limits of what can be done. Graduates will have an understanding and awareness of unintentional consequences. Graduates will understand that social justice is a foundation of public health and key to the wellbeing of future generations. Our graduates will work with high integrity, will be trustworthy and have social and cultural awareness. Social and cultural competence is a major cross-cutting theme in this course, and graduates will be able to recognise gaps in health status and how to reduce them, with a particular focus on the cause and effects of inequality in a public health setting.

In particular, graduates will:
a) Understand and practice the highest standards of ethical behaviour associated with their discipline or profession;
b) Be informed and open-minded about social, cultural and linguistic diversity in Australia.

Approved by the Academic Board, 3 December 2014
and the world;
c) Appreciate their ethical responsibilities towards colleagues, research subjects, the wider community, and the environment;
d) Be aware that knowledge is not value-free.
PART 7. Learning and teaching

7.1 Course structure

The Master of Public Health program is a 72 credit point degree. There are six core content units, each of six credit points. Some of these units are offered in Semester One and some in Semester Two. The units are undertaken in the all three semesters of a full time program. A seventh core unit is the capstone unit, but a waiver will be granted for this on the basis of the research work in Semester Three which will be credited towards the research project unit. This is completed in the third semester of a full-time program but is available in both semesters to cater for the needs of part-time students (this is not applicable to the combined degree students because no part-time option is available to them).

Students undertake 18 credit points of elective units. These units comprise units from the Master of Public Health program, the broader School program, and the University more broadly. At least six credit points of elective units must be selected from Part 1 of the Table (the list of units). Up to 12 credit points can be chosen from other pre-approved units in the School’s programs (Part 2 of the Table), and from other units in the School or broader University with permission from the course Co-ordinator or Director.

Students may complete a general MPH or choose to undertake one of four formal elective specialisations - Chronic Disease Prevention, Communicable Disease Control, Health Promotion and Advocacy, and Research Methods. Students wishing to undertake one of these specialisations must complete at least 18 credit points of elective units from the list of the relevant specialisation electives and a capstone or equivalent unit on a topic considered related to the specialisation.
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO Elective = EL Barrier = BA Capstone = CP</th>
<th>Existing = YES New = provide ASCED ² and Level</th>
<th>Session(s) ³</th>
<th>Delivery mode</th>
<th>Course year first offered ⁴</th>
<th>Campus ⁵</th>
<th>Credit points</th>
<th>Teaching department</th>
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<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO</td>
<td>909301 Junior</td>
<td>S1C and S2CIAU</td>
<td>2016</td>
<td>CC</td>
<td>6</td>
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<tr>
<td>PUBH5418</td>
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<td>PUBH5555</td>
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**Communicable Disease Control**

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<td>GLOH5112</td>
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<td>PUBH5416</td>
<td>Vaccines in Public Health</td>
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<td>PUBH5423</td>
<td>Adv Concepts: Vaccines in Public Health</td>
<td>EL</td>
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<td>PUBH5421</td>
<td>Infection Prevention in Healthcare</td>
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<tr>
<td>PUBH5424</td>
<td>Ecology, PH and Environment</td>
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<td>PUBH5600</td>
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<td>GLOH5124</td>
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**Research Methods**

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**Health Promotion and Advocacy List A**

<table>
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</tr>
<tr>
<td>PUBH5430</td>
<td>Public Health Advocacy</td>
<td>EL</td>
<td>061399</td>
<td>Postgraduate</td>
<td>Block</td>
<td>2019</td>
<td>6 School of Public Health</td>
</tr>
<tr>
<td>PUBH5120</td>
<td>Aboriginal and Torres Strait Islander Health</td>
<td>EL</td>
<td>061399/061305</td>
<td>Postgraduate</td>
<td>Block</td>
<td>2019</td>
<td>6 School of Public Health</td>
</tr>
</tbody>
</table>

**List B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>EL</th>
<th>Pre-requisites</th>
<th>Approval Type</th>
<th>Year</th>
<th>Credit</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5145</td>
<td>Alcohol, Drug Use and Health</td>
<td>EL</td>
<td>061399</td>
<td>Postgraduate</td>
<td>S2</td>
<td>ND and online</td>
<td>2019</td>
</tr>
<tr>
<td>PUBH5500</td>
<td>Healthy Ageing and Fall Prevention</td>
<td>EL</td>
<td>061399</td>
<td>Postgraduate</td>
<td>S2</td>
<td>Online</td>
<td>2019</td>
</tr>
<tr>
<td>PUBH5424</td>
<td>Ecology, PH and Environment</td>
<td>EL</td>
<td>YES</td>
<td></td>
<td>CC</td>
<td>6</td>
<td>School of Public Health</td>
</tr>
<tr>
<td>PUBH5019</td>
<td>Cancer Prevention and Control</td>
<td>EL</td>
<td>YES</td>
<td>S2</td>
<td>online</td>
<td>2015</td>
<td>6 School of Public Health</td>
</tr>
<tr>
<td>PUBH5020</td>
<td>Chronic Disease Prevention and Control</td>
<td>EL</td>
<td>YES</td>
<td>S1</td>
<td>ND and online</td>
<td>2015</td>
<td>6 School of Public Health</td>
</tr>
<tr>
<td>Code</td>
<td>Title / Description</td>
<td>Location</td>
<td>Type</td>
<td>Year</td>
<td>Session</td>
<td>Campus</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>PUBH5227</td>
<td>PH Program Evaluation Methods</td>
<td>EL</td>
<td>061399 Postgraduate</td>
<td>S1</td>
<td>Block</td>
<td>2019</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5039</td>
<td>Public Health Nutrition Essentials</td>
<td>EL</td>
<td>061399 Postgraduate</td>
<td>S2</td>
<td>Block</td>
<td>2016</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5551</td>
<td>Climate Change and Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S2</td>
<td>Block and online</td>
<td>2015</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5555</td>
<td>Lifestyle and chronic disease prevention</td>
<td>EL</td>
<td>061399/061307 Postgraduate</td>
<td></td>
<td></td>
<td>2019</td>
<td>CC</td>
</tr>
<tr>
<td>GLOHS117</td>
<td>Global Non-Communicable Disease Control</td>
<td>EL</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPOL5006</td>
<td>Business of Health</td>
<td>EL</td>
<td>YES</td>
<td>S2</td>
<td>Block</td>
<td>2018</td>
<td></td>
</tr>
</tbody>
</table>

**Other electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title / Description</th>
<th>Location</th>
<th>Type</th>
<th>Year</th>
<th>Session</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5040</td>
<td>Professional Placement</td>
<td>EL</td>
<td>YES</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5041</td>
<td>Professional Placement</td>
<td>EL</td>
<td>YES</td>
<td>S1</td>
<td>Practical</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5042</td>
<td>Professional Placement</td>
<td>EL</td>
<td>YES</td>
<td>S2</td>
<td>Practical</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5601</td>
<td>Special Project in Public Health</td>
<td>EL</td>
<td>061399 Postgraduate</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>2019</td>
</tr>
<tr>
<td>PUBH5101</td>
<td>Special Project in Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5102</td>
<td>Special Project in Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>CC</td>
</tr>
</tbody>
</table>

**Notes:**

1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Planning and Information Office website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.
7.2 Pedagogical approach

The new and existing units of study outlined in 7.1 of the proposal indicate the mode of delivery for each unit.

All the new and existing units of study that will comprise the Master of Public Health will be delivered in a face-to-face mode on a weekly basis over the course of a 13-week semester, in a face-to-face intensive block-mode, or by online/distance learning. The core units will be taught in lecture plus tutorial mode and/or block mode, and are also available via distance/online learning. The capstone units of study will be via specialist supervision. The specialisation electives and other electives are a mixture of face-to-face and distance/online learning.

The pedagogical approach of the teaching and learning practices in all units will be focused on imparting a core knowledge base, then using real-life scenarios and case studies to problem-solve public health issues. This approach fosters critical thinking and application of knowledge to real scenarios.

Teaching students through tutorials allows for a better discussion-based learning and critical thinking by placing the instructor as a facilitator/moderator of the discussion and using peer-to-peer learning from individual experiences to enhance the knowledge base. In the tutorial setting students are expected to be active, informed and critical participants in the discussion of information, processes and events.

Students will receive their capstone experience through their research preparation work. The research preparations (Part one and Two) will be a critical link between the coursework and the research components of this double degree. Students will be bringing together the content and methods they have encountered in the core units, their learning in the electives and their prior academic and professional skills and experience. This will be guided by the student’s supervisor(s).

A candidate for the Master of Philosophy will have an annual review of progress, in which the candidate will be required to provide evidence of progress in their research and towards the completion of their thesis. On the basis of the evidence provided, the faculty will recommend the conditions of candidature to apply in the following year, and may request a further review at the end of a semester.

If a candidate is not progressing satisfactorily towards the completion of the degree, they may be asked by the faculty to explain why their candidature should not be terminated.

The Academic Board has determined that all research candidates are required to undertake an annual progress review (APR). The APR comprises a written report and a mandatory interview. The report requires written statements from the candidate, the supervisory panel, the staff member responsible for coordinating or directing research within the department, and the Chair of the review panel. The interview is conducted by the review panel, which should include the participation of an academic staff member or members from outside the department. Members of the candidate's supervisory panel may be present for part of the interview, but the interview must provide the candidate with the opportunity to speak freely to the review panel without the presence of supervisors. On the basis of evidence provided and the interview, the head of the department recommends the conditions of candidature to apply for the following year.

7.3 Assessment procedures

For the MPH, students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study undertaken that semester and administered by the respective faculty or school in which the unit of study is offered. Written assessments typically include exams, essays, and policy reports. Oral assessments may include case presentations and/or public debates.

For the MPhil, the supervisor is that member of the academic or, as appropriate, senior research staff, appointed to take primary responsibility for the conduct of a student's research candidature. The supervisor must be available at all stages of the candidature for advice, assistance and direction and is responsible for the progress of the candidature to the head of department/school and the faculty or college. At least one associate supervisor is also appointed. The role of the supervisory team will change over the course of the candidature but will generally always comprise: ensuring sufficient resources are available to support the candidate; providing advice about an initial research plan; ensuring that the candidate is aware of the particular research skills to be acquired and that appropriate techniques are established for gathering and analysing data; monitoring progress made within the context of the research plan; agreeing on a timetable for frequent and regular contact and acknowledging the need for periodic review of these arrangements; establishing agreed indicators of progress; providing regular and constructive feedback on written analysis and drafts; and providing sound advice about relevant administrative matters.

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MPH is made up of 72 credit points of coursework. Twelve credit points (PUBH5010 and PUBH5018) require the passing of an end of semester exam.</td>
<td>100% coursework based with 17% requiring passing an exam and 83% assignment based.</td>
<td>No</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
7.4 Assurance of learning

Students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study undertaken that semester. Written assessments typically include exams, essays, projects and policy reports. Oral assessments may include case presentations and/or public debates.

The supervisor is that member of the academic or, as appropriate, senior research staff, appointed to take primary responsibility for the conduct of a student's research candidature. The supervisor must be available at all stages of the candidature for advice, assistance and direction and is responsible for the progress of the candidature to the head of department/school and the faculty or college. At least one associate supervisor is also appointed. The role of the supervisory team will change over the course of the candidature but will generally always comprise: ensuring sufficient resources are available to support the candidate; providing advice about an initial research plan; ensuring that the candidate is aware of the particular research skills to be acquired and that appropriate techniques are established for gathering and analysing data; monitoring progress made within the context of the research plan; agreeing on a timetable for frequent and regular contact and acknowledging the need for periodic review of these arrangements; establishing agreed indicators of progress; providing regular and constructive feedback on written analysis and drafts; and providing sound advice about relevant administrative matters.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

- monitor, measure and achieve quality learning and teaching
  - In 2016 an external review was conducted of all coursework programs in the School of Public Health. As a result of this review the School has determined that to continue to provide a quality learning experience for students the Master of Public Health should expand to three semesters. This will allow an increase in the breadth and depth of learning that is required to meet the increasing complexity of public health in the 21st century. We intend to carry out similar external assessments of the course after two years (in 2021) and every three years thereafter. We will continue our annual review, by the Director and Academic Coordinator of the MPH, of the Unit of Study Survey (USS) results for every unit within the course. Following this review individual discussions with particular unit coordinators are held to follow up any areas of concern, or where exemplary results have been achieved in order for best practice experiences to be shared with the wider course community. A summary report of these discussions are then presented to the School’s Teaching and Learning Committee, and also the Faculty’s Learning and Teaching Committee, for discussion.

- review content, delivery and Resolutions of the course
  - Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the core MPH academic team to ensure quality delivery and matching with Resolutions of course

- review and rationalise Units of Study for the course
  - Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the core MPH academic team to ensure quality delivery and matching with Resolutions of course
Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This proposal is a new program, however it is for the joining of two existing programmes. The Sydney School of Public Health (SSPH) has over 150 academic staff members of excellent quality, most of whom who are available to call upon to teach if needed. There are academic and professional staff members and committees in place (such as the Office of Teaching, Learning, the eLearning Support Unit, the Teaching and Learning Committee and the School Academic Board) to provide outstanding curriculum delivery support. Additionally, at the Faculty level, there are procedures and personnel in place in charge of Academic Integrity oversight. Unit coordinators for all the existing units of study have developed appropriate timetables and assessments and are able to authenticate student work. These are periodically reviewed by the course director to ensure they are in line with the course objectives.

7.6 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>4 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>n/a</td>
</tr>
<tr>
<td>Independent study</td>
<td>24 hours (3 hours per 1 hour lecture)</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>8 hours (2 hours per unit of study)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>During the first three coursework semesters, it is expected that students will conduct the MPhil portions of this combined course during non-semester time.</td>
</tr>
</tbody>
</table>

Workload for assessment tasks

Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

Before the beginning of Semester 1 all core unit coordinators are consulted to ensure that assignments are adequately spaced throughout the semester. Additionally, students will meet with their supervisor from the beginning of candidature to set out a timeline of accomplishing all research components of the Master of Philosophy to ensure avoiding unduly stressful workload demands.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The 24CP load per semester is comparable to other existing Masters programs across the University. The variety of assessment tasks from exams to reports to projects to presentations, ensures a balanced workload and does not emphasise any single assessment method. The dissertation component for this course is largely an independent project for which students receive one-on-one support from their supervisor.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Core units in Semester 1 are taught as a series of weekly lectures or series of workshops spaced throughout the semester. This ensures that students have time to engage with their studies, develop their skills over the semester and apply the learning from one unit in another. Additionally, most units are available via online/distance learning to provide students the most flexibility for their individual needs.

7.7 Academic advice, support and student representation

There is a dedicated 1.0 FTE administrative position (currently shared – by two 0.5FTE) to support the course academics and the MPH student cohort. The office of this administrator is accessible to students during normal office hours. There is also eLearning Support available to both face-to-face and online/distance students. Students in the MPH, whether face to face or online, are able to schedule an appointment with the MPH Academic Coordinator or Director to obtain advice on current and/or future studies or careers.

Students will have access to all central resources, which include the library (online and on campus services and facilities), student support services and student unions. Additionally, SSPH has a dedicated computer lab in the Edward Ford Building on Camperdown Campus which students have 24-hour access to.
The School and the University provides a number of avenues for students to seek support. At the School level we have the Staff Student Liaison Committee that includes representatives from all degree programs and from students studying face to face or completely online.

The University’s Student Centre provides a range of services available to on-campus and distance students to support students throughout their studies.

7.8 Remediation and reassessment

Each unit of study will be administered by its respective unit of study coordinator and in line with the policies and procedures of SSPH. Supplementary examinations or extensions to assessment deadlines will be offered where appropriate and in line with University policy. All appeals will be assessed within the guidelines stipulated by the University of Sydney (Student Appeals against Academic Decisions) Rule 2006. Students are responsible for familiarising themselves with the University’s Appeals policy and with the Academic Board Resolutions concerning the Assessment and Examination of Coursework. Students wishing to appeal a mark must meet with the Unit of Study Coordinator with a written appeal letter and summary of their case. This must be done within 15 working days of the mark being made available to the student. Assessments will be based mainly on individual work, though some units of study will also base part of their assessment on group work.

At the end of each semester the Examiner’s Committee in the School of Public Health meets to decide on the approach to be taken to individual students who have not passed at least one unit. After discussing an individual student’s circumstance the Committee can recommend that a period of remediation be allowed and the student allowed to submit a reassessment task.

7.9 Combined degrees and inter-faculty arrangements

There is already a School of Public Health Teaching and Learning Committee, a Sydney Medical School Learning and Teaching Committee, a Sydney Medical School Postgraduate Coursework Committee, and a Sydney Medical School Postgraduate Research Committee all of which meet regularly. Within the Sydney Medical School, there already exists several combined degrees, so the consultation, approval mechanisms and planning are well known. The MPH team will liaise with the PGRC for all issues with MPH/MPhil students.

7.10 Influence of external accreditation or other professional requirements

The MPH is not currently required to be externally credited.

7.11 Joint ventures with other universities

This is not a joint venture.

7.12 Resolutions

Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable

<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</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>No</td>
</tr>
<tr>
<td>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)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Academic dress
Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

| 7.12.4 | Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

**Transitional arrangements**

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

Not applicable – this is a new course proposal.

| 7.12.5 | Last semester intake under existing Resolutions | Domestic |
|  |  | International |

| 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? |

| 7.12.7 | For course deletions, advise the last date for enrolments into the existing course |

| 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 |

| 7.12.9 | For course deletions, outline the provisions in place for students enrolled under existing Resolutions |
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

8.1.1 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)*

The academic and support staff for the proposed 72cp MPH are unchanged from those currently required in the 48cp course:
- Including the Director of the MPH and the academic coordinator of the program, there are 7 key academic staff who are closely involved in the running of the program. These academics coordinate the core units, as well as a number of elective units.
- There are also over 25 other academics who coordinate elective units for the MPH. The bulk of these are working within the School of Public Health and its associated departments.
- The program is directly supported by two program administrators (1.0 FTE), and the 2 staff members in the School of Public Health’s Office of Teaching and Learning also provide some broader support to all programs in the School. The 2 staff members in the School of Public Health’s online support team provide elearning support for all programs run by the School, and students also have access to the Central university IT and support services.

In order to assist with the smooth transition for both applicants and academic supervisors, the Sydney School of Public Health (SSPH) will establish a system through the website to triage potential applicants to potential academic supervisors. This will ensure potential applicants have an identified research area as well as an academic supervisor who is able to take the applicant on, if successful. This communication will happen before the applicant applies to the course to ensure capacity for supporting the student through his/her commencement. To note, the first semester of student enrolment is to be spent refining the research questions and timeline for research activities with academic supervisor.

8.1.2 What are the strengths of the department/school relevant to this proposal?

This proposal expands on what is already a successful degree program. The School of Public Health has a number of highly-regarded public health academics who are closely involved in running and teaching in the MPH program. Their teaching contributions sit alongside their extensive research experience in public health. Academics, as well as the School of Public Health more broadly, are closely linked to Commonwealth and State government agencies, as well as NGOs and other public health research institutes and service delivery organisations.

8.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

All staff, including casual tutors, will be on the University’s payroll. There may be occasions when individual lectures within a unit of study are given by a person outside the University. This will be utilised if the external person has more appropriate knowledge/experience than the University faculty members.

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>8.2.1 Teaching rooms</th>
<th>Available at the Camperdown Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.2 Lecture theatres</td>
<td>Available at the Camperdown Campus</td>
</tr>
<tr>
<td>8.2.3 Laboratories</td>
<td>The use of computer laboratories will not change</td>
</tr>
<tr>
<td>8.2.4 Staff offices</td>
<td>The use of staff offices will not change</td>
</tr>
<tr>
<td>8.2.5 Storage or other space required including any which needs to be rented externally</td>
<td>No storage or other space is required</td>
</tr>
<tr>
<td>8.2.6 Professional placement locations</td>
<td>Professional placement locations may change, depending on availability and willingness of workplace based supervisors and projects</td>
</tr>
</tbody>
</table>

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.

| 8.3.1 Computer technology | The use of computer technology will not change. Some units of study in the proposed course will continue to make use of the School of Public Health’s computer lab (Rm 330, Edward |

Approved by the Academic Board, 3 December 2014
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)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of [Faculty name]

(1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
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- Metabolic Health MScMed(Adv)(MetabHlth) 60
- Pharmaceutical and Medical Device Development MScMed(Adv)(PharmDev) 60
- Sleep Medicine MScMed(Adv)(SleepMedicine) 60

MASURGER-02 Master of Surgery
- Breast Surgery MS(BreastSurg) 48
- Cardiothoracic Surgery MS(CardiothorSurg) 48
- Colorectal Surgery MS(Colorectal) 48
- Endocrine Surgery MS(Endocrine) 48
- Hand Surgery MS(HandSurg) 48
- Head and Neck Surgery MS(Head&Neck) 48
- Neurosurgery MS(NeuroSurg) 48
- Orthopaedic Surgery MS(Ortho) 48
- Otorhinolaryngology MS(ENT) 48
- Paediatric Surgery MS(PaedSurg) 48
- Plastic/Reconstructive Surgery MS(Plastic&Reconstruct) 48
- Surgical Anatomy MS(SurgAnat) 48
- Surgical Oncology MS(SurgOnc) 48
- Surgical Outcomes MS(SurgOutcomes) 48
- Surgical Sciences MS(SurgSci) 48
- Surgical Skills MS(SurgSkills) 48
- Transplant Surgery MS(Transplant) 48
- Trauma Surgery MS(Trauma) 48
- Upper Gastrointestinal Surgery MS(UGISurg) 48
- Urology MS(Urology) 48
- Vascular Surgery and Endovascular Surgery MS(Vascular) 48

*may be awarded with honours following a further year of study
*may be awarded with honours in an integrated program

3. Combined degrees

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4. Graduate diplomas

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### Graduate Diplomas

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### Graduate Certificates

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5. Graduate certificates
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<td></td>
<td>- Internal Medicine</td>
<td>GradCertMed/InternalMedicine</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Maternal-foetal and Reproductive Medicine (not available in 2017)</td>
<td>GradCertMed(MFReprod)</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Metabolic Health</td>
<td>GradCertMed(MetabHlth)</td>
<td>24</td>
<td></td>
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<tr>
<td></td>
<td>- Paediatric Medicine</td>
<td>GradCertMed(Paed)</td>
<td>24</td>
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<tr>
<td></td>
<td>- Pharmaceutical and Medical Device Development</td>
<td>GradCertMed(PharmDev)</td>
<td>24</td>
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<tr>
<td></td>
<td>- Psychiatry</td>
<td>GradCertMed(Psychiatry)</td>
<td>24</td>
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<tr>
<td></td>
<td>- Sleep Medicine</td>
<td>GradCertMed(SleepMedicine)</td>
<td>24</td>
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<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
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<tr>
<td></td>
<td>- Clinical Neurophysiology</td>
<td>GradCertScMed(ClinNeuroPhysiol)</td>
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<td></td>
<td>- Critical Care Medicine</td>
<td>GradCertScMed(CritCare)</td>
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<tr>
<td></td>
<td>- HIV, STIs and Sexual Health</td>
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</tr>
<tr>
<td></td>
<td>- Maternal-foetal and Reproductive Medicine (not available in 2017)</td>
<td>GradCertScMed(MFReprod)</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Metabolic Health</td>
<td>GradCertScMed(MetabHlth)</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pharmaceutical &amp; Medical Device Development</td>
<td>GradCertScMed(PharmDev)</td>
<td>24</td>
<td></td>
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<td></td>
<td>- Sleep Medicine</td>
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<td>24</td>
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<tr>
<td>GCPAIMGT-02</td>
<td>Graduate Certificate in Pain Management</td>
<td>GradCertPainMgt</td>
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<tr>
<td>GCQUAHER-01</td>
<td>Graduate Certificate in Qualitative Health Research (admission suspended for 2017)</td>
<td>GradCertQHR</td>
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<tr>
<td>GCSURGER-01</td>
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<td></td>
<td>- Breast Surgery</td>
<td>GradCertSurg(BreastSurg)</td>
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<tr>
<td>GCSURGSC-01</td>
<td>Graduate Certificate in Surgical Sciences</td>
<td>GradCertSurgSc</td>
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</tr>
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</table>
APPENDIX 2: RESOLUTIONS OF THE FACULTY

NO CHANGES TO BE MADE TO THE FACULTY RESOLUTIONS (BELOW) AS A RESULT OF THIS PROPOSAL

Resolutions of the Faculty of Medicine for coursework courses

These resolutions apply to all undergraduate and postgraduate courses in the Faculty, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Admission to candidature
   (1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.
   (2) Where postgraduate courses in this Faculty (other than the Doctor of Medicine) have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.
   (3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.
   (4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions
The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.

3 Time limits
   (1) A student must complete all the requirements for a coursework doctorate within ten calendar years.
   (2) A student must complete all the requirements for a double master's degree within ten calendar years.
   (3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.
   (4) A student must complete all the requirements for a graduate diploma within four calendar years.
   (5) A student must complete all the requirements for a graduate certificate within three calendar years.
   (6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.
   (7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.
   (8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.
   (9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature
   (1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.
   (2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
   (3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the Faculty for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.
   (4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.

Approved by the Academic Board, 3 December 2014
A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

5 Credit
(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.
(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study
(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
   (a) The unit of study content is not taught in any corresponding unit of study at the University; or
   (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.
(2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean.
(3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

Part 3: Studying and Assessment

7 Attendance
Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy
(1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
   (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
   (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
   (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass
In this Faculty the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

11 Re-assessment
(1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.
(2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student’s responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

(3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

(4) Students in the Doctor of Medicine must pass at each annual assessment. A 'Fail on the Year' result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

Part 4: Progression, Results and Graduation

12 Satisfactory progress
   (1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.
   (2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

13 Weighted average mark (WAM)
   (1) The University WAM is calculated using the following formula:

   \[ WAM = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)} \]

   where \( Wc \) is the unit of study credit points \( x \) the unit weighting and \( Mc \) is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.
   (2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted 1, Intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

14 Course transfer
A candidate for a master’s degree (other than the Doctor of Medicine) or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

Part 5: Other

15 Transitional provisions
   (1) These resolutions apply to all students who commenced their candidature after 1 January 2014.
   (2) These resolutions also apply to double degree students who:
       (a) commenced their candidacy prior to 1 January 2014;
       (b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
       (c) have formally elected to proceed under these resolutions.
   (3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

Master of Public Health / Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes

[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAXXXXX</td>
<td>Master of Public Health / Master of Philosophy</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for these courses is full time. Most units of study are available both in distance mode and face to face, therefore candidate’s choice will determine mode of attendance. Visa restrictions normally limit International students studying within Australia to taking a maximum of 25% of courses via distance mode.

3. Master’s type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4. Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Master of Public Health
(b) the Master of Philosophy

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5. Specialisations

(1) The Master of Public Health is available in the following specialisations:
(a) Chronic Disease Prevention
(b) Communicable Disease Control
(c) Health Promotion and Advocacy
(d) Research Methods

(2) All candidates will receive the same degree but the specialisation will be formally recognised on the degree transcript. The testamur for the degree will not specify the specialisation.

(3) Completion of a specialisation is not a requirement of the course.

6. Admission to candidature

(1) Available places in the Graduate Diploma in Public Health and Master of Public Health will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the degree of Master of Public Health / Master of Philosophy requires:
(a) a bachelor’s degree with first or upper second class Honours in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting and marketing from the University of Sydney or an equivalent qualification; OR
(b) a Masters degree performed at a high academic standard, and which includes substantial component of original research, OR
(c) an equivalent qualification that demonstrates research experience, excellence and capability

(3) Additional application requirements:
(a) certified academic transcripts for all previous tertiary study, if they were not completed at the University of Sydney
(b) CV, providing a summary of your work experience and other relevant activities
(c) cover letter outlining your reasons for applying
(d) evidence that your supervisor supports your application.
(e) research proposal
(f) English language qualifications (if your prior study was completed at an institution where English is not the medium of instruction)
7. Requirements for award

(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Public Health.

(2) To qualify for the award of the Master of Public Health / Master of Philosophy a candidate must successfully complete 72 credit points for the Master of Public Health, including:
   (a) 42 credit points of core units of study; and
   (b) 30 credit points of elective units of study, with a minimum of 18 credit points from Part 1 of the Table; and

(3) To qualify for the award of the Master of Public Health / Master of Philosophy a candidate must additionally complete at least four research periods and successfully submit a thesis for examination in the form required by Academic Board policy or procedures. This thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors' opinion, the form of presentation of the thesis is satisfactory. The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board. Subject to this Rule, the candidate must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use. The examination of candidates for the degree of Master's by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

8. Specialisations

Completion of a specialisation is not a requirement of the course. Candidates have the option of completing up to one specialisation. A specialisation requires the completion of 18 credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

   (1) Chronic Disease Prevention
   (2) Communicable Disease Control
   (3) Research Methods
   (4) Health Promotion and Advocacy

9. Progression rules

A candidate for the Master of Philosophy will have an annual review of progress, in which the candidate will be required to provide evidence of progress in their research and towards the completion of their thesis. On the basis of the evidence provided, the faculty will recommend the conditions of candidature to apply in the following year, and may request a further review at the end of a semester.

If a candidate is not progressing satisfactorily towards the completion of the degree, they may be asked by the faculty to explain why their candidature should not be terminated.

Annual progress review

The Academic Board has determined that all research candidates are required to undertake an annual progress review (APR). The APR comprises a written report and a mandatory interview. The report requires written statements from the candidate, the supervisory panel, the staff member responsible for coordinating or directing research within the department, and the Chair of the review panel. The interview is conducted by the review panel, which should include the participation of an academic staff member or members from outside the department. Members of the candidate's supervisory panel may be present for part of the interview, but the interview must provide the candidate with the opportunity to speak freely to the review panel without the presence of supervisors. On the basis of evidence provided and the interview, the head of the department recommends the conditions of candidature to apply for the following year.

10. Course transfer

A candidate may abandon the combined program and elect to complete either the Master of Public Health or the Master of Philosophy in accordance with the resolutions governing that degree.

Approved by the Academic Board, 3 December 2014
**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

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
</tr>
<tr>
<td>2.</td>
<td>Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?</td>
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<tr>
<td></td>
<td>Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.</td>
</tr>
<tr>
<td>3.</td>
<td>List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.</td>
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<tr>
<td></td>
<td>There will be no additional resources needed outside of the current Master of Public Health needs.</td>
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</table>

This section to be completed by library staff

**Library resources required**

**Does the Library already collect resources in this area?** ☑ Yes ☐ No

**Key databases include:**
- Medline
- Embase
- Psychinfo
- CINAHL
- ERIC
- Informit Online
- Scopus
- WoS
- Social Science abstracts
- Global Health

**Journals include:**
- Public Health – Periodicals (3 journals held)
- Medicine, Preventative – Periodicals (53 journals held)
- Health Promotion – Periodicals (41 journals held)
- Aboriginal Australians – Health – Periodicals (16 journals held)
- Rural health - Periodicals (6 journals held)

**Key existing monographs include:**
- Public Health (1140 titles held)
- Medicine, Preventative (162 titles held)
- Health Promotion (591 titles held)
- Aboriginal Australians – Health (205 titles held)
- Rural Health (14 titles held)

**Initial costs of acquiring basic resources (digital and non-digital)** $AUD

Monographs (including multimedia resources, reading list items and multiple copies)

<table>
<thead>
<tr>
<th>Monographs:</th>
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<tbody>
<tr>
<td>New publications in Public Health are automatically purchased within the YBP medicine profiles (eBooks are purchased where available)</td>
<td></td>
</tr>
<tr>
<td>New journal titles (including back-runs) No additional journals are required.</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources No additional resources are required.</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Initial resources costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing costs of resources</td>
<td>$AUD</td>
</tr>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
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</tr>
<tr>
<td>Ongoing information resources costs</td>
<td></td>
</tr>
</tbody>
</table>

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.
The Academic Liaison Librarian (ALL) will be in regular contact with the course coordinator. This would ensure that requirements for additional resources can be promptly responded to and supported where possible.

**Comments**
- Specify opportunities for developing research and learning resources.
- Students will have access to various subject guides. (Public Health, Health Sciences etc) Learning objects can be added to Canvas and library workshops can be provided by negotiation.

**Implications**
- Include issues regarding staff / time to develop and deliver the programs and other support materials.
- Existing library staffing, services and resources are adequate to support the requirements of the proposed course. The University Library already collects extensively in this area for other units of study.

**Library Director’s comments**

* The Library Director should sign on the front page.
APPENDIX 7: AQF COMPLIANCE

NAME OF COURSE: Master of Public Health / Master of Philosophy
CODES: MAXXXXXX

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:
   a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree
      - CONFIRMED: The MPH qualification requires at least a Bachelor’s degree in a related topic area (or equivalent)
   b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.
      - CONFIRMED. The MPH qualification is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice and scholarship. It also serves as a pathway for further learning in a range of aspects of public health.

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.
   - CONFIRMED. The MPH/MPhil qualification has explicit learning outcomes which address the areas required for AQF Level 9 and a curriculum that directly addresses the learning outcomes. All graduates will have undertaken a formal capstone experience or equivalent project.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?
   a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.
   b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.
   - CONFIRMED. The MPH/MPhil qualification is 2 years in length (equivalent 72 credit points plus 4 research periods) and builds on relevant knowledge and skills obtained in a Level 7 (and/or Level 8) qualification.

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and /or 8 –for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.
   - CONFIRMED – There is no ambiguity about disciplinary similarity with lower level qualifications

Approved by the Academic Board, 3 December 2014
5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

Units of study devoted to a research-based project, capstone and or piece of scholarship are:

- PUBH5XX1 Capstone (6 cp – Semester 1)
- PUBH5XX1 Capstone (6 cp – Semester 2)
- PUBH5XXX Research project (12 cp – Semester 1 or Semester 2)
- PUBH5XXX Research project (6 cp – Semester 1)
- PUBH5XXX Research project (6 cp – Semester 2)
- PUBH5040 Professional placement (12 cp – Semester 1 or Semester 2)
- PUBH5041 Professional placement (6 cp – Semester 1)
- PUBH5041 Professional placement (6 cp – Semester 2)
- PUBH5xxx Special project (6 cp – Semester 1)
- PUBH5xxx Special project (6 cp – Semester 2)

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

There will be no formal reduction in volume of learning regardless of prior qualifications. Students may apply for credit as per the usual university policies and procedures.
APPENDIX 8: EVIDENCE OF CONSULTATION

The following sections are evidence of consultation for this proposal.

8.1 Deputy Vice Chancellor (Education) – 12 Sep 2016

Subject: RE: Public Health shift to 18 months for MPH and MIPH  
Date: Monday, 13 February 2017 10:45:16 am Australian Eastern Daylight Time  
From: Joel Negin  
To: Robert Cumming, Kevin McGeechan, Michelle Dickson, Tim Driscoll  
CC: Kerri Anton

Hi all,

Hope this is sufficient for the Eoi!

Joel

From: Philippa Pattison  
Sent: Saturday, 11 February 2017 1:25 PM  
To: Joel Negin  
Cc: Robert Cumming; Kevin McGeechan; Michelle Dickson; Tim Driscoll  
Subject: RE: Public Health shift to 18 months for MPH and MIPH

Dear Joel,

I am happy to confirm that this has been under discussion since mid-2016, and very supportive of the initiative.

with best wishes, Pip

Professor Pip Pattison  
Deputy Vice-Chancellor (Education)  
L4-47 Quadrangle A14  
The University of Sydney NSW 2006 Australia

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M 0418 564 404  
E pip.pattison@sydney.edu.au

From: Joel Negin  
Sent: Saturday, 11 February 2017 1:22 PM  
To: Philippa Pattison  
Cc: Robert Cumming; Kevin McGeechan; Michelle Dickson; Tim Driscoll  
Subject: Public Health shift to 18 months for MPH and MIPH

Dear Pip,

As you know based on a few conversations over the past few months, the School of Public Health is looking to submit an application for a significant variation to our Master of Public Health and Master of International Public Health degrees to move them from 48CP to 72CP (ie. to 18 months). This follows on
8.2 Marketing and Communication (Health) – 21 Feb 2017

Subject: Fwd: Confirmation of discussions re SPH course variations
Date: Wednesday, 22 February 2017 7:58:15 pm Australian Eastern Daylight Time
From: Joel Negin
To: Tim Driscoll, Kevin McGeechan, Robert Cumming, Kerri Anton, MPH Admin Officer, Michelle Dickson, Thomas Dakin
Attachments: image001.png, image002.png, image003.png

Dear colleagues

Please see below email from Chris Maunder in Marketing regarding MPH and MIPH transitions. I hope this would be sufficient.

Joel

Sent from my iPhone

Begin forwarded message:

From: Christopher Maunder <chrismaunder@sydney.edu.au>
Date: 21 February 2017 at 10:40:51 am AEDT
To: Joel Negin <joel.negin@sydney.edu.au>
Subject: Confirmation of discussions re SPH course variations

Hi Joel

Apologies I didn’t get around to this yesterday, I went home sick in the afternoon.

Please see a response below and let me know if you need anything else.

Thanks

Chris

In a number of meetings with Joel Negin we have discussed the rational for the following course variations:

- varying MPH from 48CP to 72CP
- varying MIPH from 48CP to 72CP

There is an increasingly competitive environment, with new degrees offered in the public health space by Macquarie, UTS, ACU. As such the School of Public Health has expressed a need to recast its flagship products as truly premium offerings. This approach would build on the School’s long history, nationally-leading research and unparalleled alumni and professional networks. It would act as a clear differentiator in the market.

Applications and enrolments for the MPH and MIPH have been consistently strong over a long period of time and this demonstrates a clear desire in the market for the programs. The proposed variations will make the degrees AQF compliant and are in line with offerings from most competitors in Australia, which should make them even more attractive.

CHRIS MAUNDER | Marketing Manager - Health
THE UNIVERSITY OF SYDNEY

Page 1 of 2

Approved by the Academic Board, 3 December 2014
Subject: Re: SPH proposed changes - consultation with Student Recruitment
Date: Wednesday, 15 March 2017 12:13:54 pm Australian Eastern Daylight Time
From: Lucy Buxton
To: Kerri Anton, Joel Negin, Thomas Dakin
CC: Grace Guan
Attachments: image001.png, image002.png

Dear Joel, Kerri and Thomas

I hope this email finds you well. Apologies for the delay in responding, I wanted to discuss the proposal with some relevant colleagues in order to provide you with some insights from different market perspectives. Lots of people have been off sick, so it’s taken a little longer than expected.

The course proposals are very interesting, and we have discussed with our recruitment colleagues in Business, International Sponsorships and the international recruitment team. As discussed, the PGCW market is increasingly competitive, coupled with an overall Australian trend to decrease in market demand for graduate programs. Keeping in mind the School’s overall goals, we have considered the market drivers, desired career outcomes, and overall recruitment trends in order to provide advice for the EOI and a sustainable outcome for the School.

1. **Converting the MPH and MIPH degrees from 48 credit points to 72 credit points**  
   - We agree with the summary you have written below,
   - Feedback from the Amy Wan, Manager of International Sponsorships (e.g. Australia Awards) - Feedback from the AAS market tell us that we are losing students to Uni Melb and UNSW due to their 2 year public health degree. The majority of AAS scholars are looking at maximising their scholarship opportunity, which is up to 2 years. The dual degrees with additional 24 credits (as outlined below) will meet the demand from this segment of the market.

2. **Changing the MIPH to a “Master of Global Health”**  
   I agree with the summary you have written below, but would add
   - “Public Health” is a well-established area of study and a key word to search, particularly for international funded students, so name change will also need to be socialized in market.
   - It would be helpful for the Marketing and Communications team have/to provide some web metrics around nomenclature in market
   - Feedback from the Amy Wan, Manager of International Sponsorships: AAS students use “public health” in their course search. Australia Awards website also uses “public health”. In my opinion, it may have a negative impact on students specifically looking for courses in public health.

3. **Creating a dual MBA/MPH degree**  
   Broadly speaking, market intelligence identifies 2 main cohorts of health postgraduate students.
   - Career advancers - Often recent graduates (22-24 yo) with little professional experience. Seeking to build on their UG studies and progress their careers within their current [health] sector. This is the typical PGCW/MPH profile, but majority will not be able to meet the MBA admission requirement on working experience. The statistics from GMAT (global admissions test for MBA programs) is as below for your reference.
   - Career changers – often working professionals with a number of years experience (27-29 yo). Seeking to broaden their experience with professional networks, get experience outside their fields, and prepared to make a significant investment in study with the guarantee return on investment (significant career advancement) and looking to change career out of [health] sector.
8.4 Student Recruitment, Marketing and Communications (Health) – 1 Jun 2017

Meeting invite list
(meeting held in Room 318, Edward Ford Building)
8.5 Head of Admissions – 14 Jun 2017

Subject: RE: 2019 changes for School of Public Health courses
Date: Thursday, 15 June 2017 10:46:16 am Australian Eastern Standard Time
From: Lianty Ng
To: Nicola Atkin
CC: Wencung Chai, Kerri Anton
Attachments: NEW Course of Study - Cricos Registration Form.pdf, HOW TO FILL IN NEW CRICOS REGISTRATION FORM.pdf

Thank you Wen.

Hi Nicola,

To help prepare what School of Public Health needs to complete, please find attached the form to be completed and the explanation on how to fill in the form for the New CRICOS Code registration with TEQSA. TEQSA is the designated and delegated authority for higher education providers registered under the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act). TEQSA assesses applications for inclusion on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Please do not hesitate to contact me if you require any further information.

Kind Regards,

Lianty

Lianty Ng | International Reporting & Compliance Manager
Deputy Vice-Chancellor (Registrar)
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Level 5, Jane Foss Russell Building (G02) | The University of Sydney | NSW | 2006
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CRICOS 00026A
This email plus any attachments to it are confidential and are subject to a claim for privilege. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.

From: Wencung Chai
Sent: Wednesday, 14 June 2017 5:14 PM
To: Nicola Atkin <nicola.atkin@sydney.edu.au>
Cc: Lianty Ng <lianty.ng@sydney.edu.au>
Subject: RE: 2019 changes for School of Public Health courses

By the way Nicola, you may contact Lianty Ng at the Compliance office directly for CRICOS code registration related matters.

Regards,

Wen
8.6 Library Consultation – 13 July 2017

From: Nicola Atkin
Sent: Thursday, 13 July 2017 12:07 PM
To: Jayne O'Hare <jayne.ohare@sydney.edu.au>
Cc: Tim Driscoll <tim.driscoll@sydney.edu.au>; Kerri Anton <kerri.anton@sydney.edu.au>
Subject: Library consult - MPH to 18 months proposal

Hi Jayne

And here is the library impact consultation sheet for the MPH new course proposal. Thank you for your assistance and input with this.

Kind regards
Nicola

Hi Jayne

Thank you so much, again, for meeting with us today. As follow-up, please find the attached Appendix 4 – Library impact statement, with the top section filled out.

Please let me know if there is anything further I can provide or if there is anything else we need to discuss. I look forward to working with you when we are designing our new skills UOS.

Best
Kerri

From: Jayne O'Hare <jayne.ohare@sydney.edu.au>
Date: Thursday, 6 July 2017 1:58 pm
To: Kerri Anton <kerri.anton@sydney.edu.au>; Tim Driscoll <tim.driscoll@sydney.edu.au>
Cc: Michelle Dickson <michelle.dickson@sydney.edu.au>; Nicola Atkin <nicola.atkin@sydney.edu.au>
Subject: RE: Library consult - SPH courses to 18-months

Hi Kerri,

I am free on Thurs any time between 10 and 2 pm.

Thanks,

Jayne

JAYNE O'HARE | Academic Liaison Librarian
Sydney School of Public Health
Medicine Dentistry Nursing Pharmacy Health Sciences Cluster
Academic Services | University Library

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Level 2, Fisher Library | The University of Sydney | NSW | 2006
T +61 2 9351 4949 M +61 439661815
E jayne.ohare@sydney.edu.au | W http://www.library.usyd.edu.au

From: Kerri Anton
Sent: Thursday, July 06, 2017 1:11 PM
To: Jayne O'Hare; Tim Driscoll
Cc: Michelle Dickson; Nicola Atkin
Subject: Library consult - SPH courses to 18-months

Hi Jayne and Tim

While our draft full applications for the course change for the MPH and MGlobHlth are being reviewed by the TLC, Michelle and I thought it would be a good idea to continue with the details still needed to complete. For Section 8.4 we need the following:
8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

I wonder if we could sort a time to meet briefly to discuss this and get sign-off for both proposals? My availability for next week is:
Tuesday 11 July anytime before 2PM
Wednesday 12 July before 10AM or 1:30-2PM
Thursday 13 July 10AM – 2PM

Thanks ever so much
Kerri
8.7 Student Recruitment – 18 July 2017

Dear All,

Please find attached comments for MPH to 18mo proposal.

To summarise:
MPH to 18 mo – Recruitment comments returned (24 July). Please return final copy for sign off
MIPH to Global Health + 18 mo – Recruitment comments returned (24 July). Please return final copy for sign off
MPH/MPhil – not yet received
MIPH/MPhil – not yet received

Kind regards
Lucy

--

DR LUCY BUXTON | Head of Recruitment (Health)
Global Student Recruitment & Mobility
DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY
Rm 412, Level 4, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
T +61 2 9351 6242
E lucy.buxton@sydney.edu.au
W sydney.edu.au

---

From: Nicola Atkin <nicola.atkin@sydney.edu.au>
Date: Thursday, 20 July 2017 at 9:15 am
To: Lucy <lucy.buxton@sydney.edu.au>
Cc: Kerri Anton <kerri.anton@sydney.edu.au>, Grace Guan <grace.guan@sydney.edu.au>
Subject: MPH to 18 months course proposal

Hi Lucy
Thanks for your time on Tuesday morning.
Please find attached the new course proposal form for the MPH. Apologies for the delay in getting this to you. We would appreciate it if you could have a look at Part 1 of this document, and Part 1.4 in particular and make any changes or comments.

As Kerri indicated with the Master of Global Health proposal she sent through to you on Tuesday, it would be great if you could get any comments back to me by early next week.

Thanks again
Nicola

---

NICOLA ATKIN – Wednesday and Thursday only
Sydney School of Public Health | Sydney Medical School

THE UNIVERSITY OF SYDNEY
Rm 322, Edward Ford Building A27 | The University of Sydney | NSW | 2006
T +61 2 9314 1228 | F +61 2 9036 6247
E nicola.atkin@sydney.edu.au | W http://sydney.edu.au/medicine/public-health
8.8 School of Public Health – Marketing Brainstorming Meeting – 25 July 2017

Meeting invite list
(meeting held in the Dean’s Conference Room (201), Edward Ford Building)
8.9 Meeting with Executive Officer of Academic Board (Matthew Charet) – 22 November 2017

Subject: Academic Board Discussion Paper

Date: Wednesday, 22 November 2017 12:37:16 pm Australian Eastern Daylight Time

From: Matthew Charet

To: Kerri Anton, James Kite, Mu Li, Carmen Huckel Schneider

Attachments: 9.4 Curriculum Framework for VIMs.pdf

Dear all,

Thanks for reaching out this morning to talk through your proposals; it was really helpful for me to get an idea of what you are proposing for the near future.

As promised, please find attached the VIMs paper which is on the agenda for approval by the Academic Board meeting on Tuesday 28 November. While arguably of tangential relevance to your situation (in that the proposed combination is UG/PG rather than PG/HDR), it might provide some ideas of how your intentions can be structurally accommodated. The bulk of the paper is the Coursework Policy 2014, relevant amendments to which are proposed in clauses 87A, 91A, 91B and 91C (pp. 78, 80-2 of the attached). I suggest that Peter McCallum would be a good point of contact for how your proposals might dovetail with this intended degree structure.

In terms of funding and structure, I have spoken to Belinda Ingram (Postgraduate Administration in the School of Psychology), who has indicated that she is happy to talk through the issues that she has experienced with the MCP/PhD program. In brief, the PhD component is fully RTS-supported and students only pay for the coursework component of the degree. In order to be competitive for research scholarships, the students enrol full-time in the PhD from Year 2 of the combined degree, but this forces student overloading as they are also completing coursework study during Years 2 and 3 of the program – the Faculty has recently been advised that this is non-compliant so they are likely to need to explore alternatives. Belinda also advised that they have professional registration requirements too, but I am not sure if these apply to your intended programs.

Let me know if I can be of any further assistance and as I cautioned at our meeting, please take the advice of subject matter experts (such as Peter McCallum and Ross Coleman) over mine if we differ. I am very much a generalist in this area!

Regards,
Matthew

DR MATTHEW CHARET | Executive Officer to Academic Board
University Secretariat | Office of the Vice-Chancellor and Principal
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Please think of our environment and only print this e-mail if necessary.
Submission To: Graduate Studies Committee
Date: 5 February 2019
Item No: 4.6

Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Jennifer Peden, Coordinator Curriculum &amp; Quality Faculty of Arts &amp; Social Sciences</th>
</tr>
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<tr>
<td>Reviewer/Approver</td>
<td>Dr Hayley Fisher, Associate Dean (Postgraduate Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor course amendment to the Master of Economics dual degree pathway</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the update the credit point requirement for the dual degree pathway for the Master of Economics.</td>
</tr>
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RECOMMENDATION

That the Graduate Studies Committee:

1) Endorse the proposed amendments to the resolutions for the Master of Economics dual degree pathway; and
2) Recommend that the Academic Board approve the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

It is proposed to amend the Resolutions of the Faculty for the Master of Economics to correctly reflect the credit point requirement of the dual degree pathway in this degree, and to ensure candidates have requisite prior training in econometrics to equip them for the course following the changes to the undergraduate Economics major under the new curriculum.

IMPLEMENTATION

From January 1, 2020.

ATTACHMENTS

1) Minor course proposal: Master of Economics dual degree pathway
2) Master of Economics resolutions
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Gillian Wu

1. Name of award course
   Master of Economics

2. Purpose of proposal
   To amend the Resolutions of the Faculty for the Master of Economics to correctly reflect the credit point requirement of the dual degree pathway in this degree, and to ensure candidates have requisite prior training in econometrics to equip them for the course following the changes to the undergraduate Economics major under the new curriculum.

3. Details of amendment
   Master of Economics
   10 Dual Degree Pathway
   (1) Attendance pattern
      The attendance pattern for this pathway is full or part-time.
   (2) Admission to candidature
      (a) Admission to candidature for the Dual Degree Master of Economics requires a bachelor's degree with a minimum credit (65%), including a program-major in Economics, Econometrics or Financial Economics from the University of Sydney, or an equivalent qualification.
      (b) In addition, admission to this pathway requires the applicant to submit a statement of motivation. Applicants are ranked by merit and offers for available places are issued according to the ranking.
   (3) Requirements for award
      (a) Candidates will be eligible for the dual degree upon completion of the academic requirements for the Master of Economics and the Master's program at the partner institution
      (b) To qualify for the award of the Master of Economics, candidates must complete the equivalent of 72 96 credit points in total, comprising:
         (i) A maximum of 24 credit points granted as credit on the basis of studies at the partner institution, including a 6 credit point capstone
         (ii) 24 credit points of core units of study completed at the University of Sydney
         (iii) 24 credit points of elective units including at least 18 credit points in one specialisation
         (iv) 24 credit points granted as a reduction in the volume of learning, based on the completion of a bachelor's degree at level 7 of the Australian Qualifications Framework with a program in Economics.
   (4) Progression rules
      (a) Students failing to meet the requirements at the University of Sydney will no longer be eligible to participate in the dual degree program
      (b) Academic progress will be reviewed according to existing policies at each institution
   (5) Cross-Institutional Management
      (a) Candidates in the dual degree program will be under the supervision of the Faculty of Arts and Social Sciences until the end of their second semester during their candidature in the Master of Economics. They will then be under the general supervision of the partner institution for the final two semesters of candidature during their candidature at the partner institution.
      (b) The Faculty of Arts and Social Sciences and the partner institution shall jointly exercise authority in any matter concerned with the dual degree program not otherwise dealt with in these resolutions.

4. Transitional arrangements
   There will be no impact on currently enrolled students. The resolutions will apply to students who commence their candidature after 1 January, 2020.

5. Other relevant information

6. Signature of Dean
   Date: 26/10/2018
   Prof Annamarie Jagose
   Dean
   Faculty of Arts and Social Sciences
   Version 01.10.2014
ECONOMICS

Master of Economics
Graduate Diploma of Economics
Graduate Certificate in Economics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>MAECONOM-06</td>
<td>Master of Economics</td>
</tr>
<tr>
<td>GNECONOM-05</td>
<td>Graduate Diploma in Economics</td>
</tr>
<tr>
<td>GCECONOM-01</td>
<td>Graduate Certificate in Economics</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master’s type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Master of Economics
   (b) the Graduate Diploma in Economics
   (c) the Graduate Certificate in Economics
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit in accordance with the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.
(2) Admission to candidature for the Graduate Certificate in Economics requires:
   (a) a bachelor's degree from the University of Sydney or an equivalent qualification; or
   (b) evidence of a minimum of three years recent, relevant professional experience.
(3) Admission to candidature for the Graduate Diploma in Economics requires:
   (a) a bachelor's degree, from the University of Sydney, with a minimum 60% average or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Certificate with a minimum pass, or an equivalent qualification.
(4) Admission to candidature for the Master of Economics requires:
   (a) a bachelor's degree with a minimum credit (65%), or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Economics with a minimum credit (65%) average, or an equivalent qualification.
6 Requirements for award

(1) The units of study that may be taken for the Economics courses are set out in the postgraduate table of units of study for the Economics, Econometrics and Financial economics subject areas.

(2) To qualify for the award of the Master of Economics a candidate must complete 96 credit points, including:
   (a) a minimum of 24 credit points of foundation units of study; and
   (b) a minimum of 24 credit points of core units of study; and
   (c) a maximum of 42 credit points of elective units of study; and
   (d) at least one specialisation;
   (e) a minimum of 6 credit points of capstone units of study.

(3) To qualify for the award of the Graduate Diploma in Economics a candidate must complete 48 credit points, including:
   (a) a minimum of 24 credit points of foundation units of study; and
   (b) a minimum of 24 credit points of core units of study.

(4) To qualify for the award of the Graduate Certificate in Economics a candidate must complete 24 credit points of foundation units of study.

7 Specialisations

(1) Completion of a specialisation is a requirement of the Master's degree. Candidates have the option of completing up to three specialisations. A specialisation requires the completion of 18 credit points of advanced units chosen from the units of study listed in the table for that specialisation. Units of study counted towards one major may not count toward any other major completed. The specialisations available are:
   (a) Economics;
   (b) Econometrics; and
   (c) Financial Economics.

8 Recognition of Prior Learning

(1) Waivers and reductions in the volume of learning may be granted or the volume of learning may be reduced in recognition of prior learning.

(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.

(3) Candidates offered direct admission to the Master of Economics may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
   (a) The maximum permissible reduction in the volume of learning is 24 credit points for a bachelor's degree at level 7 of the Australian Qualifications Framework with a major in Economics.
   (b) The maximum permissible reduction in the volume of learning is 48 credit points for a qualification at level 8 of the Australian Qualifications Framework in Economics.
   (c) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.

(4) The maximum combined waiver and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

9 Course transfer

A candidate for the master may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Faculty, and provided the requirements of the shorter award have been met.

10 Dual Degree Pathway

(1) Attendance pattern

The attendance pattern for this pathway is full or part-time.

(2) Admission to candidacy

(a) Admission to candidacy for the Dual Degree Master of Economics requires a bachelor's degree with a minimum credit (65%), including a program major in Economics, Econometrics or Financial Economics from the University of Sydney, or an equivalent qualification. In addition, admission to this pathway requires the applicants to submit a statement of motivation. Applicants are ranked by merit and offers for available places are issued according to the ranking.

(b) To qualify for the award of the Master of Economics, candidates must complete the equivalent of 7296 credit points in total, comprising:
   (i) A maximum of 24 credit points granted as credit on the basis of studies at the partner institution, including a 6 credit point capstone
   (ii) 24 credit points of core units of study completed at the University of Sydney
   (iii) 24 credit points of elective units including at least 18 credit points in one specialisation
   (iv) 24 credit points granted as a reduction in the volume of learning, based on the completion of a bachelor’s degree at level 7 of the Australian Qualifications Framework with a program in Economics.

(3) Progression rules

Formatted: Font: (Default) Arial, 8.5 pt, Font color: Dark Gray
(a) Students failing to meet the requirements at the University of Sydney will no longer be eligible to participate in the dual degree program.

(b) Academic progress will be reviewed according to existing policies at each institution.

5 Cross-Institutional Management

(a) Candidates in the dual degree program will be under the supervision of the Faculty of Arts and Social Sciences until the end of their second semester during their candidature in the Master of Economics. They will then be under the general supervision of the partner institution for the final two semesters of candidature during their candidature at the partner institution.

(b) The Faculty of Arts and Social Sciences and the partner institution shall jointly exercise authority in any matter concerned with the dual degree program not otherwise dealt with in these resolutions.

11 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2016.

(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2021. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

(3) The Dual Degree pathway is only available to students who commence their candidature after 1 January 2017.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O'Dwyer, Senior Policy and Project Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof. Ross Coleman, Director - Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Draft Postgraduate Research Support Scheme Procedures</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide draft procedures document for endorsement by the Graduate Studies Committee.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee endorse the draft Postgraduate Research Support Scheme Procedures (attachment 1).

EXECUTIVE SUMMARY

The Postgraduate Research Support Scheme (PRSS) provides University funding to attend international conferences, fieldwork, or research. In 2018, the University Executive Research Education Committee requested that procedures be developed that advises faculties on the composition of PRSS committees, the allocation criteria that needs to be adhered to, and the communications requirements for ensuring a transparent funding process. These procedures are provided in attachment 1. The draft procedures will give effect to Essential Resources for Higher Degree by Research Students Policy.

CONTEXT

In May 2018, the University Executive Research Education Committee asked the Director – Graduate Research to produce a set of principles and subsequent process for the awarding of PRSS funding. Following this, revised principles for awarding funds under the scheme were endorsed at the 5 September meeting of the Research Education Committee, which would be formalised in a new procedures document.

The current scheme sets limits for PRSS awards based on specific support types, whereby applicants may apply for one of the following:

- Thesis production expenses: up to $600 (printing is excluded).
- Conference expenses:
  - up to $3000 to support presentations at conferences held in countries in Africa, Europe, and North and South America
  - up to $2000 to support presentations at conferences held in Asia and Australia.
- All other categories: minimum amount of $200 and a maximum amount of $1200.

Following consultation at the 5 September meeting, it was agreed that the rigid distribution guidelines should be removed with the funding allocation to be at the discretion of Faculties and University Schools. Furthermore, the committee proposed and endorsed increasing the application limit to $3,500, as PRSS costs often exceed the current funding cap.

The draft procedures establish the composition requirements of faculty PRSS committees, which must include at least one HDR student representative. The allocation criteria to be followed by PRSS committees reflects the consultation conducted in 2018 and the publication of successful applicants ensures a transparent funding process. Additionally, the Higher Degree by Research Administration Centre will have responsibility for scheduling ranking rounds and setting dates in consultation with faculties. The draft procedures will give effect to Essential Resources for Higher Degree by Research Students Policy, which already references the PRSS in clause 13(2).

RESPONSE TO GSC FEEDBACK

The following amendments were made to the draft Procedures in response to feedback received from the Graduate Studies Committee on 5 February 2019:
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Changes:
- remove reference to 'school' from 4(1), 4(3), and 7(5).
- update 5.1 to reflect ‘meets or exceeds objectives’ rating at their Annual Progress Review;
- update 5.2 to say 'per applicant in any one calendar year, which may be held in conjunction with other forms of support’;
- new 7(2)-(3) to reflect HDRAC’s role in communicating outcomes/feedback to students.
- added the Director, Graduate Research as the document administrator (this position is the administrator of the HDR Essential Resources policy which these procedures sit under).

ATTACHMENTS

Attachment 1: Draft Postgraduate Research Support Scheme Procedures
POSTGRADUATE RESEARCH STUDENT SUPPORT SCHEME PROCEDURES 2019

Issued by: Director, Graduate Studies
Dated: [insert date the final document is approved/signed]
Last amended: [this field remains blank until an amendment occurs]
Signature:
Name: Professor Ross Coleman

1 Purpose and application

(1) These procedures are to give effect to the Essential Resources for Higher Degree by Research Students Policy 2016 ("the policy").
(2) These procedures apply to:
   (a) the University;
   (b) staff and affiliates; and
   (c) higher degree by research students.

2 Commencement

These procedures commence on [date].

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.

   APR means the annual progress review, conducted consistently with the requirements of Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

   Dean means, as appropriate, Executive Dean, Dean or Head of School and Dean of a University school.

   faculty means, as appropriate, a faculty or a University school.

   HDR means higher degree by research.

   HDRAC means the Higher Degree by Research Administration Centre.
Head of School means the head of a school within a faculty, including a Head of School and Dean.

Leadership Group has the meaning given in the University of Sydney (Governance of Faculties and University Schools) Rule 2016, which at the date of these procedures is:

means a group established by an Executive Dean, Dean, or Head of School and Dean (University school), in accordance with section 3.14 or 6.14 of [the Governance of Faculties and University Schools] Rule.

PRSS means the University’s Postgraduate Research Support Scheme, which provides University funding to attend international conferences and support fieldwork or research overseas.

PRSS Committee means the committee established under clause 4 at either faculty or school level to set allocation criteria for PRSS funding.

4 PRSS Committees

(1) The Leadership Group in each faculty will determine whether the criteria for allocating PRSS funding are set at a faculty or a school level.

(2) During the first quarter of the academic year, the relevant Dean or Head of School will convene a committee to agree criteria for allocating PRSS funding among their eligible research students.

(a) This committee may be a new committee, or the responsibility may be given to an existing committee provided that it meets the requirements of subclause 4(3).

(3) Each PRSS Committee must include at least one HDR student from the faculty or school.

5 Allocation criteria

(1) Allocation criteria set by PRSS Committees must include:

(a) eligibility requirements, which must include require the applicant to receiving a ‘meets or exceeds objectives’ rating at their Annual Progress Review satisfactory outcomes in Annual Progress Reviews;

Note: See clause 137 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

(b) performance criteria by which applications will be evaluated;

(c) the names of those who will judge applications;

(d) expenditure rules and accounting requirements;

(e) details of the type and extent of feedback which will be provided to unsuccessful applicants;

(f) requirements for identifying and managing conflicts of interests; and

(g) opening and closing dates.
(2) The maximum amount of PRSS funding is $3,500 per award applicant in any one calendar year, for each successful applicant, which may be held in conjunction with other awards or forms of support.

(3) The faculty must publish the allocation criteria on its student-facing website.

6 Scheduling

HDRAC will schedule PRSS ranking rounds, setting dates in consultation with faculties and schools.

7 Communications

(1) Subject to subclause 7(2), the PRSS Committee must publish the following on the faculty or school’s student facing website:
   (a) opening and closing dates for submitting applications for PRSS funding;
   (b) the allocation criteria set by the PRSS Committee; and
   (c) names of successful applicants, and details of the funded work or projects.

(2) Faculties will notify HDRAC of outcomes from ranking meetings and provide feedback statements for unsuccessful applicants.

(3) HDRAC are responsible for communicating feedback and outcomes of ranking meetings to students.

(2)(4) Successful applicants may elect not to have their names or details published.

(3)(5) Faculties and schools must provide appropriate promotion and recognition opportunities for successful applicants who wish to participate in them.

NOTES

Postgraduate Research Student Support Scheme Procedures 2019

Date adopted: [This is the date on which the procedures are formally signed]
Date commenced: [This is the date on which the procedures will commence, suggest at least two weeks from date of adoption/approval, consider if dates need to align with other documents]
Administrator: [WHO? Director, Graduate Research]
Review date: [This date must be no more than 5 years from the date of commencement.]
Related documents:

University of Sydney (Higher Degree by Research) Rule 2011

Essential Resources for Higher Degree by Research Students Policy 2016
### AMENDMENT HISTORY

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<tr>
<th>Provision</th>
<th>Amendment</th>
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<tr>
<td>Item 9 GSC Report to Board</td>
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<td>5 March 2019</td>
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RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Quality Committee held on 5 February 2019 and:
(1) note the Committee’s approval of the reviews of five postgraduate coursework courses in the Susan Wakil School of Nursing & Midwifery; and
(2) note the Committee’s approval of an extension of the educational integrity annual reporting deadline, from March to April 2019.

ITEMS FOR NOTING

10.1 Course Reviews

The Committee approved reviews of the Master of Clinical Nursing / Advanced Nursing Practice, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing and Master of Cancer and Haematology Nursing in the Susan Wakil School of Nursing & Midwifery, with a request for an update on the implementation of the recommendations of the reviews in 2020.

10.2 Extension of educational integrity annual reporting deadline

The Manager, Educational Integrity, informed members that a high caseload in Semester 2 2018 has necessitated this extension, with cases still being resolved as at the date of meeting. The extension was supported by the Committee.

The Committee also:
• noted the report of the Academic Board meeting held on 27 November 2018,
• noted the report of the HDR Examinations Sub-Committee meetings held on 27 November 2018, 18 December 2018 and 29 January 2019;
• noted the Educational Integrity Decision-Making and Penalty Guidelines 2018 (as approved at the 27 November 2018 meeting of Academic Board);
• noted a paper outlining further actions endorsed by the University Executive to address the impact of third party services on the University’s educational integrity; and
• received an update from the University Quality Manager on the course review process.

Full agenda papers are available from the committee secretary, via matthew.charet@sydney.edu.au.

Associate Professor Wendy Davis
Chair, Academic Quality Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Heni Kusuma, Director, Special Considerations, Exams and Graduations</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Acting Registrar</td>
</tr>
<tr>
<td>Paper title</td>
<td>Nominations and amendments to the Academic Panel 2019-2021</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of amendments to the academic staff on the Academic Panel for the period 2019 – 2021.</td>
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**RECOMMENDATION**

*That the Academic Board notes the amendments to the academic staff listed to the membership of the Academic Panel for the period 2019 – 2021.*

**EXECUTIVE SUMMARY**

As stated in the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)* a student may appeal an academic decision solely relating to Special Considerations, Special Arrangements or Credit to the Academic Panel (3.2A). In addition, 3.2B states that:

*The Academic Panel will comprise of academics employed by the University at Level C or above. Nominations will be sought from each Faculty biennially. Appointments to the Academic panel will be made by the Registrar on the nomination of, or in consultation with, the relevant Dean. The names of Academic Panel members will be forwarded to the Academic Board for noting at the end of the nomination process.*

**ISSUES**

In January the Chair of the Academic Panel, Associate Professor Helen Agus wrote to the Dean of the Sydney Law School seeking a nomination for the membership of the Academic Panel.

Following receipt of the nomination Associate Professor Peter McCallum, Acting Registrar, has appointed Associate Professor Tyrone Kirchengast to the Academic Panel.

Associate Professor Peter McCallum would like to thank the members of the Academic Panel for their work in ensuring fairness and a voice for student concerns in decision making over special consideration and credit, particular to Associate Professor Helen Agus for Chairing the Panel, and to Professor Vivienne Bath, who has worked on the Academic Panel since its inception in 2016 and will be stepping down.
Non-Confidential

**MEMBERS OF THE ACADEMIC PANEL**

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<td>Dr Matthew Egan</td>
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<td>Associate Professor Tyrone Kirchengast</td>
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<td>To provide members with the outcomes of 2018 academic promotion applications</td>
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RECOMMENDATION

That the Academic Board note the Reports on Academic Promotions in 2018, as presented.

EXECUTIVE SUMMARY

The Academic Board is asked to note the outcomes of the Level B, Level C, Level D and Level E academic promotion applications in the 2018 promotion round, as presented.
Academic staff promotions to Level B in 2018

Thirty-two applications for promotion to Level B were received in 2018.

The recommendations for promotion to Level B made by each Local Promotions Committee were forwarded to the Provost and Deputy Vice-Chancellor for approval.

In total twenty-seven applications for promotion to Level B were approved by the Provost and Deputy Vice-Chancellor, effective 1 January 2018.

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Conjoint promotion

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Unsuccessful two-level promotion

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Application and success rates (broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

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*Includes a female academic who applied for the T&R stream, that was unsuccessful for two-level promotion to level C, but successful to level B.
*T&R = Teaching & Research, RF = Research Focused, EF = Education Focused applicants
Academic staff promotions to Level C in 2018

Eighty-three applications for promotion to Level C were received in 2018.

The recommendations for promotion to Level C made by each Local Promotions Committee were forwarded to the Provost and Deputy Vice-Chancellor for approval. One applicant who applied for a two-level promotion to Level C was successful. One applicant who applied for a two-level promotion to Level D was only successful to Level C.

In total seventy-four applications for promotion to Level C were approved by the Provost and Deputy Vice-Chancellor, effective 1 January 2018.

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**Successful two-level promotion to Level C**

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**Unsuccessful two-level promotion to Level D, but successful to Level C**

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Application and success rates (broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

Applications received 2018 = 83

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*aIncludes an academic who applied for the T&R stream, that was unsuccessful for two-level promotion to level D, but successful to level C.

*T&R = Teaching & Research, RF = Research Focused, EF = Education Focused
Academic staff promotion to level D in 2018

Seventy-five applications for promotion to Level D were received in 2018. The Local Promotions Committees (LPCs) recommended fifty-three applications for promotion to Level D. Two applications not recommended for promotion were overturned by the CPC. In total fifty-five applications have been recommended for promotion to Level D - Associate Professor.

The Provost and Deputy Vice-Chancellor approved the following fifty-five promotions to Level D, effective from 1 January 2019.

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44 | Dr | Ian | Neville Johnston | Faculty of Science | Teaching and Research
45 | Dr | Sally | Gainsbury | Faculty of Science | Research-focused
46 | Dr | Peter | John White | Faculty of Science | Teaching and Research
47 | Dr | Michael | Duke | Sydney Conservatorium of Music | Teaching and Research
48 | Dr | Michael | Webb | Sydney Conservatorium of Music | Teaching and Research
49 | Dr | Paul | Thomas Stanhope | Sydney Conservatorium of Music | Teaching and Research
50 | Dr | Garner | Clancey | Sydney Law School | Teaching and Research
51 | Dr | Ghena | Krayem | Sydney Law School | Teaching and Research
52 | Dr | Dagmar Ingrid | Elfriede Reinhardt | Sydney School of Architecture, Design and Planning | Teaching and Research
53 | Dr | Erick | Li | The University of Sydney Business School | Teaching and Research
54 | Dr | Mayuresh | Korgaonkar | Faculty of Medicine and Health | Westmead Clinical School

### Successful conjoint applicant

| No. | Title | Given | Surname | Faculty | Stream
---|---|---|---|---|---
55 | Dr | Jodie Maree | Ingles | Faculty of Medicine and Health | Research-focused
Application (above) and success (below) counts, by Faculty, application stream* and gender) for the information of the board.

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*T&R = Teaching & Research, RF = Research Focused, EF = Education Focused, GLE = Governance, Leadership and Engagement applicants
Academic staff promotion to level E in 2018

Forty applications for promotion to Level E were received in 2018. The Local Promotions Committees (LPCs) recommended twenty-five applications for promotion to Level D. Two applications not recommended for promotion were overturned by the CPC. One application was considered under an alternate stream and recommended for promotion. In total twenty-eight applications have been recommended for promotion to Level E - Professor.

The Provost and Deputy Vice-Chancellor approved the following twenty-eight promotions to Level E, effective from 1 January 2019.

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**Successful conjoint applicant**

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Application (above) and success (below) counts, by Faculty, application stream* and gender) for the information of the board.

### Number of Applications received = 40

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*T&R = Teaching & Research, RF = Research Focused, EF = Education Focused, GLE = Governance, Leadership and Engagement applicants