NOTICE OF MEETING

Meeting 06/2019 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 5 November 2019 in the Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23). Members who are unable to attend are asked to notify Alyssa White at the above address.

The agenda for this meeting is below.

Alyssa White
Manager Governance (Senate & Academic Board)

AGENDA

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

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Paper</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
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<td>2:00pm</td>
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</tbody>
</table>

1 WELCOME AND APOLOGIES

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items Chair verbal

2.2 Minutes of Previous Meeting Chair attached

2.3 Business Arising Chair verbal

3 STRATEGIC ITEMS OF BUSINESS


3.2 SAGE Update SAGE Team verbal 3:00pm

4 REPORT OF THE CHAIR

4.1 General Report Chair verbal

4.2 Student members’ report Students verbal

4.3 Honours and Distinctions Chair attached
5 REPORT OF THE VICE-CHANCELLOR

Vice-Chancellor confidential circulation

6 QUESTION TIME

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

Vice-Chancellor & Principal / Chair

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Chair, ASPC

attached

7.1 Progressing the Report of the French Review Model Code Implementation Group

7.2 Proposed Amendments to the Research Code of Conduct 2019

7.3 Amendments to the Learning and Teaching Procedures 2016

7.4 Updates to the Course Management Template

7.5 Dual and Joint Degree Policy 2019

7.6 Supplementary Report of the Academic Standards and Policy Committee

attached

7.6.1 Proposed amendments to the Academic Honesty in Coursework Policy

7.6.2 Amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Chair, USC

attached

8.1 Conservatorium of Music: Bachelor of Music and Bachelor of Advanced Studies (Composition); Bachelor of Music and Bachelor of Advanced Studies (Performance)

8.2 Science: Senate Resolution amendments

8.3 Education Portfolio: Course Resolution amendments for Undergraduate Degrees containing the Dalyell stream

8.4 Education Portfolio: Bachelor of Advanced Studies course resolution amendment for 2020

8.5 Education Portfolio: Bachelor of Advanced Studies course resolution amendment for 2021

8.6 Architecture, Design and Planning: new Table S Major in Urban Design

8.7 Architecture, Design and Planning: Bachelor of Design Computing

8.8 Arts and Social Sciences: Bachelor of Arts and Bachelor of Advanced Studies, Table A

8.9 Arts and Social Sciences: Bachelor of Arts and Bachelor of Advanced Studies, course resolution amendment for 2021
8.10 Business: Bachelor of Commerce

8.11 Business: Faculty Resolution amendments

8.12 Engineering: Bachelor of Engineering Honours and combined degrees; Bachelor of Advanced Computing and combined degrees

8.13 Science: Bachelor of Liberal Arts and Sciences

8.14 Science: Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

8.15 Science: Undergraduate course resolutions amendments for: Bachelor of Psychology; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Doctor of Medicine; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Master of Nutrition and Dietetics

8.16 Science: Faculty Resolution Amendments

8.17 Engineering: Undergraduate Course and Component Learning Outcomes

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

9.1 Arts and Social Sciences: Master of Studio Art for deletion

9.2 Education Portfolio: Sydney Professional Certificate

9.3 Education Portfolio: PG course resolution amendments related to reduced OLE requirement for Dalyell scholars

9.3.1 Bachelor of Arts/Doctor of Medicine

9.3.2 Bachelor of Arts/Master of Nursing

9.3.3 Bachelor of Science/Master of Nursing

9.3.4 Bachelor of Science/Doctor of Medicine

9.3.5 Bachelor of Science/Doctor of Dental Medicine

9.3.6 Bachelor of Science/Master of Nutrition and Dietetics

9.3.7 Bachelor of Science/Master of Mathematical Sciences

9.4 Arts and Social Sciences: Master of Development Studies, Graduate Diploma of Development Studies; and Graduate Certificate of Development Studies

9.5 Arts and Social Sciences: Master of International Relations

9.6 Business: Faculty Resolutions

Respect is a core value of the Academic Board
9.7 Business: Master of Business Administration (Leadership and Enterprise)

9.8 Business: Executive Master of Business Administration

9.9 Business: Master of Business Administration; Graduate Diploma in Business Administration; and Graduate Certificate in Business Administration

9.10 Business: Master of Commerce; Graduate Diploma in Commerce; and Graduate Certificate in Commerce

9.11 Business: Master of Professional Accounting; Graduate Diploma in Professional Accounting; and Graduate Certificate in Professional Accounting

9.12 Engineering: Amendment to Degree Resolutions

9.13 Science: Master of Agriculture and Environment, Master of Environmental Science, Master of Environmental Science and Law and Master of Marine Science and Management, Master of Veterinary Studies/Master of Veterinary Clinical Studies and Master of Veterinary Clinical Studies

9.14 Nursing and Midwifery: Master of Nursing (Nurse Practitioner)

9.15 Architecture, Design and Planning: Master of Philosophy

9.16 Arts and Social Sciences: Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education), Master of Philosophy (Social Work)

9.17 Business: Doctor of Philosophy and Master of Philosophy

9.18 Engineering: Master of Philosophy

9.19 Health Sciences: Master of Applied Science

9.20 Law: Master of Criminology by Research and Master of Laws by Research for 2020

9.21 Law: Master of Criminology by Research and Master of Laws by Research for 2021

9.22 Business: Master of Philosophy in Business

9.23 Medicine and Health: Master of Philosophy

9.24 Science: Resolution updates for Resolutions of the Senate

9.25 Science: Resolution updated for Resolutions of the Faculty

Respect is a core value of the Academic Board
10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

10.1 Academic Board/UE Thematic Review 2019 – The Quality of Student Placements, Internships and Research Projects

10.2 Course Reviews – Faculty of Sciences
   10.2.1 Master of Agriculture and Environment
   10.2.2 Doctor of Veterinary Medicine
   10.2.3 Bachelor of Veterinary Biology and Doctor of Veterinary Medicine
   10.2.4 Master of Sustainability

10.3 Supplementary Report of the Academic Quality Committee

11 GENERAL BUSINESS

11.1 Chair of Academic Board Election – Outcome Report

11.2 Revised Academic Board Committee Meeting Dates 2020

11.3 Name Change – Discipline of Medical Radiation Sciences to Discipline of Medical Imaging Science

11.4 Semester dates and intensive sessions dates 2022, 2023 and 2024

11.5 Proposed Amendments to The Governance of Faculties and Universities School Rule 2016

11.6 Interim Report of the Assessment Advisory Committee

11.7 Administrative Changes to the Resolutions of the Senate for the Faculty of Science and The University of Sydney Business School

11.8 Any other business

Next meeting: 1:00 pm – 3:30 pm, Tuesday 3 March 2019
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)
ACADEMIC BOARD

2:00 pm, Tuesday 3 September 2019
Level 1 Auditorium, Ground Floor, Administration Building (F23)

Members Present: The Chair (Associate Professor Tony Masters); Dr Michael Spence (Vice-Chancellor); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Associate Professor Helen Agus (Science); Associate Professor Judy Anderson (Arts & Social Sciences); Associate Professor Salvatore Babones (Arts & Social Sciences); Yanning Bai (Co-President, SUPRA); Professor Simon Bronitt (Head of School & Dean, Law); Dr Amanda Budde-Sung (Business); Professor Geoff Clark (Science); Professor Deborah Cobb-Clark (Arts and Social Sciences); Dr Kimberly Coulton (Dental School); Professor Mary Crock (Law); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Academic Quality Committee); Wang Di (Nominee, SUPRA); Dr Susie Dracopoulos (Dentistry); Professor Alan Fekete (Engineering & IT); Frank Fei (UG student, Engineering); Dr Alan Freeman (Medicine & Health); Dr Jinlong Gao (Dentistry); Professor Stephen Barton (Provost and Deputy Vice-Chancellor); Dr Ingrid Gelissen (Pharmacy); Professor Mark Gorbett (Medical School); Professor Manuel Graeber (Medical Sciences); Professor Jane Harinraran (Chair, ASPC); Associate Professor Melissa Hardie (Chair, Undergraduate Studies Committee); Dr Christopher Hartney (Arts & Social Sciences); Leah Hill (Nominee, Faculty Academic Services Committee); Professor Lisa Jackson Pulver AM (Deputy Vice-Chancellor (Indigenous Strategy & Services)); Professor Annamarie Jagose (Dean, Arts and Social Sciences); Associate Professor Steven Kamper (Public Health); Patty Kamvounias (Business); Associate Professor Annette Katelaris (Medical School); Dr Melanie Keep (Health Sciences); Dr Peter Kench (Health Sciences); Associate Professor Michael Kertesz (Chair, Graduate Studies Committee); David Lau (PG Student, Business); Dr Chia Chi Liu (Medical School); Associate Professor Sandra Loschke (Architecture, Design and Planning); Dr Slade Matthews (Medical School); Associate Professor Susan McGrath-Champ (Business); Dr Matthew Mindrup (Architecture, Design and Planning); Associate Professor Lenka Munoz (Medicine & Health); Dr Shanka Nanayakkara (Dentistry); Associate Professor John O’Byrne (Science); Associate Professor Rhonda Orr (Health Sciences); Associate Professor Juliette Overland (Business); Associate Professor Evangelos Pappas (Health Sciences); Dr James Parkinson (Science); Professor Philippa Pattison (Deputy Vice-Chancellor (Education)); Associate Professor Maurice Peat (Business); Dr Fernando Penalozza (Arts and Social Sciences); Sean Perry (Nominee, SRC); Joshua Preece (PG Student, Medicine and Health); Yasodara Puhule-Gamayalage (UG Student, Arts & Social Sciences); Associate Professor Patrice Ray (Science); Adrienne Sach (Nominee, Faculty Academic Services Committee); Dr Justin Scanlan (Health Sciences); Associate Professor Siegbert Schmid (Science); Professor Rita Shackell (Law); Amir Taheri (HDR Student, Architecture, Design & Planning); Dr Rayner Thwaites (Law); Associate Professor Marjorie Valix (Engineering); Professor Greg Whitwell (Dean, Business); Associate Professor Tim Wilkinson (Engineering); Associate Professor Bronwyn Winter (Arts & Social Sciences); Yuxuyuan Yang (for Jacky He (President, SRC)); Gu Yu (HDR student, Health Sciences); Nicholas Yuen (UG student, Law).

Attendees: Alex Breitsameter (university Secretariat); Professor Ross Coleman (Director, Graduate Research); Letitia Davey (Manager of Governance (University Executive)); Dr Glenys Eddy (University Secretariat); Edwina Grose (Director, Student Operations); Andrew Horne (Policy and Projects Officer, Education Portfolio); Jasmine Logaraj (University Secretariat); Associate Professor Peter McCallum (Acting Registrar and Academic Director, Education Policy & Quality); David Pacey (Secretary to Senate); Kate Small (Deputy Chief of Staff); Cory Thomas (University Secretariat); Jacqueline Toroian (University Secretariat); Alyssa White (Manager Governance, Senate & Academic Board).

Apologies: Anne Bell (Director of University Libraries); Professor Kathy Belov (Pro-Vice Chancellor (Global Engagement)); Professor Wai-Fong Chua (Interim Pro-Vice-Chancellor (Student Life)); Dr Joanna Dione (Medical School); Professor Robyn Dowling (HoS and Dean, Architecture, Design and Planning); Dr Ali Hadigheh (Engineering (Civil)); Professor Richard Miles (Pro-Vice-Chancellor (Education – Enterprise & Engagement)); Professor Kathy Refshauge (Dean, Health Sciences); Dr Carl Schneider (Pharmacy); Professor Maria Filiarone Singh (Health Sciences); Professor Iain Young (Dean, Science); Professor Robyn Ward (Executive Dean, Medicine and Health); Professor Willy Zwaenepoel (Engineering).
UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

The Chair welcomed a guest Associate Prof Alphia Possamai-Inesedy, the Chair of Academic Senate at Western Sydney University.

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items

Members were advised that no additional items had been starred.

Resolution AB2019/5-1
The Academic Board resolved as recommended with respect to all unstarred items.

2.2 Minutes of Previous Meeting

Resolution AB2019/5-2
The Academic Board resolved to approve the minutes of the previous meeting held on 23 July 2019 as a true record.

2.3 Business Arising

The Chair noted no further business had been raised.

Resolution AB2019/5-3
The Academic Board noted no new business arising.

3 STRATEGIC ITEMS OF BUSINESS

3.1 One Sydney, Many People: what it means to be an Australian University

The Chair introduced the Deputy Vice-Chancellor (Indigenous Strategy and Services) to speak on what it means to be an Australian University. She opened by acknowledging that there is no place in Australia that has not been known, nurtured and loved Australia’s First Peoples. She presented to the Board on the responsively each and every member has to demonstrate visible leadership by fulfilling our social contract with Australia’s First Peoples.

Embedding an understanding of Aboriginal and Torres Strait Islander ways and worlds is key for the University. The Board noted that is we are to ensure our future development as an organisation and nurture our commitment to being an institution with global impact, it is vital to include in our story these worldviews.

The Academic Board thanked the Deputy Vice-Chancellor (Indigenous Strategy and Services) for her thought-provoking discussion.

Resolution AB2019/5-4
The Academic Board noted the Statement of Intent provided by the Deputy Vice-Chancellor (Indigenous Strategy and Services).

3.2 USYD Rocketry Team

The Chair introduced the USYD Rocketry Team.

In June the University of Sydney Rocketry Team was announced as a winner in the Spaceport America Cup intercollegiate rocketry competition, having competed in the 10,000 feet.
commercial off-the-shelf category. The team was the first Australian team to attend and compete in the university rocketry competition held annually in New Mexico.

Competing against 51 student teams from around the globe, including Princeton and ETH Zurich, the University of Sydney team claimed victory with its custom-built rocket, Silvereye, in the 10,000 feet commercial off-the-shelf category.

The Team provided Academic Board with insight into their goals for the future and the Board extended their congratulations for the outstanding achievements made so far.

**Resolution AB2019/5-5**
The Academic Board noted the presentation provided by the USYD Rocketry Team and provided their congratulations on the team’s success.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair addressed members regarding several matters including:

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

   The Board noted that this augural event was held on Wednesday 14 August and featured presentations from Dr Casey Whitelaw from Google Australia, Prof Judy Kay from the School of IT and Louise Pritchard from the Office of General Counsel. It is hoped that this can be a regular forum at which the Academic Board is able to draw on the collective wisdom of the professoriate to consider “over the horizon” questions/issues and so provide the Academic Board with a framework for decisions when those questions and issues come to the Academic Board. The Board noted that both undergraduate and postgraduate students involved in the panel discussion.


   The Board noted that the Chair of the Academic Standards and Policy Committee is convening a small group to examine the concordance of Academic Board policies, procedures, standards and guidelines with the Principles advocated by the French Review. The findings of this group will be fed into the deliberations of the Vice-Chancellor’s consultative implementation group, Chaired by the University’s General Counsel.

3. **Assessment Working Group**

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

**Resolution AB2019/5-6**
The Academic Board noted the General Report of the Chair.

4.2 Student Members’ Report

A representative for the President of the SRC provided a verbal update to the Academic Board drawing attention to:

1. the recent Honi Soit article and the SRC’s support of all four focus areas of the National Taskforce, which includes improving cyber security for students and staff, protecting intellectual property from being breached, encouraging mutually effective foreign collaboration, and fostering positive cultural communication; and
2. the SRC’s support to ensuring academic freedom, freedom of speech, and a zero tolerance of any form of general vilification of any demographics.
Resolution AB2019/5-7
The Academic Board noted the report of the student members of the Academic Board.

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

Resolution AB2019/5-8
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 134/2019: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

5 REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL
Taking the written report as read, the Vice-Chancellor provided the Academic Board with an update on activities across the University.

Resolution AB2019/5-9
The Academic Board received and noted the Report of the Vice-Chancellor.

6 QUESTION TIME
A discussion on the importance of Student Experience and the Academic Board role in this space took place with the Deputy Vice-Chancellor (Education) and Dean, University of Sydney Business School detailing a number of current and future initiatives available to assist both domestic and international students.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2019/5-10
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 13 August 2019, as presented.

7.1 Assessment Procedures 2019
The proposal was approved as presented.

Resolution AB2019/5-11
The Academic Board:

(1) noted the action of the Academic Standards and Policy Committee in noting the Chair of Academic Board’s approval of amendments to the Assessment Procedures; and
(2) approved the revised Assessment Procedures, with these to take effect from 10 September 2019.

Action 135/2019: The Academic Standards and Policy Committee to note the Academic Board’s approval of the proposal to amend the Assessment Procedures 2011.


7.2 Admissions Pre-requisite Standards – Mathematics Adjustments
This proposal was approved as presented.

Resolution AB2019/5-12
The Academic Board:

(1) approved the proposal from Admissions to amend the Admissions Pre-requisite Standards – Mathematics; and
(2) approved the amended Admissions Pre-requisite Standards – Mathematics to take effect from 1 January 2020.
Action 137/2019: The Academic Standards and Policy Committee to note the Academic Board’s approval of the proposal to amend the Admission Pre-requisite Standards – Mathematics.


7.3 Student Charter 2020

This proposal was approved as presented.

Resolution AB2019/5-13
The Academic Board endorsed the draft Student Charter 2020.

Action 139/2019: Deputy Vice-Chancellor (Education) and the Academic Standards and Policy Committee to note the Academic Board’s endorsement of the Draft Student Charter 2020.


8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2019/5-14
The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held by circulation on 13 August 2019.

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

This proposal was approved as presented.

Resolution AB2019/5-15
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Advanced Studies; and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 141/2019: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science and Bachelor of Advanced Studies and to update the unit of study tables for the Animal and Veterinary Bioscience stream in CMS.

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

This proposal was approved as presented.

Resolution AB2019/5-16
The Academic Board:
1) approved the proposal from Education Strategy to amend the Bachelor of Science/Bachelor of Advanced Studies;
2) approved the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020;
3) approved these amendments to the Bachelor of Science/Bachelor of Advanced Studies course resolutions as the model for amendments to the course resolutions for all degrees that offer the Dalyell stream, with effect from 1 January 2020,

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

**Action 142/2019:** Education Strategy to note the Academic Board’s approval of the proposal to amend the Bachelor of Science and Bachelor of Advanced Studies, to update the course resolutions in CMS, and its approval of these amendments as a model for amendments to the course resolutions for all degrees that offer the Dalyell stream with effect from 1 January 2020, namely: Bachelor of Design Computing/Bachelor of Advanced Studies; Bachelor of Commerce; Bachelor of Commerce/Bachelor of Advanced Studies; Bachelor of Commerce/Bachelor of Laws; Bachelor of Arts; Bachelor of Arts/Bachelor of Advanced Studies; Bachelor of Arts/Bachelor of Laws; Bachelor of Arts/Bachelor of Social Work; Bachelor of Arts/Master of Nursing; Bachelor of Arts/Doctor of Medicine; Bachelor of Economics; Bachelor of Economics/Bachelor of Advanced Studies; Bachelor of Economics/Bachelor of Laws; Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts; Bachelor of Education (Secondary: Mathematics)/Bachelor of Science; Bachelor of Education (Secondary: Science)/Bachelor of Science; Bachelor of Engineering Honours; Bachelor of Engineering Honours/Bachelor of Arts; Bachelor of Engineering Honours/Bachelor of Science; Bachelor of Engineering Honours/Bachelor of Commerce; Bachelor of Engineering Honours/Bachelor of Design in Architecture; Bachelor of Engineering Honours/Bachelor of Laws; Bachelor of Engineering Honours/Bachelor of Project Management; Bachelor of Advanced Computing; Bachelor of Advanced Computing/Bachelor of Science; Bachelor of Advanced Computing/Bachelor of Commerce; Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Laws;
Bachelor of Science/Master of Nursing; Bachelor of Science/Doctor of Medicine; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Psychology.

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

This proposal was approved as presented.

Resolution AB2019/5-17
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience and the Bachelor of Food and Agribusiness; and
(2) approved the amendment of the unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 143/2019: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Animal and Veterinary Bioscience and the Bachelor of Food and Agribusiness, and to update the unit of study tables in CMS.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2019/5-18
The Academic Board noted the report from the meeting of the Graduate Studies Committee held on 13 August 2019.

9.1 Education Strategy & Board of Interdisciplinary Studies: Sydney Professional Certificate Streamlined Approval Process

This proposal was approved as presented.

Resolution AB2019/5-19
The Academic Board approved the proposal from Education Strategy and the Board of Interdisciplinary Studies to implement a simplified process for new Sydney Professional Certificate courses consisting of the use of a shortened proforma course proposal template.

Action 144/2019: The Education Strategy to note the Academic Board’s approval of the proposal for a simplified process for new Sydney Professional Certificate courses.

9.2 Engineering: Master of Transport

This proposal was approved as presented.

Resolution AB2019/5-20
The Academic Board:
(1) approved the proposal from the Faculty of Engineering to amend the Master of Transport, Graduate Diploma of Transport and Graduate Certificate in Transport; and
(2) approved the amendment of the Course Resolutions arising from the proposal, with effect from January 1 2020.

Action 145/2019: Dean and Faculty General Manager, Faculty of Engineering to note the Academic Board’s approval of the proposal to amend the Master of Transport and to update the course resolutions in CMS.

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

This proposal was approved as presented.

Resolution AB2019/5-21
The Academic Board:
(1) approved the proposal from the Faculty of Engineering to amend the Master of Professional Engineering and Master of Professional Engineering (Accelerated); and
(2) approved the amendment of the table of units of study arising from the proposal, with effect from 1 January 2021.

**Action 146/2019**: Dean and Faculty General Manager, Faculty of Engineering to note the Academic Board’s approval of the proposal to amend the Master of Professional Engineering and Master of Professional Engineering (Accelerated), the amendment of the Senate Resolutions for the Faculty of Engineering, and to update the Senate Resolutions and course resolutions in CMS.

**Action 147/2019**: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and subsequent amendment of the Resolutions of Senate for the Faculty of Engineering.

### 9.4 Science: Doctor of Veterinary Medicine

This proposal was approved as presented.

**Resolution AB2019/5-22**

The Academic Board:

1. approved the proposal from the Faculty of Science to amend the Doctor of Veterinary Medicine; and
2. approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2020.

**Action 148/2019**: Dean and Faculty General Manager, Faculty of Science to note the Academic Board’s approval of the proposal to amend the Doctor of Veterinary Medicine and to update the course resolutions in CMS.

### 9.5 Science: Master of Clinical Psychology

This proposal was approved as presented.

**Resolution AB2019/5-23**

The Academic Board:

1. approved the proposal from the Faculty of Science to amend the Master of Clinical Psychology; and
2. approved the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

**Action 149/2019**: Dean and Faculty General Manager, Faculty of Science to note the Academic Board’s approval of the proposal to amend the Master of Clinical Psychology and to update the course resolutions in CMS.

### 9.6 Research Education: Research Graduate Qualities

This proposal was approved as presented.

**Resolution AB2019/5-24**

The Academic Board:

1. endorsed the use of the researcher graduate qualities for the PhD as an important reference for HDR supervisors and students in the selection of development opportunities during candidature; and
2. noted the relationship between the researcher graduate qualities for the PhD and development opportunities in the support and enhancement of the skills and experience of PhD candidates.

**Action 150/2019**: The Director, Graduate Research, to note the Academic Board’s endorsement of the proposal to use the Researcher Graduate Qualities for the PhD as an important reference for HDR supervisors and students.

### 9.7 Research Education: HDR Coursework Exemptions Model

This proposal was approved as presented.
Resolution AB2019/5-25  
The Academic Board:  
(1) approved the proposal from the Director, Graduate Research, to amend the Progress Planning and Review for Higher Degree by Research Students Policy 2015; and  
(2) approved the proposal from Research Education to implement an exemptions model for HDR coursework.

Action 151/2019: The Director, Graduate Research, to note the Academic Board’s approval of the proposal to introduce an Exemptions Model for HDR Coursework students.  
Action 152/2019: The Director, Graduate Research, to note the Academic Board’s approval of the proposal to amend the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

9.8 Business: Master of Human Resource Management and Industrial Relations  
This proposal was approved as presented.  
Resolution AB2019/5-26  
The Academic Board:  
(1) approved the proposal from the Faculty of Business to amend the Master of Human Resource Management and Industrial Relations; and  
(2) approved the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

Action 154/2019: Dean and Faculty General Manager, Faculty of Business to note the Academic Board’s approval of the proposal to amend the Master of Human Resource Management and Industrial Relations and to update the course resolutions in CMS.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE  
Resolution AB2019/5-27  
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 6 August 2019.

10.1 Business: Course Reviews  
This item was noted as presented.  
Resolution AB2019/5-28  
The Academic Board noted that the Academic Quality Committee endorsed a completed award course review from the Faculty of Business for the Master of Commerce.  
Action 155/2019: Dean and Faculty General Manager, Faculty of Business, and Academic Quality Committee, to note the Academic Board’s noting of the Academic Quality Committee’s approval of the Master of Commerce course review from the Faculty of Business.

10.2 Arts and Social Sciences: Course Reviews  
This item was noted as presented.  
Resolution AB2019/5-29  
The Academic Board noted that the Academic Quality Committee endorsed completed award course reviews from the Faculty of Arts and Social Sciences for:  
(1) the Master of Political Economy; and  
(2) the Master of Economics, for which endorsement was conditional.

Action 156/2019: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, and Academic Quality Committee, to note the Academic Board’s noting of the Academic Quality Committee’s approval of the Master of Political Economy course review and conditional approval of the Master of Economics from the Faculty of Arts and Social Sciences.
11 GENERAL BUSINESS

11.1 2019 Level D and E Central Promotions Committee Membership

This proposal was noted as presented.

Resolution AB2019/5-30
The Academic Board noted the 2019 Central Promotions Committee membership for Level D and Level E Promotions.

Action 157/2019: The Provost and Deputy Vice-Chancellor to note the Academic Board’s noting of 2019 Central Promotions Committee membership.

11.2 Curriculum Timetabling Policy 2019

This proposal was noted as presented.

Resolution AB2019/5-31
The Academic Board noted the University Executive’s endorsement of the Curriculum Timetabling Policy 2019 at its meeting of 8 August 2019.

Action 158/2019: The Deputy Vice-Chancellor (Education) and the Lead Business Analyst, Curriculum Timetabling Program, to note the Academic Board’s noting of the University Executive’s endorsement of the Curriculum Timetabling Policy 2019.


11.3 University of Sydney (Academic Board) Rule 2017 Amendment Proposal

This paper was endorsed as presented.

Resolution AB2019/5-32
The Academic Board:

(1) endorsed the proposal from the Office of the Provost and Deputy Vice-Chancellor, and General Counsel, to amend the University of Sydney (Academic Board) Rule 2017; and

(2) resolved to recommend that the University of Sydney Senate approve the amended University of Sydney (Academic Board) Rule 2017.

Action 160/2019: The Provost and Deputy Vice-Chancellor, and General Counsel, to note the Academic Board’s endorsement of the proposal to amend the University of Sydney (Academic Board) Rule 2017 and its recommendation to Senate that it adopt the proposed amendments.

Action 161/2019: Chair of Academic Board to recommend that Senate approve the amendment of the University of Sydney (Academic Board) Rule 2017.


11.4 Notice of Motion

The motion was formally moved, and the mover cited the importance of this issue. The Academic Board acknowledged the concerns raised. The Provost and Deputy Vice-Chancellor spoke to the Academic Board noting due process for review of the specified rules and policy.

The motion was amended and unanimously supported.

Resolution AB2019/5-33
The Academic Board:

(1) notes the advice provided by members on concerns regarding elections in 2019;
(2) recommends that the Academic Standards and Policy Committee review the Election Procedures Rule 2017 and where appropriate recommend changes to the relevant governing body, namely the University Executive & Senate.

**Action 163/2019**: Academic Standards and Policy Committee to review the Election Procedures Rule 2017 and where appropriate recommend changes to the relevant governing body.

There being no other business, the meeting closed at 3.35 pm.

The agenda pack for this meeting, excluding confidential items, is available from: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2019/20190903-AB-Agenda-Pack.pdf
RECOMMENDATION

That the Academic Board note the report from the Chair.

EXECUTIVE SUMMARY

Report from the Heart

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

The 2020/2021 Academic Board

Most of the positions on the incoming Academic Board have been filled. Once this process is complete, members of the incoming Academic Board will be invited to join the various Academic Board committees.

National meeting of Chairs of Academic Boards and Senates

The University of Sydney hosted this meeting on 23/24 October this year. The meeting has attracted 50 delegates from 24 universities and covers academic integrity and the risks of contract cheating, a report from TEQSA, academic governance from the student perspective, the accreditation journey of the first Australian University College, academic freedom and the French Review, internationalisation, micro-credentialing, board management software, and the engagement of academic boards with strategic events.

Annual Contribution

For the past few years, the Academic Board has taken up a collection at its last meeting of the year to support a particular worthy cause. This year, we’ve decided to support Deadly Science, the initiative headed by Corey Tutt (https://sydney.edu.au/news-opinion/news/2019/05/15/meet-the-man-on-a-mission-to-bring-science-to-indigenous-student.html) a Senior Animal Technician here at the University of Sydney. Members are invited to contribute as part of the end-of-year celebrations.

Science in Australia Gender Equity (SAGE) application

The University has been awarded a coveted Bronze Award under the SAGE programme. Renae Ryan and Annie Fenwicke will update the Academic Board as one of our Strategic Topics at this meeting. This gives us the opportunity to thank them for their leadership of the team and also thank members of the Academic Board who have been involved in the process.

Higher Doctorate Award

The Chair has considered an application for a Higher Doctorate Award, he will present to the Academic Board to confirm its approval.

Thank You

This Academic Board has achieved an enormous amount of work over the past two years. This has been possible because of the commitment of members of the Board, their preparedness to serve on Board committees and working parties, appointment and promotion committees as well as scrutiny of Academic Board papers at our regular meetings. With a larger than normal membership, there is a challenge to ensure as many voices as want to be can be heard. Members of the Academic Board have achieved this with consideration, good humour and respect. Thanks are due to Jane Hanranah, Deputy Chair and Chair of the Academic Standards and Policy Committee, Wendy Davis, Melissa Hardie, Michael Kertesz, Shae Mccrystal, Kathleen Nelson and Tim Wilkinson, Chairs of the Academic Quality, Undergraduate Studies and Graduate Studies, HDR Scholarships, HDR Examinations and Admissions Committees and sub-committees, Alyssa White, Manager Governance, Kate Calhau, EA to the Chair of the Academic Board, and our Committee Officers, currently Katie Humphries, Kiuyan Hone, Cory Thomas, the Vice-Chancellor and Principal, Provosts and Deputy Vice-Chancellors, and the many members of their portfolios who have contributed to the operation of the Academic Board.

Last, but by no means least, it’s a huge pleasure to thank members of the Academic Board for their time, commitment and forensic scrutiny.
Author | Alyssa White, Manager Governance (Senate & Academic Board)
Reviewer/Approver | Associate Professor Tony Masters, Chair of Academic Board
Paper title | Honours and Distinctions
Purpose | To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.

RECOMMENDATION

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

HONOURS AND DISTINCTIONS

Congratulations to the 2020 SOAR recipients

Early-career researchers
- Dr Alice Motion – Faculty of Science
- Dr Anne Marie Thow – Faculty of Medicine and Health
- Dr Camilla Whittington – Faculty of Science
- Dr David Martinez-Martin – Faculty of Engineering
- Dr Ernest Ekpo – Faculty of Medicine and Health
- Dr Gareth Bryant – Faculty of Arts and Social Sciences
- Dr Kadir Atalay – Faculty of Arts and Social Sciences
- Dr Katy Bell – Faculty of Medicine and Health
- Dr Lining Arnold Ju – Faculty of Engineering
- Dr Penelope Crossley – Sydney Law School
- Dr Renjing Liu – Faculty of Medicine and Health

Mid-career researchers
- Associate Professor Amy Conley Wright – Faculty of Arts and Social Sciences
- Associate Professor Ben Colagiuri – Faculty of Science
- Associate Professor Daniel Dias-da-Costa – Faculty of Engineering
- Associate Professor Jodie Ingles – Faculty of Medicine and Health
- Associate Professor Julia Bryant – Faculty of Science
- Associate Professor Lenka Munoz – Faculty of Medicine and Health
- Associate Professor Nicola Newton – Faculty of Medicine and Health
- Associate Professor Sarah Phillips – Faculty of Arts and Social Sciences
- Associate Professor Shyamal Chowdhury – Faculty of Arts and Social Sciences

Prime Minister’s Prize for Science

Congratulations to Associate Professor Liz New, from the School of Chemistry in the Faculty of Science, on being awarded the Malcolm McIntosh Prize for Physical Scientist of the Year.

The Wentworth Medallist

The 2020 winner of the Wentworth Medal will be congratulated at the 5 November Academic Board meeting.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Cory Thomas (Committee Officer)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee</td>
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<tr>
<td>Paper title</td>
<td>Report from Academic Standards and Policy Committee (ASPC)</td>
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<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 <strong>15 October 2019</strong></td>
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**RECOMMENDATION**

_That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on **15 October 2019** and:_

1. **approve for the Report and recommendations of the French Review Model Code Implementation Group to be considered by the Senate at its 5 November meeting.**

2. **approve the recommendations:**
   
   I. **Clause 23 of the Research Code of Conduct 2019 remain as drafted, without further amendment; and**
   
   II. **Should a further mitigant be needed, a requirement to report summary dismissals and the reasons for them to the DVC(Research) be added.**

3. **approve the administrative changes to the Learning and Teaching Procedures 2016.**

4. **approve changes to the course management template for new, amended and deleted courses.**

5. **approve:**
   
   (i) **the draft Dual and Joint Degree Policy (attachment 1);**
   
   (ii) **the rescission of the Cotutelle Scheme Policy (attachment 2); and**
   
   (iii) **the title change of the ‘Doctor of Philosophy (Cotutelle)’ to the ‘Joint Doctor of Philosophy’.**

6. **endorse the recommendations of the Research Integrity Office (RIO) in relation to mandatory HR reporting that the current discretion is retained in relation to reporting of suspected vexatious complaints.**

**ITEMS FOR DECISION**

7.1 **Progressing the Report of the French Review Model Code Implementation Group**

7.2 **Proposed Amendments to the Research Code of Conduct 2019**

7.3 **Amendments to the Learning and Teaching Procedures 2016**

7.4 **Updates to the course management template**

7.5 **Dual and Joint Degree Policy 2019**

The Academic Standards and Policy Committee met on 15 October 2019 and provided amendments. The amendments have been made and the paper is now provided inclusive of those amendments.
ITEMS FOR NOTING

The Committee:

- discussed whether the University's policies on external research engagement provide appropriate cover to accommodate emerging opportunities.
- noted the Report and recommendations of the French Review Model Code Implementation Group received by the Vice-Chancellor on 30 September 2019.
- approved the Report and recommendations of the French Review Model Code Implementation Group to be:
  (i) made publicly available on the University’s website on 22 October following circulation to Academic Board members (with appropriate promotion); and
  (ii) shared under-embargo with selected external media and stakeholders before 22 October at the Vice-Chancellor’s discretion.
- endorsed the recommendations of the Research Integrity Office (RIO) for managing the dismissal of complaints and in relation to mandatory HR reporting that:
  (i) the current discretion is retained in relation to reporting of suspected vexatious complaints;
  (ii) clause 23 of the Research Code of Conduct 2019 remain as drafted, without further amendment; and
  (iii) should a further mitigant be needed, a requirement to report summary dismissals and the reasons for them to the DVC(Research) be added.
- endorsed for Senate approval the revisions of academic delegations outlined below and in the University of Sydney Delegations of Authority 2020 noting further changes are to be made before presentation to the Board in 2020.
- noted the report of the Forum on Artificial Intelligence in Academic Decisions.

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

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Executive Sponsor | Vice-Chancellor and Principal
---|---

Recommendation

That the University Executive:
2. Give approval for the Report and its recommendations to be:
   (i) shared in-confidence with members of the Academic Board’s Academic Standards and Policy Committee (ASPC) on 11 October and discussed by the ASPC at its 15 October meeting;
   (ii) shared with current and incoming members of the Academic Board on 22 October, discussed at the Board’s 5 November meeting and, subject to the outcomes of that meeting and at the Vice-Chancellor’s discretion, considered by the Senate at its 6 November meeting;
   (iii) made publicly available on the University’s website on 22 October following circulation to Academic Board members (with appropriate promotion); and
   (iv) shared under-embargo with selected external media and stakeholders before 22 October at the Vice-Chancellor’s discretion.

Consultation Pipeline

UE → ASPC → Academic Board → Senate

Resource Implications

Nil. Costs to be met from BAU staff resources.

Finance Business Partner | N/A

Executive Summary


A key recommendation of the report written by former High Court Chief Justice, the Hon Robert French AC, was that all registered Australian higher education providers should voluntarily adopt the Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers (“Code”) Mr French developed as part of his Report.

The Vice-Chancellor subsequently committed the University to implementing the Code ‘thoughtfully’ to the extent that doing so would serve to strengthen further the University’s already robust framework promoting and protecting freedom of speech and academic freedom on its campuses and facilities.

On 21 June a Working Group of the University Chancellors Council, of which Mr French was a member, circulated a revised version of his Code for consideration by each University’s governing body.

On 30 July the Vice-Chancellor announced the membership and terms of reference for the French Review Model Code Implementation Group (“Group”) to advise him and the University by 30 September on how to implement the Code most effectively at the University.

Chaired by the University’s General Counsel, the Group’s membership included Prof. Anne Twomey; Prof. Lisa Jackson Pulver for the Senior Executive; Assoc. Prof. Tony Masters for the Academic Board, and representatives of the NTEU, SRC, SUPRA, the principals of the affiliated residential colleges and the University’s Human Resources Office. The Group submitted its Report (see appendices) to the Vice-Chancellor on 30 September. The Vice-Chancellor has read the Report and has asked for its passage to be expedited through UE and the Academic Board with a view (subject to the outcomes of UE’s and the Board’s deliberations) to the Senate considering final recommendations for the University’s response to the Code before the end of 2019.

For this to occur the ‘internal consideration pipeline’ set out in the recommendations to this paper will need to be met. Hence, the Vice-Chancellor seeks UE’s endorsement of this paper’s recommendations.
Background / Context
All relevant background is included in General Counsel’s covering letter to the Vice-Chancellor (Appendix i) and in the Executive Summary and Background sections of Appendix ii: A Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers - Report of the French Review Model Code Implementation Group, 30 September 2019. UE Members’ attention is drawn especially to the Group’s recommendations regarding the approach the University should take to implementing the Code:

“The Group resolved to recommend that:
(a) The University should adopt the Code as amended by the Chancellors’ Council Working Group and with the further amendments recommended by the Group in Annexure “E”, by incorporating the Code’s Principles as an attachment to the University’s Charter of Academic Freedom; and
(b) the Code as amended should be applied as a Statement of Principles, which informs the review and revision of the University’s non-statutory rules, codes of conduct, policies and industrial instruments, but should not be given overriding legal status.” (Appendix ii, p.3)

The Group’s recommended amendments to the University’s Charter of Academic Freedom and to the Code as recommended for amendment by the Chancellors Council Working Group can be read at Annexure E of the Group’s Report (Appendix ii, to this paper).

Risks / Benefits
The vice-chancellors of all Australian universities have committed to reporting to Minister Tehan by the end of 2019 on the steps their institutions have taken to implement the French Model Code. If the Minister is not satisfied by the progress universities have made to implement the Code, he remains open to making adoption compulsory through legislation and/or the terms of the Commonwealth Grant Scheme funding agreements with institutions. Such an outcome would be a blow to the institutional autonomy and independence of Australia’s universities. The benefits of implementing the Code at the University as recommended by the Group include (i) avoiding contributing to a prescriptive legislative response from the Government (ii) avoiding potentially costly and damaging legal and policy ambiguity arising from inconsistencies between the Code and existing University policies and instruments (iii) further strengthening the University’s protections of freedom of speech and academic freedom (iv) strengthening the University’s relationship with the Federal and State Governments (v) showing sectoral leadership in a challenging area and assisting other universities that are grappling with similar implementation issues.

Implementation
If the Group’s recommendations are adopted in full or are substantially adopted by Senate, the proposal will be implemented by amending the University’s Charter of Academic Freedom and by attaching a set of Principles for the protection of freedom of speech and academic freedom to the revised Charter. Over time, relevant University policies will be reviewed and amended to ensure consistency with the terms of the amended Charter and the Principles as adopted.

Communication
A detailed comms plan is under development between the VCO, Media and Government Relations. The Group’s Report will be made available to all staff, students and publicy on 22 October – shortly after it has been circulated to all current and incoming members of the Academic Board. A set of Questions and Answers will be prepared to make the issues more accessible to readers. The Group’s Report will be released under embargo to selected external media, government and sector stakeholders. The Vice-Chancellor and Chancellor may conduct media interviews about the University’s response. The Vice-Chancellor may also prepare opinion pieces for publication once the outcomes of the Academic Board and Senate’s consideration of the University’s response are known.

Appendix i    General Counsel covering letter to the Vice-Chancellor, 26 September 2019

Author
Tim Payne, Director, Higher Education Policy and Projects
Office of the Vice-Chancellor and Principal

Requests for further information
Requests for further information may be directed to tim.payne@sydney.edu.au, ext: 14750.
Richard Fisher AM  
General Counsel  
Adjunct Professor, Faculty of Law  

26 September 2019  

Dr. Michael Spence AC  
Vice-Chancellor and Principal  
Level 5, F23 Administration Building  
UNIVERSITY OF SYDNEY NSW 2006  

Dear Vice-Chancellor  

REPORT OF THE FRENCH REVIEW MODEL CODE IMPLEMENTATION GROUP  

It is my pleasure to present for your consideration the Report of the French Review Model Code Implementation Group ("Group").  

The Group was established on 29 July 2019 to advise you by 30 September on the steps the University should take to implement the principles of the Model Code recommended in the Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers ("The French Review"), released by the Federal Government on 6 April 2019.  

Having considered the implementation issues and options, and having consulted with staff, students and other members of the University community, the Group recommends that the University should implement the Model Code by appending an amended version of the Code's principles to the University's Charter of Academic Freedom, which should be renamed the "Charter of Freedom of Speech and Academic Freedom".  

The Group's reasons for recommending this approach to implementing the Model Code are explained in the Report, while its Annexure E sets out the amendments the Group proposes should be made to both the Charter of Academic Freedom and the Model Code as amended by a Working Group of the Chancellors' Council in June 2019.  

I would like to thank all members of the Group for their extremely thoughtful and constructive contributions to this important project over the last two months. It has been a pleasure working on this task with senior members of the University community as well as representatives of the Academic Board, NTEU, SRC, SUPRA, the principals of the residential affiliated colleges and the University's Human Resources Office.
I am especially grateful for the time and expertise which Professor Anne Twomey from the Sydney Law School contributed to the Group's discussions during what has been an extremely busy time for her. Anne's legal insights and drafting suggestions were most helpful as was the direct feedback she was able to gain from Mr. French about his thinking concerning the operation of some aspects of the Code. Those additional insights were invaluable to the course of our deliberations.

On behalf of all members of the Group I also wish to thank Tim Payne and Denise Wee from your Office for the excellent support they have provided the Group and me over the last two months.

Finally, thank you for the opportunity to lead what has been a very collegial, intellectually challenging and rewarding project. I have enjoyed it greatly.

I trust the Group's advice will assist you, the Academic Board and, ultimately, the Senate, to determine the best way for the University to implement the Model Code.

Yours sincerely

R H Fisher
Chair, French Review Model Code Implementation Group
A Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers


30 September 2019
Contents

Executive summary ........................................................................................................................................ 2
Background................................................................................................................................................. 4
Implementation of the Code ....................................................................................................................... 5
Resolution of issues.................................................................................................................................... 7
  Issue 1 Application of the Code at the University of Sydney................................................................. 7
  Issue 2 Defining freedom of speech ......................................................................................................... 8
  Issue 3 Limitations on freedom of speech .............................................................................................. 8
  Issue 4 Academic freedom...................................................................................................................... 10
  Issue 5 The right of staff and students to express opinions about the University............................... 10
  Issue 6 Public comment by members of staff........................................................................................ 11
  Issue 7 Restrictions on the exercise of academic freedom by members of staff................................. 11
  Issue 8 The requirement of ‘civility’ ......................................................................................................... 12
  Issue 9 Misconduct for breach of the Code............................................................................................ 12
  Issue 10 Relationship between the Code and University instruments................................................ 13
  Issue 11 Visitors to the University .......................................................................................................... 13
  Issue 12 Course content......................................................................................................................... 14

Annexures

A. The French Model Code as modified by a Chancellors’ Council Working Group, June 2019
B. The Implementation Group’s Membership and Terms of Reference
C. French Model Code Issues Paper, July 2019
D. Summary of written feedback received through the Implementation Group’s consultations
E. Proposed amendments to the University’s Charter of Academic Freedom and the French Model Code
Executive summary

“Universities have a special role as institutions dedicated to free open and critical expression across the full scope of human knowledge and endeavour. Central to this role is the freedom of staff and students to teach, research, debate and learn independent of external political circumstance and pressure.”

Freedom of speech and academic freedom are inextricably linked with the capacity of universities to perform this special role.

The publication in April 2019 of the Hon Robert French AC’s Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers provided the University of Sydney with an opportunity to assess the effectiveness of its own arrangements for promoting and protecting those freedoms.

A key recommendation of Mr French’s report was that all Australian higher education providers should adopt voluntarily the Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers (“Code”) he developed as part of his review.

In June 2019, Mr French, as Chancellor of the University of Western Australia and as a member of the Australian University Chancellors’ Council, together with the Hon Gareth Evans AC and Mr Peter Varghese AO as the Chancellors of the Australian National University and the University of Queensland respectively, circulated a revised version of the Code for consideration by the Chancellors’ Council.

With a view to the University adopting the Principles in the Code as amended by the Chancellors’ Council Working Group, the Vice-Chancellor appointed an Implementation Group (“Group”) to review the Code and make recommendations about the basis for its adoption.

The Group approached its work mindful both of the basis of its appointment and that the University of Sydney was created to expand knowledge through the “…promotion, within the limits of its resources, of scholarship, research, free enquiry, the interaction of research and teaching, and academic excellence” and is deeply committed to promoting “…free enquiry as necessary to the conduct of a democratic society and to the quest for intellectual, moral and material advice in the human condition.”

The Group included representatives of the University’s Senior Executive, the Academic Board, the Sydney University branch of the National Tertiary Education Union (NTEU), the Students’ Representatives Council (SRC), the Sydney University Postgraduate Representative Association (SUPRA) and the principals of the independent residential colleges affiliated with the University.

1 Universities Australia, Submission No 15 to the Senate Standing Committee on Education, Employment and Workplace Relations, Parliament of Australia, Inquiry into Allegations of Academic Bias in Universities and Schools (7 August 2008)
3 The University of Sydney Act 1989 (NSW), section 6(1) and Charter of Academic Freedom 2008.
The Group consulted with members of the University community about the Code through these representatives and via a call for written feedback from staff and students issued on 12 August 2019. The Group held five meetings between its establishment on 29 July 2019 and 18 September 2019, with its deliberations guided by the Issues Paper included at Annexure “C”.

This Report follows a similar structure to that of the Issues Paper and summarises the Group’s conclusions concerning the questions raised in the Issues Paper. The resulting ‘Resolution of Issues’ set out from page seven of this Report informed the Group’s proposed amendments to the Code and its recommendations concerning its operation at the University of Sydney. In these regards, the Group resolved to recommend that:

(a) The University should adopt the Code as amended by Chancellors’ Council Working Group and with the further amendments recommended by the Group in Annexure “E”, by incorporating the Code’s Principles as an attachment to the University’s Charter of Academic Freedom; and

(b) the Code as amended should be applied as a Statement of Principles, which informs the review and revision of the University’s non-statutory rules, codes of conduct, policies and industrial instruments, but should not be given overriding legal status.

The Group’s view that the Code should not override the University’s rules, codes of conduct, policies or industrial instruments reflected a concern it could result in uncertainty about the operation of those documents with the possible escalation rather than resolution of disputes. The Group acknowledged, however, that it would be appropriate and desirable for decision-makers in the University to have regard to the Code’s Principles when applying or interpreting any of the codes or policies of the University, or when exercising a discretion under such a code or policy.

The Group made various recommendations arising from its proposed approach to implementing the Code. For example, it recommended that priority be given to reviewing the Code of Conduct, Code of Conduct of Students, Public Comment Policy and the Acceptable Use of ICT Resources Policy for consistency with the Principles in the Code (if adopted as recommended by the Group). In this context, the Group noted that both the Code of Conduct and the Code of Conduct for Students are currently undergoing review.

The Group also recommended that the University, if amending the Charter of Academic Freedom, should take the opportunity to include appropriate recognition of the Indigenous knowledge, culture and traditions that have been occurring on the lands on which the University sits for more than 60,000 years.
Background

On 14 November 2018, the Federal Minister for Education, the Hon Dan Tehan MP, announced the appointment of the Hon Robert French AC, former Chief Justice of the High Court, to conduct an independent review of policies supporting freedom of expression and intellectual inquiry in Australian higher education.4

Mr French’s report on that inquiry was submitted to the Government in March 2019.5 It reflects both a broad-ranging review of the protections afforded to both freedom of speech and academic freedom in other jurisdictions as well as extensive consultations within and beyond the higher education sector in this country. The result is a report which, with respect to Mr French, makes a valuable contribution to the debate in Australia about the protection of freedom of speech and academic freedom across our higher education sector.

Mr French drew the results of those various engagements together in a recommended Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers (“Code”).

On 8 April 2019 Minister Tehan wrote to the Vice-Chancellor advising that the Government had accepted Mr French’s recommendations and asking that the University’s Senate give full and careful consideration to adopting the Code as an institutional regulation, or where this is not possible, as an overarching institutional policy. In doing so, Minister Tehan acknowledged the University’s autonomy, stating “that the making of regulations and policies by a university or higher education provider is a matter for your institution.”

It is to be noted also that, in his report, Mr French, when recommending a Code for adoption by higher education providers, said:

“Such principles and a code of practice, which is owned by the sector, offer more promise in supporting a culture disposed to the freedoms than imposed prescription.”

He also observed that: “a Model Code embodying a set of umbrella principles could be adopted with or without modification, by individual institutions.” Indeed, Mr French, as Chancellor of the University of Western Australia and as a member of the Australian University Chancellors’ Council, together with the Hon Gareth Evans AC and Mr Peter Varghese AO as the Chancellors of the Australian National University and the University of Queensland respectively, proposed in June 2019 amendments to the Code for consideration by the Chancellors’ Council. It is that version of the Code, attached as Annexure “A”, which is the focus of this Report.

On 29 July 2019, the Vice-Chancellor announced the appointment of an Implementation Group (the membership of which is listed in the Group’s terms of reference included as Annexure “B”) with the task of advising him and, through him, the University Executive and the Senate, as to:

(a) the terms upon which the Code should be adopted by the University; and
(b) the means by which it should be adopted.

5 https://docs.education.gov.au/node/52661
It is important to note that the premise of the Group’s remit is that the University should adopt the Code or its Principles, a premise which is reinforced by the Group being established as an implementation group.

In that context, the Group proceeded upon the basis that the focus of its deliberations should be on determining the means and extent to which the terms of the Code should be adopted by the University.

As a first step in that process, the Group resolved to focus its review on the Code as modified by the Chancellors’ Council working group. That review was informed by an Issues Paper prepared by the Chair (Annexure “C”).

On 12 August 2019 the Group issued a two-week call for feedback on the Code through staff and student news emails and postings on the University’s news websites. A summary of the feedback received from staff and students is attached as Annexure “D”.

Implementation of the Code

As noted, one of the issues which the Group was requested to consider was the means by which the Code should be adopted by the University.

So as to give context to the Group’s recommendations with respect to the various issues it considered, it would be useful to address the Group’s recommendation as to the means by which the Code should be adopted in advance of reporting on the outcome of its consideration of the detailed provisions of the Code.

The Group resolved to recommend that:

(a) The University should adopt the Code as amended by Chancellors’ Council Working Group and with the further amendments recommended by the Group in Annexure “E”, by incorporating the Code’s Principles as an attachment to the University’s Charter of Academic Freedom; and

(b) the Code as amended should be applied as a Statement of Principles, which informs the review and revision of the University’s non-statutory rules, codes of conduct, policies and industrial instruments, but should not be given overriding legal status.

The Group’s view that the Code should not have an overriding application so far as concerns the operation of any of the University’s rules, codes of conduct, policies or industrial instruments, was informed by the concern that otherwise there would be considerable uncertainty as to whether a University code or policy was inconsistent with the Code, the extent of that inconsistency and the resulting applicable rule. This lack of certainty would be likely to exacerbate and prolong disputes, potentially leading to costly litigation to resolve them. This is particularly the case because the Code permits exceptions to the Principles where they are “proportionate”, “reasonable” and “necessary”. These are terms which may be subject to
differing interpretations. The Group took the view that the preferable approach would be to remove inconsistencies by reviewing University codes and policies to ensure they conform with the Principles in the Code. Such a proactive approach would be a more effective means of eliminating inconsistency, while avoiding the problem of uncertainty.

However, the Group acknowledged that it would be appropriate and desirable for decision-makers in the University to have regard to the Code's Principles when applying or interpreting any of the codes or policies of the University or exercising a discretion under such a code or policy.

The Group further resolved to recommend that the University should, when amending the Charter of Academic Freedom, take the opportunity to include appropriate recognition of the Indigenous knowledge, culture and traditions that have been occurring on the lands on which the University sits for more than 60,000 years.

The Group further resolved to recommend that whenever the Code refers to “teaching activities”, that reference should be amended to “education activities” to reflect the broader nature of the University’s educational mission and approach, and that wherever the Code refers to “university” or “higher education provider” that reference should be amended to “University”.

The Group further resolved to recommend that the University undertake a review of its non-statutory rules, codes of conduct and policies with a view to ensuring that they are consistent with the provisions of the Code as adopted by the University through incorporation in its Charter of Academic Freedom.

The Group further resolved to recommend that priority be given to reviewing the following:

- Code of Conduct
- Code of Conduct for Students
- Public Comment Policy

The Group noted that both the Code of Conduct and the Code of Conduct for Students are presently the subject of reviews.
Resolution of issues

The Issues Paper (Annexure C) prepared to inform the Group’s deliberations asked it to address 14 threshold questions arising from issues relevant to the University’s consideration of how best to implement the Code or its Principles. The Group’s recommended responses to each question are summarised below with rationales provided where necessary.

Issue 1 Application of the Code at the University of Sydney

Question 1: Should the Code or its Principles apply to student representative bodies and residential colleges formally affiliated with the University but not regulated by it? If so, how should this occur?

The Group accepted that the University could not require either the independent affiliated residential colleges or its student representative bodies to adopt the Code. However, the Group, acknowledging that the circumstances of the University’s colleges, as residential communities, raise particular issues, resolved to recommend that the University should encourage them to adopt the Principles in the Code to the extent that they could do so consistently with their own rules, codes, policies or activities.

The Group further resolved to recommend that to the extent that the terms of the Code either expressly or by implication, bind the student representative bodies and independent affiliated residential colleges, the relevant provisions of the Code should be amended accordingly by the University.

As to the application of the Code, the Group further resolved to recommend that, to the extent relevant, it should apply to all staff and affiliates, not just academic staff, as well as to students of the University. In making this recommendation the Group noted that the University of Sydney Act, by s.4, defined the University as follows:

“A University, consisting of:
(a) a Senate,
(b) Convocation,
(c) The professors and full-time members of the academic staff of the University and such other members or classes of members of the staff of the University as the by-laws may prescribe, and
(d) The graduates and students of the University,
Is established by this Act as a continuation of the University of Sydney established by Act 14 Vic No 31.”

However, the Group, as appears below in some of its recommendations, considers that provisions of the Code should be of more general application and, in particular, should apply to professional staff and affiliates of the University as well as its employed academic staff. In this regard it was recognised that many staff of the University who are categorised as professional staff undertake academic activities.
Equally, the Group accepted that the assumption implicit in the drafting of the Code; namely, that it should only apply to those working or studying at the University as well as visitors to the University's campuses, was appropriate.

**Issue 2 Defining freedom of speech**

**Question 2:** Is it appropriate and sufficient for the purposes of implementing the Code to leave the general character of the freedom of speech undefined and subject to only express limitation?

The Group **resolved to recommend** that the term **“freedom of speech”** does not require definition for the purposes of the Code or the incorporation of the protections of that freedom into the University's codes of conduct, rules and policies.

In this context, freedom of speech is a common law right, which may only be constrained by statute law (e.g. defamation or sedition), or contract. Accordingly, save to the extent that it is a right which is circumscribed in accordance with the Code (as amended), the common law right should be exercisable in the environment of the University.

**Issue 3 Limitations on freedom of speech**

**Question 3:** Should any of the limitations on freedom of speech proposed in Principle 1 of the Code be excluded or modified if the University adopts that Code or its Principles?

Principle 1 reads:

“(1) Every member of staff and every student at the university enjoys freedom of speech exercised on university land or in connection with the university subject only to restraints or burdens imposed by:

* law;
* the reasonable and proportionate regulation of conduct necessary to the discharge of the university’s teaching and research activities;
* the right and freedom of others to express themselves and to hear and receive information and opinions;
* the reasonable and proportionate regulation of conduct to enable the university to fulfil its duty to foster the wellbeing of students and staff;
* the reasonable and proportionate regulation of conduct necessary to enable the university to give effect to its legal duties including its duties to visitors to the university.”

The duty to foster the wellbeing of students and staff is defined as follows:

“the duty to foster the wellbeing of staff and students’;

* includes the duty to ensure that no member of staff and no student suffers unfair disadvantage or unfair adverse discrimination on any basis recognised at law including race, gender, sexuality, religion and political belief;
includes the duty to ensure that no member of staff and no student is subject to threatening or intimidating behaviour by another person or persons on account of anything they have said or proposed to say in exercising their freedom of speech;

supports reasonable and proportionate measures to prevent any person from using lawful speech which a reasonable person would regard, in the circumstances, as likely to humiliate or intimidate other persons and which is intended to have either or both of those effects;

does not extend to a duty to protect any person from feeling offended or shocked or insulted by the lawful speech of another.”

The Group resolved to recommend that the third dot point in the definition should be amended to read:

“supports reasonable and proportionate measures to prevent or proscribe any person from using lawful speech which a reasonable person would regard, in the circumstances, both:
(a) as likely to humiliate, intimidate, harass or bully other persons; and
(b) as being intended to have any one or more of those effects”.

The Group further resolved to recommend that Principle 2 be added, which draws on wording from elsewhere in the Code, as follows:

“...Nothing in any non-statutory policy or rule, of the University shall restrict or inhibit the freedom of all staff to make public comment on any issue in their personal capacity.”

The Group further resolved to recommend that there be an additional principle to the following effect:

As a corollary to Principle 1 and recognising that universities are a place where people are free to express themselves as well as a place where people are free to protest and disagree, every member of the staff and every student at the University, enjoys the freedom to protest subject only to restraints or burdens imposed by:

- law, including those laws which protect persons from being humiliated or intimidated;
- the reasonable and proportionate regulation of conduct necessary to the discharge of the University’s education and research activities, including by making arrangements to ensure that those activities are not disrupted by any protest;
- the right and freedom of others to express themselves and receive information and opinions, recognising the freedom of all members of the University community to express their respective views;
- the reasonable and proportionate regulation of conduct to enable the University to fulfil its duty to foster the wellbeing of its students and staff, including by way of mitigating the risk that protests become violent and ensuring the safety of staff and students;
• the reasonable and proportionate regulation of conduct necessary to enable the University to give effect to its legal duties to visitors to the University."

In providing that freedom of speech may be constrained by 'the right and freedom of others to express themselves and to hear and receive information and opinions', the Code recognises both the freedom to express a view and the freedom to protest against that view. Free protest should be permitted on University land or in connection with University activities, but it should not be exercised in a way that prevents the free speech of others (including by blocking access to buildings, preventing people from attending events or preventing speakers from being heard) or which causes property damage or physical risk or danger to others.

### Issue 4 Academic freedom

**Question 4: Should there be a grant of a positive right of academic freedom or should effect be given to the principle in the Code in a negative way by simply not breaching it?**

The Group **resolved to recommend** that the right of academic freedom was most appropriately protected by the Charter of Academic Freedom (as it is proposed to be amended) and as it is reflected in the University’s codes of conduct, rules, policies and industrial instruments.

It was the view of the Group that the University’s existing Charter of Academic Freedom (as proposed to be amended by the Group), together with the University’s codes of conduct, rules, policies and industrial instruments, provided stronger and more complete protection than the Code.

### Issue 5 The right of staff and students to express opinions about the University

**Question 5: Should members of the University community be free to express opinions in relation to it, and, if so, should that freedom be subject to some limitation, such as being required to be exercised through the established governance arrangements?**

The Group **resolved to recommend** that there be no limitation on the freedom of members of staff or students to express opinions in relation to the University.

Whilst the Group recognised that, by reason of the definition of the University in its Act, the academic staff and students are members of the University, it saw no reason to distinguish between academic staff and professional staff.

By way of contrast, the Group accepted that those members of the professional staff who occupy executive positions in the University or who, as officers of the University, have access to privileged or confidential information may be bound by the terms of their contract of employment not to express opinions about the University.
Issue 6 Public comment by members of staff

Question 6: Should the limitations on the making of public comment by members of staff in their personal capacities and, in particular, the requirement that their comments be respectful of the opinions of others which are imposed by the University’s Public Comment Policy, be incorporated into the Code or its Principles?

The Group dealt with this issue by way of its recommendations in respect of Issue 3.

Issue 7 Restrictions on the exercise of academic freedom by members of staff

Question 7: Are the restrictions proposed by the Code on the exercise of academic freedom appropriate for adoption by the University? Should any of the proposed restrictions be excluded or modified by the University when implementing the Code or its Principles?

In this regard, Principle 3 of the French Model Code reads:

“Every member of the academic staff and every student enjoys academic freedom subject only to prohibitions, restrictions or conditions:

• imposed by law;
• imposed by the reasonable and proportionate regulation necessary to the discharge of the university’s teaching and research activities;
• imposed by the reasonable and proportionate regulation necessary to discharge the university’s duty to foster the wellbeing of students and staff;
• imposed by the reasonable and proportionate regulation to enable the university to give effect to its legal duties;
• imposed by the university by way of its reasonable requirements as to the courses to be delivered and the content and means of their delivery.”

The Group resolved to recommend that Principle 3 of the Code and its proposed definition of academic freedom be adopted by the University with the amendments marked in Annexure “E” to extend the Principle to professional staff engaged in academic activities and, to the extent that those activities are informed and advanced by argument and disagreement, to make it clear that it is reasonable for the University to set the scholarly standards it believes are conducive to delivering its core mission of the advancement of knowledge.

The Group, however, noted that if there is to be a definition of academic freedom included in the Higher Education Support Act 2003, the final dot point which reads:

“the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted”

would be more appropriately incorporated in that Act as a separate provision, which operated as a legislative confirmation of that autonomy.
Issue 8 The requirement of ‘civility’

Question 8: If the University adopts the Code or its Principles, should the exercise of academic freedom or the freedom of speech be further constrained by a requirement of tolerance, honesty, respect and ethical behaviour?

The Group’s consideration of this issue was further assisted by a report from Professor Twomey of discussions she had had with Mr French. He expressed the view that, to the extent that a code of conduct or policy which imposed such an obligation in circumstances where a breach of that obligation would have disciplinary consequences, it would be unreasonable and disproportionate.

Consistently with its consideration of that view, the Group resolved to recommend an amendment to the definition of the duty to foster the wellbeing of staff and students as recorded in the discussion above concerning Issue 3.

In addition to this consideration, the Group recognised that argument and disagreement are essential elements of the core mission of a university to advance knowledge. Accordingly, the Group resolved to recommend that the second dot point of Principles 1 and 3 of the Code be amended to read respectively:

“the reasonable and proportionate regulation of conduct necessary to the discharge of the University’s education and research activities and, to the extent that those activities are informed and advanced by argument and disagreement, by setting scholarly standards which are conducive to the University’s core mission of the advancement of knowledge”; and

“imposed by the reasonable and proportionate regulation necessary to the discharge of the University’s education and research activities and, to the extent that those activities are informed and advanced by argument and disagreement, by setting scholarly standards which are conducive to the University’s core mission of the advancement of knowledge”.

The Group accepted that, absent some constraints which impose scholarly standards on the means by which arguments or disagreements might be undertaken in the environment of a university (beyond those constraints which might be appropriate in the community at large), the pursuit of its core mission could be frustrated.

Issue 9 Misconduct for breach of the Code

Question 9: Should the Code or its Principles, if adopted, make it plain that the corollary; namely a breach of the Code or its Principles constitute misconduct?

The Group resolved to recommend that disciplinary matters should be addressed by the codes of conduct, University policies and industrial instruments. This reflected the view of the Group that it would create uncertainty and confusion if the operation of the University’s codes of conduct, policies and its industrial instruments were subject to the overarching operation of the Code.
Issue 10 Relationship between the Code and University instruments

Question 10: Should the Code or its Principles have any application beyond the drafting, review or amendment of any non-statutory rule, code or policy of the University?

The Group resolved to recommend that the Code should not have operation beyond those circumstances. This recommendation reflects the reasoning of the Group in relation to Issues 3 and 9.

Issue 11 Visitors to the University

The Issues Paper’s questions 11, 12 and 13 address collectively Principles 6 and 7 in the Code, which are concerned with the regulation of visiting speakers on University land or using University facilities. Those Principles read:

“(6) The university has the right and responsibility to determine the terms and conditions upon which it shall permit external visiting speakers and invited visiting speakers to speak on university land and use university facilities and in so doing may:

(a) require the person or persons organising the event to comply with the university’s booking procedures and to provide information relevant to the conduct of any event, and any public safety and security issues;

(b) distinguish between invited visiting speakers and external visiting speakers in framing any such requirements and conditions;

(c) refuse permission to any invited visiting speaker visitor or external visiting speaker to speak on university land or through the use of university facilities where the content of the speech is or is likely to:

(i) be unlawful; or

(ii) prejudice the fulfilment by the university of its duty to foster the wellbeing of staff and students.

(d) refuse permission to any external visiting speaker to speak on university land or through the use of university facilities where the content of the speech is or is likely to involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the university’s character as an institution of higher learning.

(e) require a person or persons seeking permission for the use of university land or facilities for any external visiting speaker to contribute in whole or in part to the cost of providing security and other measures in the interests of public safety and order in connection with the event at which the external visiting speaker is to speak.

(7) Subject to the preceding Principles the university shall not refuse permission for the use of its land or facilities by an external visiting speaker visitor or invited visiting speaker visitor nor attach conditions to its permission, solely on the basis of the content of the proposed speech by the visitor.”

The Group resolved to recommend that these Principles be adopted by the University with the amendments indicated above to make it clear that the same Principles apply if the speech is to occur on University land or through the use of University facilities, whether physical or virtual.
Issue 12 Course content

Question 14: Should the University adopt the wording of the Code's Principle 8, which is concerned with the publication of course content, as drafted, or are amendments required?

The wording of Principle 8 is:

“(8) Consistently with this Code the university may take reasonable and proportionate steps to ensure that all prospective students in any of its courses have an opportunity to be fully informed of the content of those courses. Academic staff must comply with any policies and rules supportive of the University’s duty to foster the wellbeing of staff and students. They are not precluded from including content solely on the ground that it may offend or shock any student or class of students.”

The Group **resolved to recommend** that the University adopt Principle 8 of the Code, subject to the edits indicated above, which are required to ensure consistency with the drafting of other Principles, as recommended for amendment by the Group.

Ends/
A Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers

Objects

The objects of the Code are:

(1) To ensure that the freedom of lawful speech of staff and students of the university and visitors to the university is treated as a paramount value and therefore is not restricted nor its exercise unnecessarily burdened by restrictions or burdens other than those imposed by law and set out in the Principles of the Code.

(2) To ensure that academic freedom is treated as a defining value by the university and therefore not restricted nor its exercise unnecessarily burdened by restrictions or burdens other than those imposed by law and set out in the Principles of the Code.

(3) To affirm the importance of the university’s institutional autonomy under law in the regulation of its affairs, including in the protection of freedom of speech and academic freedom.

Application

(1) The Code applies to the governing body of the university, its officers and employees and its decision-making organs, including those involved in academic governance.

(2) The Code also applies to student representative bodies to the extent that they have policies and rules which are capable of being applied to restrict or burden the freedom of speech of anyone, or academic freedom.

Definitions

‘academic freedom’ for the purposes of this Code comprises the following elements:

- the freedom of academic staff to teach, discuss, and research and to disseminate and publish the results of their research;
• the freedom of academic staff and students to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research;

• the freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled;

• the freedom of academic staff, without constraint imposed by reason of their employment by the university, to make lawful public comment on any issue in their personal capacities;

• the freedom of academic staff to participate in professional or representative academic bodies;

• the freedom of students to participate in student societies and associations.

• the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.

‘academic staff’ all those who are employed by the university to teach and/or carry out research and extends to those who provide, whether on an honorary basis or otherwise, teaching services and/or conduct research at the university.

‘external visiting speaker’ any person who is not an invited visiting speaker and for whom permission is sought to speak on the university’s land or facilities.

‘imposed by law’ in relation to restrictions or burdens or conditions on a freedom include restrictions or burdens or conditions imposed by statute law, the common law (including the law of defamation), duties of confidentiality, restrictions deriving from intellectual property law and restrictions imposed by contract.

‘invited visiting speaker’ any person who has been invited by the university to speak on the university’s land or facilities. For the purposes of this definition, ‘the university’ includes its decision-making organs and officers; its student representative bodies, undergraduate and post-graduate; any clubs, societies and associations recognized by its decision-making organs or
student representative bodies; and any entities controlled by the university.

Note: The definition of ‘university’ which limits this class of visitor.

‘non-statutory policies and rules’ means any non-statutory policies, rules, guidelines, principles, codes or charters or similar instruments.

‘speech’ extends to all forms of expressive conduct including oral speech and written, artistic, musical and performing works and activity and communication using social media; the word ‘speak’ has a corresponding meaning.

‘staff’ for the purposes of this Code ‘staff’ includes all employees of the university whether fulltime or part-time and whether or not academic staff.

‘the duty to foster the wellbeing of staff and students’;

• includes the duty to ensure that no member of staff and no student suffers unfair disadvantage or unfair adverse discrimination on any basis recognised at law including race, gender, sexuality, religion and political belief;

• includes the duty to ensure that no member of staff and no student is subject to threatening or intimidating behaviour by another person or persons on account of anything they have said or proposed to say in exercising their freedom of speech;

• supports reasonable and proportionate measures to prevent any person from using lawful speech which a reasonable person would regard, in the circumstances, as likely to humiliate or intimidate other persons and which is intended to have either or both of those effects;

• does not extend to a duty to protect any person from feeling offended or shocked or insulted by the lawful speech of another.

‘the university’ means the university as an entity and includes its decision-making organs and officers, its student representative bodies, undergraduate and post-graduate, and any entities controlled by the university.

‘unlawful’ means in contravention of a prohibition or restriction or condition imposed by law.
Operation

(1) The university shall have regard to the Principles of this Code in the drafting, review or amendment of any non-statutory policies or rules and in the drafting, review or amendment of delegated legislation pursuant to any delegated law-making powers.

(2) Non-statutory policies and rules of the university shall be interpreted and applied, so far as is reasonably practicable, in accordance with the Principles of this Code.

(3) Any power or discretion under a non-statutory policy or rule of the university shall be exercised in accordance with the Principles in this Code.

(4) This Code prevails, to the extent of any inconsistency, over any non-statutory policy or rules of the university.

(5) Any power or discretion conferred on the university by a law made by the university in the exercise of its delegated law-making powers shall be exercised, so far as that law allows, in accordance with the Principles of this Code.

(6) Any power or discretion conferred on the university under any contract or workplace agreement shall be exercised, so far as it is consistent with the terms of that contact or workplace agreement, in accordance with the Principles of this Code.

Principles of the Code

(1) Every member of the staff and every student at the university enjoys freedom of speech exercised on university land or in connection with the university subject only to restraints or burdens imposed by:

• law;

• the reasonable and proportionate regulation of conduct necessary to the discharge of the university’s teaching and research activities;
• the right and freedom of others to express themselves and to hear and receive information and opinions;

• the reasonable and proportionate regulation of conduct to enable the university to fulfil its duty to foster the wellbeing of students and staff;

• the reasonable and proportionate regulation of conduct necessary to enable the university to give effect to its legal duties including its duties to visitors to the university.

(2) Subject to reasonable and proportionate regulation of the kind referred to in the previous Principle, a person’s lawful speech on the university’s land or in or in connection with a university activity shall not constitute misconduct nor attract any penalty or other adverse action by reference only to its content; nor shall the freedom of academic staff to make lawful public comment on any issue in their personal capacities be subject to constraint imposed by reason of their employment by the university.

(3) Every member of the academic staff and every student enjoys academic freedom subject only to prohibitions, restrictions or conditions:

• imposed by law;

• imposed by the reasonable and proportionate regulation necessary to the discharge of the university’s teaching and research activities;

• imposed by the reasonable and proportionate regulation necessary to discharge the university’s duty to foster the wellbeing of students and staff;

• imposed by the reasonable and proportionate regulation to enable the university to give effect to its legal duties;

• imposed by the university by way of its reasonable requirements as to the courses to be delivered and the content and means of their delivery.

(4) The exercise by a member of the academic staff or of a student of academic freedom, subject to the above limitations, shall not constitute misconduct nor attract any penalty or other adverse action.

(5) In entering into affiliation, collaborative or contractual arrangements with third parties and in accepting donations from third parties subject to
conditions, the university shall take all reasonable steps to minimise the restrictions or burdens imposed by such arrangements or conditions on the freedom of speech or academic freedom of any member of the academic staff or students carrying on research or study under such arrangements or subject to such conditions.

(6) The university has the right and responsibility to determine the terms and conditions upon which it shall permit external visiting speakers and invited visiting speakers to speak on university land and use university facilities and in so doing may:

(a) require the person or persons organising the event to comply with the university’s booking procedures and to provide information relevant to the conduct of any event, and any public safety and security issues;

(b) distinguish between invited visiting speakers and external visiting speakers in framing any such requirements and conditions;

(c) refuse permission to any invited visiting speaker or external visiting speaker to speak on university land or at university facilities where the content of the speech is or is likely to:

(i) be unlawful; or

(ii) prejudice the fulfilment by the university of its duty to foster the wellbeing of staff and students;

(iii) involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the university’s character as an institution of higher learning;

(d) refuse permission to any external visiting speaker to speak on university land or at university facilities where the content of the speech is or is likely to involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the university’s character as an institution of higher learning.
(e) require a person or persons seeking permission for the use of university land or facilities for any external visiting speaker to contribute in whole or in part to the cost of providing security and other measures in the interests of public safety and order in connection with the event at which the external visiting speaker is to speak.

(7) Subject to the preceding Principles the university shall not refuse permission for the use of its land or facilities by an external visiting speaker or invited visiting speaker nor attach conditions to its permission, solely on the basis of the content of the proposed speech by the visitor.

(8) Consistently with this Code the university may take reasonable and proportionate steps to ensure that all prospective students in any of its courses have an opportunity to be fully informed of the content of those courses. Academic staff must comply with any policies and rules supportive of the university’s duty to foster the wellbeing of staff and students. They are not precluded from including content solely on the ground that it may offend or shock any student or class of students.
University of Sydney French Model Code Implementation Group

Purpose
The Vice-Chancellor has established the French Review Model Code Implementation Group to advise him – and, through him, the University Executive and its Senate – about how the University should respond to the recommendations of the Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers (“the French Review”), released 6 April 2019.

Membership & meetings
Chair, Mr Richard Fisher AM, General Counsel
Professor Lisa Jackson Pulver AM, Deputy Vice-Chancellor, Indigenous Strategy and Services
Associate Professor Tony Masters, Chair of the Academic Board
Professor Anne Twomey, The University of Sydney Law School
Ms Jodi Dickson, Director, Workplace Relations Director, Human Resources
Dr Gareth Bryant, Sydney University Branch of the National Tertiary Education Union (NTEU)
Mr Jacky He, President, the Sydney University Student Representative Council (SRC)
Ms Xiner Yuan, Sydney University Postgraduate Representative Association (SUPRA)
Professor Don Markwell, Warden, St Paul’s College (first meeting)/Mr Adrian Diethelm, Rector, St John’s College (subsequent meetings) (Residential colleges)

Members may send delegates to meetings if they are unable to attend and the NTEU, SRC and SUPRA representatives may bring one staff member each to observe.

Terms of reference
The Implementation Group will provide the Vice-Chancellor with an initial report and recommendations on the steps the University should take to implement the principles of the Model Code recommended by the French Review, or as modified by a Working Group of the Australian University Chancellors’ Council, or as further modified by the Implementation Group. In preparing its initial report, the Implementation Group may address issues including, but not limited to, the following:

1. Whether the Model Code’s principles should be given expression in the form recommended by the French Review or be reflected in amendments to the University’s existing by-laws, agreements, rules, policies and procedures; including those listed in the attachment to these terms of reference.
2. The extent and type of changes that would need to be made to the University’s existing instruments for upholding freedom of speech and academic freedom.

1 The French Review Model Code as modified by the Chancellors’ Council Working Group is attached to these Terms of Reference.
Following receipt of the Implementation Group’s initial report the Vice-Chancellor may request the Group’s advice on additional matters.

Consultation
The Implementation Group will consult widely with staff, students, affiliates, alumni and other members of the University community including, if feasible, by releasing a draft of its report for written feedback from members of the University community.

Deliverables and timeframes
The Implementation Group will apply its best endeavours to submit an initial report to the Vice-Chancellor by 30 September 2019, with a view to the Academic Board and Senate considering advice from the Vice-Chancellor about the University’s response to the French Review at their meetings on 5 and 6 November 2019 respectively.

Secretariat and resourcing
Secretariat support for the Implementation Group will be provided by Higher Education Policy and Projects in the Office of the Vice-Chancellor and Principal.

Higher Education Policy and Projects will work closely with the University Policy Manager, University Quality Manager and other specialist staff from the Office of General Counsel, Human Resources, other central portfolios, faculties and schools as required.

The Vice-Chancellor will consider requests from the Implementation Group for dedicated funding to cover the cost of specialist advice considered essential for the Implementation Group to complete its work.

Further information
Tim Payne, Director, Higher Education Policy and Projects, Office of the Vice-Chancellor
tim.payne@sydney.edu.au, 9351 4750, 0427 892 669
Denise Wee, Executive Officer, Higher Education Policy, Office of the Vice-Chancellor
denise.wee@sydney.edu.au, 9351 5884

Attachments
A. Initial list of laws and University instruments potentially affected by the French Review’s Model Code and principles (excluding local provisions and guidelines)
B. French Review Model Code as modified by the Chancellors' Council Working Group
(Refer to Annexure A)
Attachment A

Initial list of laws and University instruments potentially affected by the French Review’s Model Code and principles (excluding local provisions and guidelines)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Determining authority</th>
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<tbody>
<tr>
<td><strong>LEGISLATION</strong></td>
<td></td>
</tr>
<tr>
<td>University of Sydney Act 1989</td>
<td>NSW Parliament</td>
</tr>
<tr>
<td><strong>INDUSTRIAL INSTRUMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>University of Sydney Enterprise Agreement 2018 - 2021</td>
<td>University, NTEU, CPSU</td>
</tr>
<tr>
<td><strong>UNIVERSITY RULES</strong></td>
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<tr>
<td>University of Sydney (Academic Board) Rule 2017</td>
<td>Senate</td>
</tr>
<tr>
<td>University of Sydney (Campus Access) Rule 2009</td>
<td>Senate</td>
</tr>
<tr>
<td>University of Sydney (Coursework) Rule 2014</td>
<td>Senate</td>
</tr>
<tr>
<td>University of Sydney (Higher Degree by Research) Rule 2011</td>
<td>Senate</td>
</tr>
<tr>
<td>University of Sydney (Policies Development and Review) Rule 2011</td>
<td>Senate</td>
</tr>
<tr>
<td>University of Sydney (Student Appeals against Academic Decisions) Rule 2006</td>
<td>Senate</td>
</tr>
<tr>
<td>University of Sydney (Student Discipline Rule) 2016</td>
<td>Senate</td>
</tr>
<tr>
<td><strong>POLICIES</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Honesty in Coursework Policy</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Affiliates Policy</td>
<td>Vice-Principal (Operations)</td>
</tr>
<tr>
<td>Bullying, Harassment and Discrimination Prevention Policy</td>
<td>Vice-Principal (Operations)</td>
</tr>
<tr>
<td>Charter of Academic Freedom</td>
<td>Senate</td>
</tr>
<tr>
<td>Code of Conduct – Staff and Affiliates</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Code of Conduct for Students</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Cotutelle Scheme Policy</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>Academic Board</td>
</tr>
<tr>
<td>External Interests Policy</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Gift Acceptance Policy</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Open Access to University Research Policy</td>
<td>Vice-Chancellor</td>
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<td>Policy Title</td>
<td>Responsible Party</td>
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<tr>
<td>Outside Earnings of Academic Staff Policy</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Policy on the Use of University ICT Resources</td>
<td>Vice-Principal (Operations)</td>
</tr>
<tr>
<td>Public Comment Policy</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Research Agreements Policy</td>
<td>DVC (Research)</td>
</tr>
<tr>
<td>Research Code of Conduct</td>
<td>DVC (Research)</td>
</tr>
<tr>
<td>Research Data Management Policy</td>
<td>DVC (Research)</td>
</tr>
<tr>
<td>Research Fellows: Conditions Policy</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Research Principles</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Resolution of Complaints Policy</td>
<td>Vice-Principal (Operations)</td>
</tr>
<tr>
<td>Scholarships and Student Recognition Awards Policy</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Sponsorship Policy</td>
<td>Vice-Chancellor</td>
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<td>Supervision of Higher Degree by Research Students Policy</td>
<td>Academic Board</td>
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<td>Thesis and Examination of Higher Degrees by Research Policy</td>
<td>Academic Board</td>
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<tr>
<td>Work Health and Safety Policy 2016</td>
<td>Senate</td>
</tr>
<tr>
<td><strong>PROCEDURES</strong></td>
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</tr>
<tr>
<td>Academic Honesty Procedures</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Gift Acceptance Procedures</td>
<td>Vice-Principal (Advancement)</td>
</tr>
<tr>
<td>Learning and Teaching Procedures</td>
<td>DVC (Education)</td>
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<tr>
<td>Outside Earnings of Academic Staff Procedures</td>
<td>Chief HR Officer</td>
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<tr>
<td>Student Complaints Procedures</td>
<td>DVC (Education)</td>
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<td>Thesis and Examination of Higher Degrees by Research Procedures</td>
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# A Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers

(“French Model Code”)

University of Sydney Implementation Group

The terms of the French Model Code

Issues Paper

July 2019

Table of contents

1. Introduction ........................................................................................................................................... 2

2. Application of the French Model Code at the University of Sydney ............................................... 2

3. Freedom of speech .............................................................................................................................. 3

4. Limitations on freedom of speech proposed by the French Model Code ...................................... 4

5. Academic freedom ............................................................................................................................. 4

6. Limitations on academic freedom proposed by the French Model Code ..................................... 6

7. Further limitations on freedom of speech or academic freedom .................................................. 7

8. Misconduct for breach of the French Model Code .......................................................................... 8


10. Visitors to the University ................................................................................................................ 8

11. Course content .................................................................................................................................. 10

Attachment

French Model Code with amendments as recommended by the Chancellors’ Council Working Group, 21 June 2019
1. Introduction

1.1 The Vice-Chancellor has established an Implementation Group to advise him – and, through him, the University, its Academic Board and Senate – on how the University can best approach implementation of the principles of the Model Code recommended by the French Review, or as modified by a Working Group of the Australian University Chancellors’ Council (see attached), or as further modified by the Implementation Group.¹

1.2 This issues paper has been prepared to help focus and facilitate the Implementation Group’s deliberations. The paper does not purport to be a complete articulation of the relevant issues. It is also accepted that members of the Implementation Group may have divergent views in relation to each of the issues. So, whilst the Implementation Group will proceed on the basis that, desirably, it adopts a unanimous view in relation to each of the relevant issues, it is accepted that there may be minority views, which will need to be recorded for the purpose of ensuring that the Group's report reflects the views of all of its members.

2. Application of the French Model Code at the University of Sydney

The University

2.1 Adoption of the Model Code would impose obligations on the University to:

- have regard to the Code’s principles in drafting, reviewing and amending its non-statutory policies, rules or delegated legislation;
- interpret and apply policies and rules consistently with the Code’s principles; and
- exercise its powers or discretions (whether under non-statutory policies or rules, delegated law-making powers, contract or workplace agreements) in accordance with the Code’s principles (where it is lawful to do so).

2.2 The Model Code imposes no obligations on individuals, except to the extent that they are individuals exercising the powers or discretions of the University (e.g. in relation to disciplinary matters) or otherwise interpreting, applying, reviewing or amending policies, rules or delegated legislation. Nor are any rights conferred upon them. The Code is therefore applied to those involved in exercising the internal governance powers of the University.

Student representative bodies

2.3 The Model Code is expressed to apply to student representative bodies, but only to the extent that they have policies or rules that are capable of restricting or burdening freedom of speech or academic freedom.

¹ References to the French Model Code in this paper are references to that Code as it is suggested to be amended by a Working Group of the Australian University Chancellors’ Council (see attached).
Residential colleges

2.4 The Model Code does not mention residential colleges. As drafted, the Model Code would apply to activities that occur in places of accommodation operated by universities. However, many residential colleges in Australia are independent entities. At the University of Sydney for example, Sancta Sophia College, St Andrew’s College, St John’s College, St Paul’s College, Wesley College and the Women’s College all manage their lands and affairs independently in accordance with their own Acts of the NSW Parliament.

2.5 To the extent that the Model Code is expressed to apply to entities that are not under the University’s control its application to them will be a matter for discussion between the University and each entity.

Q.1 Should the Model Code or its principles apply to student representative bodies and residential colleges formally affiliated with the University but not regulated by it? If so, how should this occur?

3. Freedom of speech

3.1 The French Model Code does not offer a definition of either freedom of speech or freedom of expression. However, the nature and scope of freedom of speech may be understood through reference to Chapter 9 of the French Report and, in particular, the passages from two judgments to which Mr French refers.

3.2 The first passage is taken from the judgment in R v Somerset County Council; ex parte Fewings [1995] 1 All ER 513, 524 which reads:

“For private persons, the rule is [that] you may do anything you choose which the law does not prohibit. It means that the freedoms of the private citizen are not conditional upon some distinct and affirmative justification for which he must burrow in the law books. Such a notion would be anathema to our English legal traditions.”

3.3 The second passage is taken from the judgment of the High Court in Lange v Australian Broadcasting Corporation (1997) 189 CLR 520 at 564, where the Court said:

“Under the legal system based on the common law, ‘everybody is free to do anything subject only to the provisions of the law’, so that one proceeds ‘upon an assumption of freedom of speech’ and turns to the law ‘to discover the established exceptions to it’.”

Q.2 In the context of these judgments and the analysis of Mr French in Chapter 9 of the French Report, is it appropriate and sufficient for the purposes of the policies of the University to leave the general character of the freedom of speech or freedom of expression undefined and subject only to express limitations?
4. **Limitations on freedom of speech proposed by the French Model Code**

4.1 The French Model Code proposes at Principle 1 that every member of staff and every student at the University should enjoy freedom of speech exercised on University land or in connection with the University… subject only to restraints or burdens imposed by:

- “law;
- the reasonable and proportionate regulation of conduct necessary to the discharge of the university’s teaching and research activities;
- the right and freedom of others to express themselves and to hear and receive information and opinions;
- the reasonable and proportionate regulation of conduct to enable the university to fulfil its duty to foster the wellbeing of students and staff;
- the reasonable and proportionate regulation of conduct necessary to enable the university to give effect to its legal duties including its duties to visitors to the university.”

Q.3 Should any of the limitations proposed in Principle 1 of the Model Code be excluded or modified if the University adopts the Code or its principles?

5. **Academic freedom**

5.1 The French Model Code proposes a definition of academic freedom with the following elements:

- “the freedom of academic staff to teach, discuss, and research and to disseminate and publish the results of their research;
- the freedom of academic staff and students to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research;
- the freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled;
- the freedom of academic staff, without constraint imposed by reason of their employment by the university, to make lawful public comment on any issue in their personal capacities;\(^2\)
- the freedom of academic staff to participate in professional or representative academic bodies;
- the freedom of students to participate in student societies and associations;
- the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.”

\(^2\) A Working Group of the Australian University Chancellors’ Council, which included Mr French, has recommended that this clause be deleted, with the issue addressed in Principle 2 (see attached).
5.2 The Australian Government has accepted the French Review’s recommendation that this definition of academic freedom is included in the *Higher Education Support Act*, with relevant sections of the Higher Education Standards Framework also amended to include references to freedom of speech and academic freedom.

**Q.4 Should there be a grant of a positive right of academic freedom or should effect be given to the principle in the Model Code in a negative way by simply not breaching it?**

5.3 At least three elements of the definition raise issues for consideration by the Implementation Group.

5.4 First, there is the proposed freedom to express opinions in relation to the University.

**Q.5 Should that freedom be available and, if so, should it be subject to some limitation, such as being required to be exercised through the established governance arrangements of the University?**

5.5 Second, there is the proposed freedom on the part of academic staff to express their private opinions in their personal capacities without constraint being imposed by reason of their employment.

5.6 A Working Group established by the University Chancellors’ Council concluded that this element of the definition of academic freedom was more about free speech than academic freedom and, as such, should not be included in the definition. Accordingly, it recommended an amendment to clause (2) of the section of the French Model Code concerned with the Principles of the Code which, if adopted, would stipulate that the making of public comment on any issue by academics in their personal capacities should not be subject to any constraint by reason of their employment by a university.

5.7 As to the position of the University, inferentially at least, paragraph (g) of the Guidelines in its Public Comment Policy, supports the right of the staff to make public comment on matters in their private capacity, subject to satisfaction of specific conditions. That paragraph reads:

“Staff commenting publicly on an issue not in their field of expertise should:

- do so from a private address (whether postal or email)
- not use University letterhead
- if they wish [to] identify themselves as a university staff member they must also indicate unambiguously that they are expressing their personal opinion and not presenting the opinion or position of the University
- follow the University’s policy on use of its Information and Communication Technology resources
- be mindful that they show respect for the options [sic] of others, do not injure a person’s reputation or create a basis for defamation action.”
Q.6 Should the limitations on the making of public comment by members of staff in their personal capacities and, in particular, the requirement that their comments be respectful of the opinions of others, which are imposed by the University’s Public Comment Policy, be incorporated into the French Model Code or its principles, whether as a Code or by way of amendments to the University’s existing rules and policies?

5.8 Third, the French Model Code’s proposed definition of academic freedom does not define any responsibilities or limitations that apply to individuals when exercising academic freedom. The Model Code deals with the issue of limitations under ‘Principles of the Code’ as discussed below.

6. Limitations on academic freedom proposed by the French Model Code

6.1 The French Model Code also proposes five limitations on academic freedom under Principle 3:

“Every member of the academic staff and every student enjoys academic freedom subject only to prohibitions, restrictions or conditions:

- imposed by law;
- imposed by the reasonable and proportionate regulation necessary to the discharge of the university’s teaching and research activities;
- imposed by the reasonable and proportionate regulation necessary to discharge the university’s duty to foster the wellbeing of students and staff;
- imposed by the reasonable and proportionate regulation to enable the university to give effect to its legal duties;
- imposed by the university by way of its reasonable requirements as to the courses to be delivered and the content and means of their delivery.”

6.2 The French Report notes the following regarding academic freedom and its history:

“It is a freedom which… reflects the distinctive relationship of academic staff and universities, a relationship not able to be defined by reference to the ordinary law of employer and employee relationships. Academic freedom has a complex history and apparently no settled definition. It is nevertheless seen as a defining characteristic of universities and similar institutions. Any principle or code relating to academic freedom should incorporate a definition which embodies its essential elements for Australian purposes, including relevant aspects of freedom of speech, freedom of intellectual inquiry and institutional autonomy.” (French Report, p.18)

6.3 As the French Report notes, while academic freedom is a term used frequently, there is no settled definition internationally – even though the concept is recognised as synonymous with universities and academics in democratically liberal societies.
6.4 The American Association of University Professors (AAUP) has led efforts to define the concept of academic freedom in American colleges and universities. In 1940, the AAUP, in conjunction with the Association of American Colleges (now the Association of American Colleges and Universities), drafted and approved the *Statement of Principles on Academic Freedom and Tenure.* The statement's purpose was and remains to "promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities."

6.5 The AAUP and AACU have long recognised that membership of the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the "Statement on Professional Ethics" adopted in 1966 as Association policy (AAUP, *Policy Documents and Reports*, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 145–46).

Q.7 Are the French Model Code's proposed restrictions on the exercise of academic freedom appropriate for adoption by the University? Should any of the proposed restrictions be excluded or modified by the University when implementing the French Model Code or its principles?

7. Further limitations on freedom of speech or academic freedom

7.1 In each of the Code of Conduct for Staff & Affiliates, and the Code of Conduct for Students, it is provided that amongst the values which should inform their conduct, there should be tolerance, honesty, respect, and ethical behaviour. Moreover, the Charter of Academic Freedom of the University provides that the exercise of the rights and responsibilities recognised by that Charter should be exercised in "conformity with the law and the policies and the obligations of the University". Those policies include the Codes of Conduct.

Q.8 If the University adopts the French Model Code or its principles should the exercise of academic freedom or the freedom of speech be further constrained by a requirement of tolerance, honesty, respect and ethical behaviour?

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8. Misconduct for breach of the French Model Code

8.1 The terms of the French Model Code expressly stipulate that the exercise by a member of staff or a student of their freedom of speech or their academic freedom consistently with the provisions of the Code shall not constitute misconduct.

Q.9 Should the Model Code or its principles, if adopted, make it plain that the corollary; namely a breach of the Model Code or its principles will constitute misconduct?


9.1 The French Model Code provides that regard shall be had to the Principles of the Code when drafting, reviewing or amending policies, rules or delegated legislation.

9.2 The Code also provides that:

“(2) Non-statutory policies and rules of the university shall be interpreted and applied, so far as is reasonably practicable, in accordance with the Principles of this Code.

(3) Any power or discretion under a non-statutory policy or rule of the university shall be exercised in accordance with the Principles in this Code.

(4) This Code prevails, to the extent of any inconsistency, over any non-statutory policy or rules of the university.

(5) Any power or discretion conferred on the university by a law made by the university in the exercise of its delegated law-making powers shall be exercised, so far as that law allows, in accordance with the Principles of this Code.

(6) Any power or discretion conferred on the university under any contract or workplace agreement shall be exercised, so far as it is consistent with the terms of that contract or workplace agreement, in accordance with the Principles of this Code."

Q.10 If the University adopts the principle referred to in paragraph 9.1 and both conducts a review of existing Rules, Codes, Policies, Procedures and Agreements to satisfy itself that they comply with that Principle and applies that Principle in the future, should its Rules, Codes, Policies, Procedures and Agreements speak for themselves rather than being construed as having regard to some other Code?

10. Visitors to the University

10.1 The French Model Code as amended by the Chancellors’ Council Working Group makes provision for the regulation of visitors to the University and for the University to determine the terms and conditions upon which it shall permit speakers to speak on University land.

10.2 The Model Code as amended draws a distinction between external visiting speakers and invited visiting speakers, with the following explanation provided:
“[The issues of] concern related to the vexed question of the conditions appropriate to apply to visiting speakers espousing positions seen as obnoxious, unscholarly or even (for example, in the case of ‘anti-vaxxers’) dangerous. There was a felt need to differentiate more clearly between the conditions appropriate to apply to the two distinct categories of speakers already defined in the Code, viz ‘invited visiting speakers’ on the one hand and ‘external visiting speakers’ on the other.

We addressed this concern with a number of amendments to Principles (6) and (7), together with a clarification of the expression ‘invited by the university’ in the Definitions section. The basic principle applied was that in the case of speakers invited by the university, or any group of its members, an absolute minimum of constraint should apply – recognizing the centrality of free intellectual inquiry to the whole idea of a university and the force, in this context, of the argument that unfettered debate is the best poison antidote. The same considerations do not necessarily apply in the case of external speakers simply wanting the university as a venue.”

(Gareth Evans, Robert French and Peter Varghese, email to Chancellors, 21 June 2019)

10.3 Invited visiting speakers are defined as follows:

“any person who has been invited by the university to speak on the university’s land or facilities. For the purposes of this definition, ‘the university’ includes its decision-making organs and officers; its student representative bodies, undergraduate and post-graduate; any clubs, societies and associations recognized by its decision-making organs or student representative bodies; and any entities controlled by the university.”

10.4 External visiting speakers are defined as:

“any person who is not an invited visiting speaker and for whom permission is sought to speak on the university’s land or facilities.”

10.5 In relation to both invited visiting speakers and external visiting speakers, the French Model Code provides that the University may refuse permission for them to speak on University land if the content of the speech is, or is likely to:

“(i) be unlawful; or

(ii) prejudice the fulfilment by the university of its duty to foster the wellbeing of staff and students.”

Q.11 Are they proper bases upon which to preclude a speaker from speaking on University land?
10.6 In the case of external visiting speakers, the Code further provides that the University may:

“… refuse permission to any external visiting speaker to speak on university land or at university facilities where the content of the speech is or is likely to involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the university’s character as an institution of higher learning.”

Q.12 Is that a proper basis upon which to preclude a speaker from speaking on University land?

10.7 Further in the case of an external visiting speaker it is proposed that the University may:

“… require a person or persons seeking permission for the use of university land or facilities for any external visiting speaker to contribute in whole or in part to the cost of providing security and other measures in the interests of public safety and order in connection with the event at which the external visiting speaker is to speak.”

Q.13 Is that a reasonable impost? Would it be a reasonable impost if the same requirement could be applied in the case of an invited visiting speaker?

11. Course content

11.1 Principle 8 of the Model Code would apply to communication with students by the University or its academic staff about the content of courses that may cause distress or offence. As drafted this principle would allow the University to take reasonable and proportionate steps to advise prospective students about the content of courses but would not impose an obligation for them to do so. It would impose an obligation on academic staff to comply with the University’s rules and policies to foster wellbeing of staff and students, but not preclude them from including course content solely on the ground that it may offend or shock any student or class of student. The obligation falls on academic staff members responsible for course delivery, but in practice the principle would require the University to not include in its rules or policies any obligation on academic staff to exclude material from courses that might offend or shock students.

Q.14 Should the University adopt the wording of the Model Code’s Principle 8 as drafted, or are amendments required? If so, what amendments and why?

Attachment

French Model Code with amendments marked up as recommended by the Chancellors’ Council Working Group, 21 June 2019  (Refer to Annexure A)
**Annexure D**

**SUMMARY OF WRITTEN FEEDBACK RECEIVED THROUGH THE IMPLEMENTATION GROUP’S CONSULTATIONS**

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| 1   | 14/08/2019    | Student | 1. All student organisations and their guests should be treated equally (without hindrance or chastisement).  
2. Members of the international academic community should be allowed to speak on campus.  
3. University of Sydney academic staff should be allowed to express their personal opinions on any topic so long as they ensure that they are not seen to be representing the 'character, opinion or view' of the University.  
4. Also asked the question: Why was this stricken from the code?  
‘the university’ means the university as an entity and includes its decision-making organs and officers, its student representative bodies, undergraduate and post-graduate, and any entities controlled by the university. |
| 2   | 19/08/2019    | Student staff member | 1. Supports the proposed strengthening of the campus free speech code.  
2. Free speech is the bedrock upon which academic freedom and intellectual discourse rests.  
3. Prefers to study and work at a university that has a wide free speech policy.  
4. Hopes that the University commits to creating a more pro-free speech climate on campus. |
| 3   | 20/08/2019    | Australasian Union of Jewish Students at the University of Sydney | 1. Supports rigorous academic debate and scholarship.  
2. Seeks assurances that implementation of the Code will not lower the standard of debate and will not have adverse effects contrary to the goals of the Vice-Chancellor and the Implementation Group.  
3. Hopes that any claim of 'political censorship' while defending behaviour which meets the definition of discrimination on the basis of religion and involving the deliberate intention to humiliate and intimidate, would not hold any more weight after implementation of the Code.  
4. Hopes that protections under section 6(d) of the French Code against material that would 'fall below scholarly standards to such an extent as to be detrimental to the university's character as an institution of higher learning' would keep publication of certain material off campus with no exceptions.  
5. Seeks clarification from the Implementation Group whether the University will leave staff or student groups who host speakers to foot the bill for protestors over whose behaviour they have no control.  
6. Hopes that student welfare and wellbeing remain a priority, and that more information about steps that the University intends to take to ameliorate the risk of harm to students would be welcome. |
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| 4   | 26/08/2019    | National Centre for Cultural Competence | 1. NCCC welcomes the University's support for academic freedom and freedom of speech, and notes that the free speech of researchers and advocates has challenged prevailing and often discriminatory attitudes and added powerfully to debates and led social change.  
2. Notes that speech may be harmful and have disproportionate and unreasonable negative effects on members of the University and compromise the University's stated values and aspirations of equity, inclusion and wellbeing.  
3. Requests that careful consideration be given to how the University would consider speech related to topics of academic discussion that do not involve direct threats, humiliation or harassment, but do involve discussion of topics that may involve histories of trauma, cultural loss or racial harm.  
4. Asks the IG to consider that:  
   • the viewpoints, knowledges and histories of marginalised groups most impacted by harmful speech are not always considered in debates about what speech may be injurious. There is a need to consult with these groups on the potential impacts of harmful speech on their communities. In a diverse University, the institution cannot assume it knows what these groups will know or believe until it listens to their perspectives.  
   • there are well-documented physical and mental health effects of exposure to harmful speech, including racism and ethnic and religious intolerance.  
   • the current cultural and political context in Australia is one characterised in part by a resurgent wave of extremism and intolerance, in which hate speech and racist groups are gaining currency and traction. In this context, students and staff look to the University as a place where they are going to feel safe. |
Annexure E

Charter of Freedom of Speech and Academic Freedom

Approved by: [___________]  
Date of Effect: [___________]  

The University of Sydney’s campuses and facilities sit on the ancestral lands of many of Australia’s First Peoples, who have for thousands of generations exchanged knowledge for the benefit of all.

Respectfully acknowledging the ancient learning cultures and traditions of Aboriginal and Torres Strait Islander peoples, The University of Sydney declares its commitment to freedom of speech and academic freedom as necessary fundamental to the conduct of a democratic society and to the quest for intellectual, moral and material advance in the human condition.

The University of Sydney affirms its institutional right and responsibility, and the rights and responsibilities of each of its individual scholars and students, to pursue knowledge for its own sake, wherever the pursuit might lead. The University further supports the responsible transmission of that knowledge so gained, openly within the academy and into the community at large, in conformity with the law and the policies and obligations of the University.

The University of Sydney, consistent with the principles enunciated in its mission and policies, undertakes to promote and support:

- the free, and responsible pursuit of knowledge through research in accordance with the highest ethical, professional and legal standards;
- the dissemination of the outcomes of research, in education, teaching, as publications and creative works, and in public media discourse;
- the principled and informed discussion and debate of all aspects of knowledge and culture.

The University of Sydney greatly values civility and respect and promotes a climate where people disagree well.

In support of this Charter, The University of Sydney adopts the attached Principles for the protection of freedom of speech and academic freedom and declares its commitment to upholding these Principles.

This Charter of Freedom of Speech and Academic Freedom is endorsed by the Senate and Academic Board of The University of Sydney.
Principles for the Protection of Freedom of Speech and Academic Freedom
at The University of Sydney

A Model Code for the Protection of Freedom of Speech and Academic Freedom in
Australian Higher Education Providers

Objects

The objects of the Code are:

(1) To ensure that the freedom of lawful speech of staff and students of the university
and visitors to the university is treated as a paramount value and therefore is not
restricted nor its exercise unnecessarily burdened by restrictions or burdens other
than those imposed by law and set out in the Principles of the Code.

(2) To ensure that academic freedom is treated as a defining value by the university
and therefore not restricted nor its exercise unnecessarily burdened by restrictions
or burdens other than those imposed by law and set out in the Principles of the Code.

(3) To affirm the importance of the university’s institutional autonomy under law in the
regulation of its affairs, including in the protection of freedom of speech and
academic freedom.

Operation

The University shall have regard to these Principles in drafting, reviewing or amending any non-
statutory policies, rules or industrial agreements and in the drafting, reviewing or amending of
delегated legislation pursuant to any delegated law-making powers, but the Principles do not have
overriding legal effect.

Application

These Principles Code applies to the governing body of the university, its officers, and employees;
the university’s Senate, its officers and employees; and its decision-making organs, including those involved in
academic governance.

(1) The Code applies to the governing body of the university, its officers, and employees and its decision-making organs, including those involved in academic governance.

(2) The Code also applies to student representative bodies to the extent that they
have policies and rules which are capable of being applied to restrict or burden
the freedom of speech of anyone, or academic freedom.

Commented [DW1]: Text below is the French Model Code with amendments as recommended in June 2019
by the Chancellors’ Council Working Group comprising
Mr French, Gareth Evans, Peter Varghese, and with the
University Implementation Group’s recommended
amendments marked in blue.

Further amendments recommended by General
Counsel in response to application and definitional
issues raised by the Academic Standards and Policy
Committee are indicated in yellow highlight.

1 The University’s Principles for the Protection of Freedom of Speech and Academic Freedom are based on
a model code for the protection of these freedoms developed by former High Court Chief Justice, the Hon Robert
S. French AC, following an independent review of policies supporting freedom of speech and intellectual inquiry
in Australian higher education completed in March 2019: https://www.education.gov.au/review-university-
freedom-speech
Definitions

‘academic freedom’ for the purposes of these Principles comprises the following elements:

- the freedom of academic staff, in the course of their academic activities, to teach, educate, discuss, conduct research and to disseminate and publish the results of their research activities;

- the freedom of academic staff and students, in the course of their academic activities, to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research activities;

- the freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled;

- the freedom of academic staff to participate in professional or representative academic bodies and associations;

- the freedom of students to participate in student societies and associations;

- the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.

‘academic staff’ all those who are employed by the university to teach and/or carry out research and extends to those who provide, whether on an honorary basis or otherwise, teaching services and/or conduct research at the university.

‘external visiting speaker’ means any person who is not an invited visiting speaker and for whom permission is sought to speak on the university land or through the use of University facilities.

‘imposed by law’ in relation to restrictions or burdens or conditions on a freedom include restrictions or burdens or conditions imposed by statute law, the common law (including the law of defamation), duties of confidentiality, restrictions deriving from intellectual property law and restrictions imposed by contract.

‘invited visiting speaker’ means any person who has been invited by the university or a member of the University community, whether in that or some other capacity, to speak on the university land or through the use of University facilities. For the purposes of this
definition, ‘the university’ includes its decision-making organs and officers, its student representative bodies, undergraduate and post-graduate; any clubs, societies and associations recognized by its decision-making organs or student representative bodies; and any entities controlled by the university.

‘non-statutory policies and rules’ means any non-statutory policies, rules, guidelines, principles, codes or charters or similar instruments.

‘speech’ extends to all forms of expressive conduct including oral speech and written, artistic, musical and performing works and activity and communication using social media; the word ‘speak’ has a corresponding meaning.

‘staff’, for the purposes of this Code these Principles, includes all employees and affiliates of the university, whether fulltime or part-time and whether or not academic staff.

‘student’, for the purposes of these Principles, is a person who is defined as a student by the University of Sydney Student Charter 2020, which presently provides that a student is a person who is:

- currently admitted to candidature in an award course at the University;
- a non-award student, exchange student or study abroad student.

is currently admitted to candidature in an award course of the University.

‘the duty to foster the wellbeing of staff and students’;

- includes the duty to ensure that no member of staff and no student suffers unfair disadvantage or unfair adverse discrimination on any basis recognised at law including race, gender, sexuality, religion and political belief;

- includes the duty to ensure that no member of staff and no student is subject to threatening or intimidating behaviour by another person or persons on account of anything they have said or proposed to say in exercising their freedom of speech;

- supports reasonable and proportionate measures to prevent or proscribe any person from using lawful speech which a reasonable person would regard, in the circumstances, both:
  (a) as likely to humiliate, or intimidate, harass or bully other persons; and
  (b) as being intended to have any one or more of those effects and which is intended to have either or both of those effects;

- does not extend to a duty to protect any person from feeling offended or shocked or insulted by the lawful speech of another.

‘University’ means the body corporate incorporated under Section 5 of the University of Sydney
Act 1989. the Senate, staff as defined above and students.

'University community' means staff and students of the University.

'unlawful' means in contravention of a prohibition or restriction or condition imposed by law.

**Operation**

The University shall have regard to the Principles of this Code in the drafting, review or amendment of any non-statutory policies, or rules, or industrial agreements, and in the drafting, review or amendment of delegated legislation pursuant to any delegated law-making powers, but the Principles do not have overriding legal status.

1. The university shall have regard to the Principles of this Code in the drafting, review or amendment of any non-statutory policies or rules and in the drafting, review or amendment of delegated legislation pursuant to any delegated law-making powers.

2. Non-statutory policies and rules of the university shall be interpreted and applied, so far as is reasonably practicable, in accordance with the Principles of this Code.

3. Any power or discretion under a non-statutory policy or rule of the university shall be exercised in accordance with the Principles in this Code.

4. This Code prevails, to the extent of any inconsistency, over any non-statutory policy or rules of the university.

5. Any power or discretion conferred on the university by a law made by the university in the exercise of its delegated law-making powers shall be exercised, so far as that law allows, in accordance with the Principles of this Code.

6. Any power or discretion conferred on the university under any contract or workplace agreement shall be exercised, so far as it is consistent with the terms of that contract or workplace agreement, in accordance with the Principles of this Code.

**Principles of the Code**

1. Every member of the staff and every student at the University enjoys freedom of speech exercised on University land or in connection with the University subject only to restraints or burdens imposed by:
   - law;
   - the reasonable and proportionate regulation of conduct necessary to the discharge of the University’s teaching, education and research activities, and, to the extent that those activities are informed and advanced by argument and disagreement, by setting scholarly standards
for those arguments and disagreements that are conducive to the University’s core mission of the advancement of knowledge;

- the right and freedom of others to express themselves and to hear and receive information and opinions;
- the reasonable and proportionate regulation of conduct to enable the University to fulfil its duty to foster the wellbeing of students and staff;
- the reasonable and proportionate regulation of conduct necessary to enable the University to give effect to its legal duties including its duties to visitors to the University.

(2) Nothing in any non-statutory policy or rule of the University shall restrict or inhibit the freedom of staff to make public comment on any issue in their personal capacities.

(3) As a corollary to Principle 1 and recognising that the University is a place where people are free to express themselves as well as a place where people are free to protest and disagree, all staff and students enjoy the freedom to protest subject only to restraints and burdens imposed by:

- law, including those laws which protect persons from being humiliated or intimidated;
- the reasonable and proportionate regulation of conduct necessary to the discharge of the University’s education and research activities, including by making arrangements to ensure that those activities are not disrupted by any protests;
- the right and freedom of others to express themselves and receive information and opinions, recognising the freedom of all members of the University community to express their respective views;
- the reasonable and proportionate regulation of conduct to enable the University to fulfil its duty to foster the wellbeing of its students and staff, including by way of mitigating the risk that protests become violent and ensuring the safety of staff and students;
- the reasonable and proportionate regulation of conduct necessary to enable the University to give effect to its legal duties to visitors to the University.

(4) Subject to reasonable and proportionate regulation of the kind referred to above in the previous Principle, a person’s lawful speech on the University’s land
or in connection with a university activity shall not constitute misconduct nor attract any penalty or other adverse action by reference only to its content; nor shall the freedom of academic staff to make lawful public comment on any issue in their personal capacities be subject to constraint imposed by reason of their employment by the university.

(4) Every member of the academic staff and every student enjoys academic freedom subject only to prohibitions, restrictions or conditions:

- imposed by law;
- imposed by the reasonable and proportionate regulation necessary to the discharge of the university’s teaching, education and research activities, and to the extent that those activities are informed and advanced by argument and disagreement, by setting scholarly standards for those arguments and disagreements that are conducive to the University’s core mission of the advancement of knowledge;
- imposed by the reasonable and proportionate regulation necessary to discharge the university’s duty to foster the wellbeing of students and staff;
- imposed by the reasonable and proportionate regulation necessary to enable the university to give effect to its legal duties;
- imposed by the university by way of its reasonable requirements as to the courses to be delivered and the content and means of their delivery.

(5) The exercise by a staff member of the academic staff or of a student of academic freedom, subject to the above limitations, shall not constitute misconduct nor attract any penalty or other adverse action.

(6) In entering into affiliation, collaborative or contractual arrangements with third parties and in accepting donations from third parties subject to conditions, the university shall take all reasonable steps to minimise the restrictions or burdens imposed by such arrangements or conditions on the freedom of speech or academic freedom of any member of the academic staff or students carrying out research or study under such arrangements or subject to such conditions.

(7) The university has the right and responsibility to determine the terms and conditions upon which it shall permit external visiting speakers and invited visiting speakers to speak on university land and use university facilities and in so doing may:
(a) require the person or persons organising the event to comply with the university’s booking procedures and to provide information relevant to the conduct of any event, and any public safety and security issues;

(b) distinguish between invited visiting speakers and external visiting speakers in framing any such requirements and conditions;

(c) refuse permission to any invited visiting speaker or external visiting speaker to speak on university land or through the use of university facilities where the content of the speech is or is likely to:

(i) be unlawful; or

(ii) prejudice the fulfilment by the university of its duty to foster the wellbeing of staff and students.

(d) refuse permission to any external visiting speaker to speak on university land or through the use of university facilities where the content of the speech is or is likely to involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the university’s character as an institution of higher learning;

(e) require a person or persons seeking permission for the use of university land or facilities for any external visiting speaker to contribute in whole or in part to the cost of providing security and other measures in the interests of public safety and order in connection with the event at which the external visiting speaker is to speak.

(7) Subject to the preceding Principles the university shall not refuse permission for the use of its land or facilities by an external visiting speaker or invited visiting speaker nor attach conditions to its permission, solely on the basis of the content of the proposed speech by the visitor.

(8) Consistently with this Code the University may take reasonable and proportionate steps to ensure that all prospective students in any of its courses have an opportunity to be fully informed of the content of those courses. Academic Staff must comply with any policies and rules supportive of the University’s duty to foster the wellbeing of staff and students. They are not precluded from including content solely on the ground that it may offend or shock
any student or class of students.
RECOMMENDATION

The RIO asks the ASPC to endorse the recommendations in relation to mandatory HR reporting that:
1. The current discretion is retained in relation to reporting of suspected vexatious complaints

The RIO asks the ASPC to endorse the recommendations in relation to ASPC reporting that:
2. Clause 23 of the Research Code of Conduct 2019 remain as drafted, without further amendment
3. Should a further mitigant be needed, a requirement to report summary dismissals and the reasons for them to the DVC(Research) be added

EXECUTIVE SUMMARY

Concerns were discussed by the ASPC in the June meeting that related to the University's updated Research Code of Conduct 2019 adopted in July. In particular, the appropriateness of clause 23, which confers power on the designated officer to summarily dismiss certain allegations, was discussed.

The ASPC received a written submission from the University of Sydney Association of Professors (USAP) which requested clause 23 be amended by:
- Adding a mandatory requirement (rather than the current discretionary ability) to report to HR allegations made by staff or affiliates which are considered to be vexatious or made in bad faith.
- Adding a requirement to provide a report, with reasons, to the ASPC if the summary dismissal power is used.

The RIO has considered the proposal and discusses the recommendations below.

BACKGROUND / CONTEXT

An amended version of the Research Code of Conduct 2019 was adopted by the Deputy Vice-Chancellor (Research) on 24 June 2019 and commenced on 1 July 2019. The 2019 document replaces the previous 2013 version and responds to the new Australian Code for the Responsible Conduct of Research and accompanying guidelines which are being progressively rolled out by NHMRC, ARC and Universities Australia.

When the draft document was considered by the Academic Board concerns were raised about the appropriateness of clause 23, which confers power on the designated officer to summarily dismiss certain allegations.

Inclusion of such a provision is not new to this version of the University's Code. The 2013 version provided for the relevant decision maker to dismiss summarily any allegation which could not, even if proven, amount to a breach (clause 22). The 2019 version adds to this provision (now clause 23) by providing a discretion to refer allegations considered to have been made in bad faith or to be vexations to relevant authorities for disciplinary investigation.

The Academic Board requested the ASPC to consider concerns raised at its meeting, and a written submission requesting amendments was received from the USAP.
The USAP requested that clause 23 be amended by:

- Adding a mandatory requirement (rather than the current discretionary ability) to report to HR allegations made by staff or affiliates which are considered to be vexatious or made in bad faith; and
- Adding a requirement to provide a report, with reasons, to the ASPC if the summary dismissal power is used.

In its submission, and during the course of discussion at ASPC, the following reasons were given in support of the requested amendments.

- The code has been drafted in the face of a conflict of interests, because Research Integrity are charged with administering it.
- A malicious complaint is such a threat to trust and integrity that it justifies disciplinary action and should therefore always be referred to relevant authorities.
- Research integrity staff are not independent because they are employees and may lack necessary legal experience.
- It is necessary to have a safeguard against incorrect or inappropriate use of the summary dismissal power since this could seriously affect the University’s reputation.

Following these discussions, the ASPC requested that Research Integrity provide the committee with an outline of potential options for managing summary dismissals under the 2019 Code.

### MANDATORY HR REPORTING

It has been suggested that a mandatory requirement to report to HR should be added.

Currently, if improper conduct is reported or observed on the part of any of the parties involved in the complaint, then the matter is usually referred to the relevant disciplinary authority (the Faculty, HR or Student Affairs, or some other institution’s authority) for management under the appropriate policy (e.g. the Code of Conduct for staff and affiliates). However, there are some circumstances in which referral is not the most appropriate way to manage such a matter, the most common of which being when the person who has experienced, observed or reported the behaviour does not want to pursue a complaint. A discretion provides appropriate flexibility to respond to individual circumstances.

Therefore, the RIO believes that it is appropriate to retain the current discretion.

### ASPC REPORTING

It is suggested that a safeguard is required to mitigate against the possibility that a substantive complaint might be summarily dismissed either in error or deliberately, and it is proposed that review of such dismissals by ASPC would be appropriate for this purpose.

In handling any allegation, the University must comply with its privacy obligations and with the confidentiality requirements of the NHMRC/ARC/UA Code and Investigation Guide. Minutes of the Academic Board and its committees are public documents, with the result that details of any reports of summarily dismissed matters sent to those committees would be publicly available. We have consulted the University Privacy Officer about the implications of the proposed amendments, and he does not support the USAP recommendation. Given the small number of summary dismissals, any detail beyond the fact that a matter has been summarily dismissed is likely to identify one or more of the parties to such an extent as to breach the University’s obligations. We, and the University Privacy Officer, are of the view that the risk of privacy breaches through such a process is much greater than the risk of improper summary dismissals being missed.

While transparency is an important value, it cannot come at the expense of privacy and confidentiality, particularly where protection of the latter is a legal, regulatory or contractual requirement. In practice, the decision to dismiss a complaint summarily is made rarely, only after legal advice, and safeguarded by the availability of review of the decision on procedural fairness grounds.
Further, Research Integrity is not aware of any allegations of the misuse of the summary dismissal power having been received by the University, even though complainants have rights of appeal and there has been provision for summary dismissal since 2013. If a complaint is summarily dismissed, the complainant is informed of the reasons. If they believe they have not been afforded procedural fairness, they can seek a review of the decision (clause 30).

As such, the RIO strongly recommends that clause 23 remain as drafted, without further amendment.

However, if the ASPC believes a further mitigant is considered desirable in relation to clause 23, a more appropriate amendment would be a requirement to report summary dismissals and the reasons for them to the DVC(Research) within a nominated timeframe.

**CONFLICT OF INTEREST**

We note that there is a concern in relation to conflict of interest in drafting. It should be stressed that Research Integrity did not draft the Code. It was drafted by an external legal consultant, with extensive experience in the University sector, under instructions from the Research Portfolio and the Office of General Counsel. There is no possibility of a conflict of interests of the kind suggested.

**ATTACHMENTS**

Attachment 1: Research Code of Conduct 2019
RESEARCH CODE OF CONDUCT 2019

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

Dated: 24 June 2019

Last amended:

Signature:

Position: Deputy Vice-Chancellor (Research)

CONTENTS

1 Name of policy ........................................................................................................ 2
2 Commencement ....................................................................................................... 2
3 Policy is binding .................................................................................................... 2
4 Statement of intent ................................................................................................ 2
5 Application ............................................................................................................. 2
6 Definitions ............................................................................................................. 3

PART 1 – PROPER CONDUCT OF RESEARCH .................................................. 7

7 Principles of responsible research conduct ......................................................... 7
8 General responsibilities of researchers ............................................................... 9
9 Recordkeeping and management of research data and primary materials .......... 13
10 Supervision of research trainees ........................................................................ 16
11 Publication and dissemination of research findings .......................................... 16
12 Authorship .......................................................................................................... 17
13 Peer review ......................................................................................................... 19
14 Conflicts of interests .......................................................................................... 20
15 Collaborative research ....................................................................................... 20
16 Collection, storage and use of human tissue for research and the establishment of tissue banks ............................................................................................ 21
17 Notification of research subject to specific statutes and other restrictions ....... 22

PART 2 – MANAGING AND INVESTIGATING ALLEGED BREACHES OF THIS POLICY .............................................................. 23

18 Relationship with other instruments and procedures ..................................... 23
19 Definition of research misconduct .................................................................. 24
20 Roles and responsibilities .................................................................................. 24
21 Receipt of allegations ......................................................................................... 25
22 Summary dismissal ............................................................................................ 26
23 Preliminary assessment ...................................................................................... 27
24 Action on completion of preliminary assessment into a complaint about a student 28
25 Action on completion of preliminary assessment into a complaint about a staff member ........................................................................................................ 28
26 Action on completion of preliminary assessment into a complaint about an affiliate ........................................................................................................... 28
27 Investigation ....................................................................................................... 29
1 Name of policy

This is the Research Code of Conduct 2019.

2 Commencement

This policy commences on 1 July 2019.

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent

This policy:

(a) states the University’s commitment to responsible research practice in accordance with the Australian Code for the Responsible Conduct of Research 2018;

(b) describes good research practice;

(c) promotes integrity in research;

(d) explains the University’s expectations of researchers, including their obligations to comply with this policy and the Australian Code for the Responsible Conduct of Research 2018;

(e) sets out the process for dealing with allegations of breaches of this policy and the Australian Code for the Responsible Conduct of Research 2018; and

(f) supports the University’s values of respect, integrity, inclusion and diversity.

Note: Additional obligations may apply to grant funded research, and researchers should check the terms of any applicable funding agreement or contract and the policies and guidelines of their funding bodies. Researchers should also check local requirements before conducting research in countries other than Australia.

5 Application

This policy applies to the University, staff, students and affiliates.
6 Definitions

affiliate

has meaning given in the Code of Conduct – Staff and Affiliates which at the date of this policy is:

clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.

animal

means any live non-human vertebrate or cephalopod (e.g. octopus, cuttlefish, squid). This includes:

- embryonic and fetal forms of mammals;
- birds and reptiles that have progressed beyond half the gestation or incubation period;
- fish and amphibia once they can feed independently; and
- cephalopods at the point when they hatch.

assessment officer

means any person appointed by the University to conduct a preliminary assessment of a complaint about a breach of this policy.

Australian Research Code

means the Australian Code for the Responsible Conduct of Research as amended or replaced from time to time.

breach of this policy

means a failure to comply with the principles and responsibilities set out in this policy. This may refer to a single breach or multiple breaches. A serious breach of this policy may constitute research misconduct: see clause 20.

Note: The principles and responsibilities under this policy include a requirement that researchers comply with the Australian Research Code, and any breaches of that Code will constitute a breach of this policy.

clinical trial

has the meaning given in the Clinical Trials Policy 2016. At the date of this policy that is:

any research study that prospectively assigns human participants or groups of humans to one or more health-related interventions to evaluate the effects on health outcomes.

Health-related interventions include, but are not limited to:

- experimental drugs;
- cells and other biological products;
- vaccines;
- medical devices;
- surgical and other medical treatments and procedures;
- psychotherapeutic and behavioural therapies;
• health-related service changes;
• health-related preventive care strategies; and
• health-related educational interventions.

Dean means, as appropriate, Executive Dean or Dean of a faculty or Head of School and Dean of a University school.

delegate has the meaning given in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016. At the date of this policy this is:

means an employee, member or committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate

designated officer means the person or persons designated by the University under clause 21 of this policy to:

• receive complaints about the conduct of research or potential breaches of this policy; and
• oversee their management and investigation where required.

DVC(R) means Deputy Vice-Chancellor (Research).

Enterprise Agreement means the University of Sydney Enterprise Agreement 2018-2021 or any replacement agreement.

executive supervisor has the meaning given in the External Interests Policy 2010. At the date of this policy this is:

means the relevant Dean, Head of School and Dean (University school), Director or other chief officer of an administrative area, Deputy Vice-Chancellor or Vice-Chancellor, as the case may be.

faculty includes, where appropriate, University school.

human research means research involving human beings through:

• taking part in surveys, interviews or focus groups;
• undergoing psychological, physiological or medical testing or treatment;
• being observed by researchers;
• researchers having access to personal information or other materials, including information in existing sources or databases (published or unpublished); or
• the collection and use of body organs, tissues or fluids (e.g. skin, blood, urine, saliva, hair, bones, tumour and other biopsy specimens or exhaled breath).

Note: See National Statement on Ethical Conduct in Human Research, p7.

HREC means an NHMRC registered Human Research Ethics Committee.
intellectual property has the meaning given to it in the *Intellectual Property Policy 2016*. As at the date of this policy, that is:

- includes rights (including, without limitation, rights of registration or application for registration) relating to:
  - literary (including computer programs), artistic, musical and scientific works;
  - multimedia subject matter;
  - performances of performing artists, phonograms and broadcasts;
  - inventions in all fields of human endeavour;
  - scientific discoveries;
  - industrial designs;
  - trademarks, service marks and commercial names and designations;
  - plant varieties; and
- circuit layouts;

but does not include any moral right.

investigation means an investigation conducted in accordance with clause 28 of this policy following a preliminary assessment.

lead researcher means the person responsible for the intellectual, administrative and ethical aspects of a research project.

peer review means impartial and independent assessment of research by others working in the same or a related field.

plagiarism means presenting another’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.

preliminary assessment means the process undertaken by an assessment officer to establish whether an alleged breach of this policy warrants further investigation.

research means investigation undertaken to gain or advance knowledge, understanding and insight.

- It includes the creation of new knowledge and the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies, inventions and understandings. This could include synthesis and analysis of previous research to the extent that it is new and creative.
- It does not include routine testing and routine analysis of materials, components and processes or the development of teaching materials or similar work.

research integrity adviser means an individual appointed to promote the responsible conduct of research and provide advice to those with concerns or complaints about breaches of this policy.

research trainee includes research students and inexperienced researchers.
researcher means any staff member, student or affiliate who conducts, or assists with the conduct of research.

research misconduct has the meaning given in clause 20 of this policy.

responsible executive officer means the senior officer who has final responsibility for:

- receiving reports of the outcomes of processes of assessment or investigation of allegations of breaches of this policy; and
- deciding on the actions to be taken.

review officer means a person designated by the University to conduct a procedural review of an investigation of a complaint about alleged breaches of this policy.

scientific purposes means all activities conducted with the aim of acquiring, developing or demonstrating knowledge or techniques in all areas of science including teaching (at primary, secondary, tertiary and post-graduate levels).

tissue means an organ or part of a human body or any substance extracted from, or from part of, the human body, including:

- ova
- semen;
- urine;
- sputum;
- blood;
- fetal tissue; and
- teeth.

For the purposes of this policy, “tissue” does not include cell lines or stem cells, the latter of which are subject to a separate and specialised regulatory framework.

tissue bank means a collection of tissue samples held with the intention of distributing them to researchers (within and external to the University) upon request and for a variety of projects. Samples held in tissue banks are linked to donor personal and health information (such as diagnosis and patient age).

tissue holdings means tissue samples that are held for a project specific use that has been approved by a Human Research Ethics Committee (HREC).

Note: HREC approval only permits these tissues to be used in specific projects that were fully described at the time of collection.
PART 1 – PROPER CONDUCT OF RESEARCH

7 Principles of responsible research conduct

(1) Responsible research conduct is characterised by the following:

(a) **Honesty** in developing, undertaking and reporting research, including:
   (i) presenting information truthfully and accurately in proposing, conducting and reporting research.

(b) **Rigour** in developing, undertaking and reporting research, including:
   (i) underpinning research by attention to detail and robust methodology, avoiding or acknowledging biases.

(c) **Transparency** in declaring interests and reporting research methodology, data and findings, including:
   (i) sharing and communicating research methodology, data and findings openly, responsibly and accurately; and
   (ii) disclosing and managing conflicts of interest.

(d) **Fairness** in the treatment of others, including:
   (i) treating fellow researchers and others involved in the research fairly and with respect;
   (ii) appropriately referencing and citing the work of others; and
   (iii) giving credit, including authorship where appropriate, to those who have contributed to the research.

(e) **Respect** for research participants, the wider community, animals and the environment, including:
   (i) treating human participants and communities that are affected by the research with care and respect;
   (ii) giving appropriate consideration to the needs of minority groups or vulnerable people;
   (iii) ensuring that respect underpins all decisions and actions related to the care and use of animals in research; and
   (iv) minimising adverse effects of the research on the environment.

(f) **Recognising** the right of Aboriginal and Torres Strait Islander peoples to be engaged in research that affects or is of particular significance to them, including:
   (i) recognising, valuing and respecting the diversity, heritage, knowledge, cultural property and connection to land of Aboriginal and Torres Strait Islander peoples;
   (ii) engaging with Aboriginal and Torres Strait Islander peoples prior to research being undertaken, so that they freely make decisions about their involvement;
   (iii) reporting to Aboriginal and Torres Strait Islander peoples the outcomes of research in which they have engaged.

(g) **Accountability** for the development, undertaking and reporting of research, including:
(i) complying with relevant legislation, policies and guidelines;
(ii) ensuring good stewardship of public resources used to conduct research; and
(iii) considering the consequences and outcomes of research prior to its communication.

(c) **Promotion** of responsible research practices, including:
(i) promoting and fostering a research culture and environment that supports the responsible conduct of research.

(2) The University acknowledges its responsibility to:

(a) establish and maintain good governance and management practices for responsible research conduct;
(b) identify and comply with relevant laws, regulations, guidelines and policies related to the conduct of research;
(c) develop and maintain the currency and ready availability of a suite of policies and procedures which ensure that institutional practices are consistent with the principles and responsibilities of the [Australian Research Code](#);
(d) provide ongoing training and education that promotes and supports responsible research conduct for all researchers and those in other relevant roles;
(e) ensure supervisors of research trainees have the appropriate skills, qualifications and resources;
(f) identify and train research integrity advisers who assist in the promotion and fostering of responsible research conduct and provide advice to those with concerns about potential breaches of this policy;
(g) support the responsible dissemination of research findings, and where necessary, take action to correct the record in a timely manner;
(h) provide access to facilities for the safe and secure storage and management of research data, records and primary materials and, where possible and appropriate, allow access and reference;
(i) facilitate the prevention and detection of potential breaches of this policy;
(j) provide mechanisms to receive concerns or complaints about potential breaches of this policy and to investigate and resolve potential breaches;
(k) provide a process for managing and investigating concerns or complaints about potential breaches which is timely, effective and in accord with procedural fairness;
(l) support the welfare of all parties involved in an investigation of a potential breach of this policy;
(m) base findings of investigations on the balance of probabilities and ensure any actions are commensurate with the seriousness of the breach; and
(n) support the development of Aboriginal and Torres Strait Islander research capacity and capability.
8 General responsibilities of researchers

(1) The responsibilities of researchers under this policy include a requirement to comply with the Australian Research Code.

(2) Researchers must foster and maintain high standards of responsible research. This includes:

(a) respecting the rights of those affected by their research;

Note: See subclauses 8(2), 8(4), 8(5), 8(6) and 8(7).

(b) supporting a culture of responsible research conduct at the University and in their field of practice;

(c) providing guidance and mentorship on responsible research conduct to other researchers or research trainees under their supervision and, where appropriate, monitoring their conduct;

Note: See clause 10.

(d) undertaking and promoting education and training in responsible research conduct, as well as any other training relevant to their research;

(e) complying with the relevant laws, regulations, professional/disciplinary standards, ethics guidelines and University policies related to responsible research conduct;

(f) ensuring that ethics and any other necessary approvals are obtained before conducting research, and that conditions of any approvals are adhered to during the course of research;

Note: See subclauses 8(2) and 8(3).

(g) ensuring that the ethics principles of research merit and integrity, justice, beneficence and respect are applied to human research;

Note: See subclauses 8(2), 8(4), 8(5), 8(6) and 8(7).

(h) engaging with Aboriginal and Torres Strait Islander peoples and respecting their legal rights and local laws, customs and protocols;

Note: See subclause 8(6).

(i) ensuring that at all stages of research involving animals, consideration is given to replacing animals with other methods, reducing the number of animals used, refining techniques used to minimise the adverse impact on animals and in so doing supporting the welfare and wellbeing of these animals;

Note: See subclause 8(3) and Animal Research Act 1985 (NSW); Animal Research Regulation 2010 (NSW); Australian code for the care and use of animals for scientific purposes.

(j) adopting methods appropriate to the aims of the research and ensuring that conclusions are justified by the results;

(k) retaining clear, accurate, secure and complete records of all research including research data and primary materials, and where possible and appropriate, allowing access and reference to these by interested parties;

Note: See clause 9.
(l) disseminating research findings responsibly, accurately and broadly, and where necessary, taking action to correct the record in a timely manner;

**Note:** See clause 11 and Public Comment Policy; Charter of Academic Freedom (2008); Research Agreements Policy (2011)

(m) disclosing and managing actual, potential or perceived conflicts of interest;

**Note:** See clause 14.

(n) ensuring that authors of research outputs are all those, and only those, who have made a significant intellectual or scholarly contribution to the research and its output, and that they agree to be listed as an author;

**Note:** See clause 12.

(o) acknowledging those who have contributed to the research;

**Note:** See clause 12.

(p) citing and acknowledging other relevant work appropriately and accurately;

(q) participating in peer review in a way that is fair, rigorous and timely and maintains the confidentiality of the content;

**Note:** See clause 13.

(r) reporting suspected breaches of this policy to the University in a timely manner;

**Note:** See Part 2 and Code of Conduct-Staff and Affiliates; Code of Conduct for Students; External Interests Policy 2010; Reporting Wrongdoing Policy 2012; University of Sydney (Student Appeals Against Academic Decisions) Rule 2006; Academic Honesty in Coursework Policy 2015; Supervision of Higher Degree by Research Students Policy 2013

(s) following proper practices for safety and security;

(t) citing awards, degrees conferred and research publications accurately, including the status of any publication such as “under review” or “in press”;

(u) using and managing resources responsibly; and

(v) complying with the terms of funding agreements or other contracts relating to the research.

(3) Researchers must respect research participants.

(a) All researchers must inform themselves about the requirements for conducting human research in their chosen field, including all laws, regulations and codes applicable to human subjects of research.

(b) Written approvals from appropriate ethics committees, safety and other regulatory bodies must be obtained when required, and before conducting research. In particular, ethics approval is required for any research within the scope of the National Statement on Ethical Conduct in Human Research.

**Note:** Information and assistance with procedures for compliance can be found on the Research Support – Human Ethics website.

(4) Researchers must respect animals used in research.

(a) All researchers must inform themselves about the requirements for conducting research involving animals, including all laws, regulations and codes applicable to animal research and other activities involving the use of animals for scientific purposes.
(b) Researchers must obtain written approvals from appropriate ethics committees, safety and other regulatory bodies when required, and before conducting research.

(c) In particular, ethics approval is required for any activity within the scope of the *Australian code for the care and use of animals for scientific purposes*, including field trials, environmental studies, diagnosis, teaching, product testing and the production of biological products.

(d) Researchers must notify the University's Animal Ethics Committee (AEC) in writing:
   (i) if they are involved in collaborative studies using animals at another institution;
   (ii) if they are named in an application to the AEC of another institution;
   (iii) of the outcome of any such application; and
   (iv) if ethics approval from the AEC of another institution is revoked for any reason.

Note: See *Research Support – Animal Ethics* website and the *Australian code for the care and use of animals for scientific purposes*.

(5) Researchers should respect the environment, and conduct their research so as to minimise adverse effects on the wider community and the environment.

(6) Researchers should encourage and facilitate appropriate consumer and community involvement in research.

(a) Additionally, the *NHMRC Statement on Consumer and Community Involvement in Health and Medical Research* requires health and medical researchers to:
   (i) consider how they will involve consumers and community members in the development, conduct and communication of their research; and
   (ii) have planned, budgeted strategies to support, implement and acknowledge appropriate consumer and community involvement in the research process.

(7) Researchers have special responsibilities towards Aboriginal and Torres Strait Islander peoples.

(a) Researchers must ensure that their research is considered, meaningful, ethical and beneficial to Aboriginal and Torres Strait Islander people and communities. This includes considering how proposed research will affect Aboriginal and Torres Strait Islander peoples, even when those peoples are not the direct focus of the research.

(b) Researchers who are conducting research affecting Aboriginal and Torres Strait Islander peoples have a responsibility to ensure that this research benefits the affected communities. Researchers must consult with the communities involved and respect their legal rights and social laws, customs and protocols.

(c) Researchers conducting research relevant to Aboriginal and Torres Strait Islander peoples must familiarise themselves with the following publications:
   (i) *Keeping Research on Track II* 2018;
   (ii) *Guidelines for Ethical Research in Australian Indigenous Studies*. 
(iii) Aboriginal Knowledge and Intellectual Property Protocol Community Guide; and

(d) When conducting research that may affect the health and wellbeing of Aboriginal and Torres Strait Islander peoples, researchers must:
(i) consider the six core values in the NHMRC’s “Ethical conduct in research with Aboriginal and Torres Strait Islander peoples and communities: Guidelines for researchers and stakeholders”; and
(ii) familiarise themselves with the NHMRC’s “Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research”.

(e) Researchers must ensure that any additional approvals needed for the research are obtained prior to the study commencing, for example from:
(i) the NSW Aboriginal Health and Medical Research Council (AH&MRC) Ethics Committee;
(ii) the Human Research Ethics Committee of the Northern Territory Department of Health; and
(iii) the Menzies School of Health Research; or
(iv) an equivalent organisation.

(8) Researchers also have special responsibilities towards other groups.

(a) Researchers must ensure engagement with appropriate communities, stakeholders and participant groups in the conceptualisation, design and implementation of their research, particularly those with specific interests in the context of the research being conducted. Where such groups are involved in a project, researchers must outline in their ethics application how they have taken these specific interests into account and what those considerations mean in the context of the research. These groups include but are not limited to:
(i) women who are pregnant and the human fetus;
(ii) children and young people;

Note: See also Working with Children Policy 2014; and Working with Children Procedures 2014.

(iii) people in dependent or unequal relationships;
(iv) people highly dependent on medical care who may be unable to give consent;
(v) people with a cognitive impairment, an intellectual disability or a mental illness;
(vi) people who may be involved in illegal activities; and
(vii) people in other countries.

Note: See also: National Statement on Ethical Conduct in Human Research 2007, updated 2018
9 Recordkeeping and management of research data and primary materials

**Note**: A new NHMRC/ARC Guide on Management of Data and Information in Research is currently under development. This section will be updated when that guide comes into effect.

1. Responsible conduct of research includes the proper management and retention of clear, accurate, secure and complete records of all research including research data and primary materials. Where possible and appropriate, researchers should allow access and reference to these by interested parties.


(a) In particular, sufficient data and materials (including primary research materials such as laboratory notebooks) should be retained to justify the outcomes of research, and if necessary to defend them against challenge.

**Note**: See clause 9(6) for applicable time limits.

2. The researcher is ultimately responsible for arranging the appropriate retention of data and primary materials, consistently with legislative requirements, University policy and contractual obligations. If necessary, researchers should consult with the University’s Archives and Records Management Service for advice about the appropriate length and manner of retention.

3. It is not possible to apply a uniform definition of research data across all disciplines. It is therefore the responsibility of each discipline to define research data and primary materials in a manner appropriate to the discipline.

4. It is the responsibility of research teams and individuals undertaking research to familiarise themselves with the relevant definitions prior to undertaking research.

5. Faculties must develop local provisions which address, for each discipline for which the faculty is responsible, and consistently with the requirements of legislation and University policy:

   (a) the applicable definition of research data;
   (b) appropriate methods for managing research data and primary materials;
   (c) the applicable time periods for retention of data or materials of particular kinds;
   (d) managing data and records when a researcher leaves the University;
   (e) the records necessary for the proper management of research projects, including appropriate creation, control and storage processes; and
   (f) what original materials are to be retained.

**Note**: The University of Sydney (Policies Development and Review) Rule 2011 defines the University’s policy framework and the role of local provisions.

6. The following minimum retention periods, calculated from the date of completion of the research, apply to data and datasets created as part of research activities within the University, and must be appropriately reflected in local provisions:

   (a) data of regulatory or community significance must be retained permanently, including data created that are:
      (i) part of genetic research, including gene therapy;
(ii) controversial or of high public interest, or have influence in the research domain;

(iii) costly or impossible to reproduce or substitute (i.e. with an alternative data set of acceptable quality and useability) if the primary data are not available;

(iv) related to the use of an innovative technique for the first time;

(v) of significant community or heritage value to the state or nation; or

(vi) required by funding or other agreements to be retained permanently.

(b) records relating to the acquisition, storage, management, maintenance and disposal of bodies, body parts, specimens, human tissue, including agreements for the use and disposal of body parts, are to be retained accordance with legislative or compliance requirements, then destroyed;

(c) data from clinical trials, or research with potential long term effects on humans, which are not of regulatory or community significance must be retained for a minimum of 15 years, or until the participant reaches or would have reached the age of 25, whichever is longer;

(d) data which relate to any patent applications must be retained for the life of the patent (generally 20 years);

(e) records relating to the treatment of animals used in research must be retained for a minimum of seven years, and then destroyed; and

(f) data which do not involve clinical trials, research with potential long-term effects on humans, gene therapy, or which are not of regulatory or community significance must be retained for at least five years.

Note: This sub-clause applies to student generated data collected for research purposes but does not apply to student generated data collected only for assessment purposes.

Note: See: General Retention and Disposal Authority: GA47.

(7) If the results from research are challenged or are subject to a dispute (including litigation), all relevant data and materials must be retained for at least 6 months after notification by the University that an investigation or dispute has been finalised, regardless of the expiration of any otherwise applicable retention periods, and any data and records held as part of an investigation process must be retained for seven years.

(8) In particular, research records that may be relevant to allegations of a breach of this policy must not be destroyed until such allegations have been determined, including any appeals.


(a) clear and accurate records of the research methods and data sources must be kept, including approvals granted and signed consent forms, during and after the research process;

(b) a catalogue of the research data must be maintained in an accessible form;
(c) where participants have signed consent forms for the use and disclosure of their personal information, the forms must be retained with the participant information statements for as long as the data are kept;

(d) personal information collected and used for research must be kept secure from unauthorised access for the relevant retention period and then destroyed securely;

(e) where external service providers are used, the contract must include adequate safeguards for the security of the data and records and for notification of any breaches of their security;

(f) email communications to research participants must not disclose the email addresses of participants to others (e.g. email addresses are to be placed in the “BCC” field rather than in the “CC” field);

(g) particular care should be taken to prevent loss of portable storage devices such as laptops or USB drives; and

(h) any personal information arising from the research regarding participants or researchers involved must be collected, stored, used and disclosed in accordance with relevant privacy laws and University policies.


(10) Research teams and individuals undertaking cross-disciplinary or collaborative research must discuss and resolve the applicable method for retaining and storing research data before commencing their joint research.

(11) Unless otherwise specifically agreed, research data and primary materials relating to joint research will be retained by the lead researcher, faculty, institute or organisation, which will also be responsible for its appropriate storage and disposal.


(12) Research data should be made available for use by other researchers unless this is prevented by the requirements of University policy or other ethical, privacy or confidentiality considerations.

(13) Researchers given access to confidential material (including personal information) must:

(a) establish and record the conditions governing the confidentiality, including the circumstances in which it may be accessed;

(b) maintain that confidentiality by:

   (i) clearly identifying all data or information which are confidential;

   (ii) storing such material securely;

   (iii) recording details of who has access and why; and

   (iv) disposing of it securely at the appropriate time.

(c) use or disclose the information only in ways agreed to by those who provided it.
10 Supervision of research trainees

Note: A new NHMRC/ARC Guide on Supervision of Research Trainees is currently under development. This section will be updated when the Guide comes into effect.

(1) The University recognises its responsibility to ensure that research trainees work in an appropriate intellectual and academic environment and receive appropriate training and supervision.

Note: The University’s approach to research supervision is set out in the Supervision of Higher Degree by Research Students Policy 2013.

(2) Researchers must provide guidance and mentorship on responsible research conduct to other researchers or research trainees under their supervision and, where appropriate, monitor their conduct.

(3) Supervisors must also be aware of, and comply with the Autonomous Sanctions Act 2011 (Cth), which prohibits the training of researchers in certain topics if they are from a country to which sanctions apply.

11 Publication and dissemination of research findings

Note: A new NHMRC/ARC Guide on Publication and Dissemination of Research Findings is currently under development. This section will be updated when the Guide comes into effect.

(1) This clause applies to all forms of dissemination, including for example:
   (a) academic journals or books;
   (b) peer-reviewed conference papers;
   (c) non-refereed publications such as web pages;
   (d) other media such as exhibitions or films; and
   (e) professional or institutional repositories.

(2) Researchers have a responsibility to their colleagues and the wider community to disseminate a full account of their research as broadly as possible.

(3) Publication activities must comply with all applicable laws and take account of any restrictions relating to intellectual property, confidentiality, privacy, or culturally sensitive data.

   (a) Researchers must, where feasible, provide research participants with an appropriate summary of the research results.

   Note: See for example the Statement on Consumer and Community Involvement in Health and Medical Research.

   (b) Researchers publishing research based on data and materials that constitute Indigenous cultural and intellectual property should provide appropriate acknowledgement of traditional owners’ rights regarding these data and materials.

(4) Researchers must take all reasonable steps to ensure that their findings are accurate and properly reported. If they become aware of misleading or inaccurate statements about their work, they must correct the record as soon as possible.

(5) Researchers must cite other relevant work appropriately when disseminating research findings. The University regards plagiarism very seriously, and staff and
students must take responsibility for ensuring that their work includes accurate and complete references to the work of others.

**Note:** See also: *Enterprise Agreement; Code of Conduct - Staff and Affiliates; Code of Conduct for Students; Academic Honesty in Coursework Policy 2015.*

(6) It is unacceptable to include the same research findings in several publications, except where clearly explained and accompanied by appropriate referencing. An author who submits substantially similar work to more than one publisher, or who submits work similar to work already published, must disclose this at the time of submission.

(7) A publication must include information on all sources of financial and in-kind support for the research and any potential conflicts of interests.

(a) Researchers must comply with the requirements of the University’s *External Interests Policy 2010*.

(8) Researchers publishing animal research data should incorporate the *Animal Research: Reporting of In Vivo Experiments (ARRIVE) guidelines*.

(9) Researchers must register clinical trials in the *Australian New Zealand Clinical Trials Registry*, or an equivalent registry in the World Health Organisation (WHO) Registry Network to promote access to information about all clinical trials.

(10) Third parties who fund or support research sometimes seek to delay or restrict the release of research results.

(a) The University’s position on such requests is set out in the *Research Agreements Policy 2011*.

(11) The lead researcher must ensure that all parties to the research are made aware of:

(a) the nature and scope of any applicable confidentiality agreements; and
(b) any contractual arrangements which restrict, delay or limit publication.

(12) The University will provide researchers with communications resources and support to assist them to communicate research findings through the media.

(13) If the confidentiality requirements of a third party who funds research prevent or delay peer review of research until after delivery to the third party, the researcher must:

(a) explain to the third party at the outset that the requirements will prevent peer review before delivery of the work to the sponsor; and
(b) inform the third party at the time of delivery of the research results that they have not been subject to peer review.

### 12 Authorship

**Note:** A new NHMRC/ARC Authorship Guide is currently under development. This section will be updated when the Guide comes into effect.

(1) This clause states the fundamental principles of the University’s approach to academic authorship. It is neither possible nor desirable to prescribe in a central policy detailed authorship requirements for application to every discipline.

(2) This clause applies to all forms of publication, including, but not limited to:

(a) web-based publications;
(b) conference publications;
(c) presentations;
(d) media such as exhibitions or films; and
(e) professional and institutional repositories.

(3) The minimum requirement for authorship is a substantial intellectual contribution to the published work in at least one of the following:
(a) conception and design of the project;
(b) analysis and interpretation of research data or of the eligibility or suitability of potential subjects of research; or
(c) drafting significant parts of the work or critically revising it so as to contribute to the interpretation.

Note: Authorship requirements vary according to discipline, journal requirements and funding provisions; they may be more stringent in some cases. Researchers are to comply with all relevant authorship requirements, including those in this policy, the Australian Research Code, and any applicable journal guidelines. International best practice guidelines may also apply (e.g. ICMJE: Authorship and Contributorship). It is the responsibility of research teams and individuals conducting research to familiarise themselves with guidelines relevant to their discipline prior to conducting research.

(4) None of the following are relevant considerations for the purposes of attribution of authorship:
(a) the position or profession of a proposed author;
(b) the existence of a personal relationship between the author(s) and a proposed author;
(c) whether or not a contribution was paid or voluntary;
(d) the provision of materials or equipment;
(e) the provision of access to study participants or data;
(f) the provision of routine assistance in some aspect of the project;
(g) the provision of, or assistance with acquisition of, funding for the project;
(h) general supervision of the research team; or
(i) having made the measurements on which the publication is based, without other intellectual input to the project or publication.

(5) A person who qualifies as an author must not be included or excluded as an author without their permission.
(a) Where possible, permission should be recorded in writing.

(6) An author who is deceased or cannot be contacted should be included as an author on a publication provided there are no grounds to believe the person would have objected.

(7) Where a work has several authors, an executive or corresponding author should be appointed to:
(a) record authorship; and
(b) manage communication about the work with the publisher.

(8) Decisions regarding authorship should be made by consensus among the contributing researchers.
(9) Researchers should:
(a) adhere to the authorship requirements of this policy, and follow guidelines issued by any applicable funding body or journal publisher;
(b) when working in collaboration with others, agree on authorship of a publication at an early stage and review their decisions periodically; and
(c) offer authorship to all people, including research trainees, who meet the criteria for authorship listed in sub-clause 12(3).

(10) Contributions other than authorship must be properly acknowledged. Such contributors may include, for example, research assistants and technical writers.

(11) The department of the executive or corresponding author should retain any written acknowledgements of authorship received in relation to a project.

(12) Where an editor of a significant collective work or anthology has responsibilities analogous to those listed in sub-clause 12(3), the criteria set out in clause 12 should be applied as far as possible to the role of editor.

13 Peer review

Note: A new NHMRC/ARC Peer Review Guide is currently under development. This section will be updated when the Guide comes into effect.

(1) The University encourages participation in peer review processes, because they:
(a) provide expert scrutiny of a project;
(b) help to maintain high standards;
(c) encourage accurate, thorough and credible research reporting; and
(d) may draw attention to deviations from this and other applicable policies and requirements.

(2) Researchers in receipt of public funding have a responsibility to participate in peer review.

(3) Participants in peer review must:
(a) be fair, rigorous and timely in their review;
(b) respect confidentiality and, in particular, not disclose the content or outcome of any process in which they are involved;
(c) ensure that they are informed about, and comply with, the criteria to be applied;
(d) declare all conflicts of interests and give proper consideration to whether they should take part in the review; and

Note: See also External Interests Policy 2010
(e) give proper consideration to research that challenges or changes accepted ways of thinking.

(4) Participants in peer review must not:
(a) introduce considerations that are not relevant to the review criteria;
(b) take undue or calculated advantage of knowledge obtained during the peer review process;
(c) agree to participate in peer review outside their area of expertise; or
(d) permit personal prejudice to influence the peer review process.

(5) Researchers whose work is undergoing peer review must not seek to influence the process or outcomes.

(6) Supervising researchers have a responsibility to assist research trainees in developing the necessary skills for peer review and understanding their obligation to participate.

14 Conflicts of interests

Note: A new NHMRC/ARC Conflict of Interests Guide is currently under development. This section will be updated when the Guide comes into effect.

(1) A conflict of interest will exist when there is a divergence between the duties or interests of a person and their professional responsibilities, including but not limited to their duties to the University.

(2) The University’s expectations in relation to the declaration and management of conflicts of interests are set out in the External Interests Policy 2010. Conflicts of interests must be disclosed according to the requirements of the External Interests Policy 2010 and those of any other applicable parties.

(3) The University’s expectations in relation to approval and management of outside earnings activities by academics, which are additional to the requirements of the External Interests Policy 2010, are set out in the Outside Earnings of Academic Staff Policy 2011.

(4) Researchers must:
   (a) familiarise themselves, and comply, with the requirements of the External Interests Policy 2010;
   (b) maintain records of activities or interests that may lead to conflicts;
   (c) when invited to join a committee or equivalent, review current activities and interests for actual and apparent conflicts, and bring possible conflicts to the attention of those running the process; and
   (d) disclose any actual, potential or perceived conflict of interests as soon as it becomes apparent.

(5) Conflict management plans relating to research matters should provide for a person with a conflict of interest to take no part in decision making processes affected by that conflict of interest. This includes presence in the room, even if silent, while the matter is debated and decided.

15 Collaborative research

Note: A new NHMRC/ARC Guide on Collaborative Research is currently under development. This section will be updated when the Guide comes into effect.

(1) Research can involve a wide range of collaborations, within the University, with other institutions including commercial organisations, domestically and internationally. The University requires that the principles set out in this clause be adhered to in all such collaborations, unless departure from them is specifically approved by the DVC(R).

(2) Each research collaboration evidenced by a written agreement must be consistent with the Research Agreements Policy 2011.
(3) A research collaboration agreement must, at a minimum, address each of the following matters:
   (a) ownership of and dealing with intellectual property;
   (b) confidentiality;
   (c) responsibility for ethics and safety clearances;
   (d) reporting requirements;
   (e) protocols for dissemination of research outcomes; and
   (f) management of primary research materials and research data, including the nomination of a person from each collaborating party as responsible for this.

(4) Researchers involved in a collaborative research project must familiarise themselves, and comply, with the written agreement governing the collaboration, and all policies and agreements affecting the project.

(5) Researchers must comply with defence export laws including:
   (a) Defence Trade Controls Act 2012 (Cth)
   (b) Defence and Strategic Goods List 2019 (Cth);
   (c) Customs (Prohibited Exports) Regulations 1958, Regulation 13E.
   (d) Autonomous Sanctions Act 2011 (Cth);
   (e) Charter of the United Nations Act 1945 (Cth);
   (f) Customs Act 1901 (Cth); and

(6) These laws may affect:
   (a) the export of physical items;
   (b) the intangible supply of new software or technology;
   (c) publication of new software or technology;
   (d) organising the movement of items;
   (e) the export of items that have a military end use;
   (f) the export and import of goods; and
   (g) the export of objectionable goods, human substances, chemicals, nuclear materials, radioactive sources, drugs, asbestos, explosives, or precursor substances.

16 Collection, storage and use of human tissue for research and the establishment of tissue banks

(1) Researchers may establish and maintain tissue holdings, i.e. they may collect, hold and utilise human tissue for research, in accordance with the conditions of approval from an NHMRC registered ethics committee, and any applicable legislation codes, and policies.

(2) Researchers may collect tissue bank samples under a general HREC approval, permitting their use in projects that may not have been described or approved at the time of collection.
(3) Researchers may undertake research using tissue bank samples only with project specific HREC approval, separate from the general approvals to establish the tissue bank and collect tissue bank samples.

(4) Researchers may establish tissue banks only if the following conditions are met:
   (a) the researcher’s executive supervisor (or nominee) provides written approval which confirms that they are satisfied:
       (i) with the financial and operational sustainability of the proposed tissue bank; and
       (ii) that appropriate governance arrangements will be maintained throughout the life of the tissue bank;
   (b) an HREC has granted approval for the tissue bank; and
   (c) the responsible researchers provide their faculty with:
       (i) details of the tissue bank; and
       (ii) annual reports on its operation and financial position.

17 Notification of research subject to specific statutes and other restrictions

(1) The lead researcher of any project must notify the Research Integrity Office in writing when there is a known or possible breach of any law relating to the conduct of that research, including but not limited to breach of any of the following:
   (a) Human Tissue Act 1983 (NSW);
   (b) Research Involving Human Embryos Act 2003 (NSW);
   (c) Animal Research Act 1985 (NSW);
   (d) Therapeutic Goods Act 1989 (Cth);
   (e) Gene Technology Act 2000 (Cth).

(2) A researcher who is required to hold clinical privileges or membership of a professional body for their research must notify the Research Integrity Office in writing if their privileges or membership are restricted or revoked.

(3) Researchers must seek advice from the Chief Operating Officer of the Charles Perkins Centre before conducting stem cell research at the Charles Perkins Centre.

   Note: Stem cell research is restricted in certain areas of the Charles Perkins Centre.

(4) The lead researcher of any research activity must notify the Office of General Counsel in writing when there is a known or possible breach of any law relating to the conduct of that research, including but not limited to breach of any of the following:
   (a) Defence Trade Controls Act 2012 (Cth);
   (b) Customs (Prohibited Exports) Regulations 1958 (Cth), Regulation 13E Exportation of defence and strategic goods;
   (c) Customs Act 1901 (Cth), Division 1AA Export of goods for a military end-use;
   (d) Weapons of Mass Destruction (Prevention of Proliferation) Act 1995 (Cth);
(e)  *Autonomous Sanctions Act 2011 (Cth)*; and
(f)  *Charter of the United Nations Act 1945 (Cth)*

**PART 2 – MANAGING AND INVESTIGATING ALLEGED BREACHES OF THIS POLICY**

18 Relationship with other instruments and procedures

(1) A breach of this policy by a staff member may constitute:
   (a) misconduct or serious misconduct (as defined in the *Enterprise Agreement*);
   (b) a breach of the *Code of Conduct – Staff and Affiliates*.

(2) A breach of this policy by a student may constitute:
   (a) misconduct as defined in the *University of Sydney (Student Discipline) Rule 2016*;
   (b) a breach of the *Code of Conduct for Students*.

(3) A breach of this policy by an affiliate may constitute a breach of the *Code of Conduct – Staff and Affiliates*.

(4) Allegations about breaches of this policy relating to research conducted under:
   (a) an affiliation agreement (such as the University’s agreements with Local Health Districts and Medical Research Institutes); or
   (b) a research collaboration agreement;

will be managed and investigated according to the procedures specified in the applicable agreement.

(5) Where allegations concern breaches of this policy relating to research involving Aboriginal and Torres Strait Islander peoples, the relevant communities will be consulted where appropriate during the management of these allegations.

19 Breaches of this Policy

(1) Breaches may range from minor (less serious) to major (more serious).
   (a) Major breaches may constitute research misconduct:

   **Note:** see clause 20.

(2) The following factors must be considered in determining the seriousness of a breach (without excluding other factors):
   (a) the extent of the departure from approved or accepted practice;
   (b) the extent to which research participants, the wider community, animals and the environment are, or may have been, affected by the breach;
   (c) the extent to which it affects the trustworthiness of research;
   (d) the level of experience of the researcher;
   (e) whether there are repeated breaches by the researcher;
(f) whether institutional failures have contributed to the breach; and
(g) any other mitigating or aggravating circumstances.

20 Definition of research misconduct

(1) Research misconduct is a serious breach of this policy which is also:
   (a) intentional;
   (b) reckless; or
   (c) negligent.

(2) Examples of conduct which may amount to research misconduct include any of the
   following on the part of a researcher:
   (a) fabrication, falsification, or deception in proposing, carrying out or reporting
       the results of research;
   (b) plagiarism in proposing, carrying out or reporting the results of research;
   (c) failure to declare or manage a serious conflict of interest;
   (d) avoidable failure to follow research proposals as approved by a research
       ethics committee, particularly where this failure may result in unreasonable
       risk to humans, animals or the environment, or breach of privacy;
   (e) wilful concealment or facilitation of research misconduct by others;
   (f) misleading attribution of authorship;
   (g) intentional, unauthorised taking, sequestration or material damage to any
       research-related property of another;
   (h) deliberate conduct of research without required human ethics committee
       approval;
   (i) conduct of research involving animals without required animal ethics
       committee approval;
   (j) risking the safety of human participants or the wellbeing of animals or the
       environment; and
   (k) deviations from this policy which occur through gross or persistent
       negligence.

(3) Repeated or continuing breaches of this policy may also constitute research
    misconduct, and will do so where these have been the subject of previous
    counselling or specific direction.

(4) Research misconduct does not include honest differences in judgement, and may
    not include honest errors that are minor or unintentional. Unintentional errors do
    not usually constitute research misconduct unless they result from behaviour that is
    reckless or negligent.

21 Roles and responsibilities

(1) Individuals who have an actual, perceived, or potential conflict of interests in
    relation to a complaint must not be involved in the management of the matter.
    Where such a conflict of interests is found to exist, the individual must notify the
    Research Integrity Office as soon as this becomes apparent, so that a different
    individual may be appointed to that role.
(2) **Designated officers** are responsible for receiving complaints relating to the conduct of research, and overseeing their management and investigation where required.

(3) **Assessment officers** conduct preliminary assessments of complaints about research as provided for in clause 24.

(4) **Investigation panels** conduct investigations of alleged breaches of this policy as provided for in clause 28. A panel may be constituted by one or more individuals.

(5) The **responsible executive officer**:
   (a) receives reports from investigation panels under clause 28 of this policy;
   (b) determines whether a breach of the policy has occurred;
   (c) determines what (if any) further action is required; and
   (d) informs relevant parties.

(6) A **review officer** receives requests for procedural reviews of investigations of complaints about breaches of this policy.

(7) **Research integrity advisers** will be appointed by faculties to provide advice to staff, students, and affiliates on issues relating to research practice and possible research misconduct or other breaches of this policy. They:
   (a) must be familiar with this policy and other relevant policies, procedures and codes of conduct for research;
   (b) should explain the options open to a person considering making, or having made, an allegation, including:
      (i) referring the allegation directly to the person against whom it is made;
      (ii) not proceeding with, or withdrawing, the allegation if discussion resolves the concerns;
      (iii) referring the allegation to a person in a supervisory capacity for resolution at the local or departmental level (not applicable in the case of major breaches, including those relating to statutory requirements); or
      (iv) making a written allegation to the Research Integrity Office under clause 22 of this policy.

(8) **Staff, students and affiliates** are encouraged to raise any concerns they may have about the conduct of research with a relevant research integrity adviser, Head of Department, supervisor or chair of the relevant faculty research committee or other appropriate staff member prior to making an allegation.

### 22 Receipt of allegations

(1) Allegations of breaches of this policy should be made to the Research Integrity Office, and if received elsewhere must be referred to the Research Integrity Office.

(2) The Research Integrity Office will refer allegations to the designated officer.

(3) Less serious allegations may be managed and resolved by the faculty or school of the individual against whom allegations have been made. The designated officer may refer allegations concerning less serious matters to the relevant faculty or school for resolution.
(4) Allegations must be handled carefully and all interested parties protected as far as possible. Interested parties may include:

(a) the person bringing the allegation;
(b) the person against whom the allegation is made;
(c) participants in human-based research whose interests may be affected;
(d) research students, trainees and staff working with the person concerned;
(e) journals in which allegedly compromised papers have been or may be about to be published;
(f) funding bodies, where the project or researcher has received funding from that body or where the researcher has a proposal under review by that funding body; and
(g) in some cases, the public.

(5) Allegations must be made honestly and reasonably. Failure to do so may constitute a breach of the following policies:

(a) Code of Conduct – Staff and Affiliates
(b) Code of Conduct for Students

(6) Allegations should preferably be made in writing.

(7) At this or at any later appropriate stage, the designated officer may take any interim administrative action reasonably necessary to protect any of the following:

(a) human safety;
(b) animal welfare;
(c) funds provided by external funding bodies; and
(d) material which might be relevant to any investigation.

(8) Relevant delegates may also take such interim action as they consider necessary including, without limitation:

(a) suspending a staff member or affiliate from duty generally;
(b) suspending a staff member or affiliate from specific duties such as:
   (i) carrying out particular research;
   (ii) supervising research students; or
(c) issuing directions about:
   (i) submitting grant applications; or
   (ii) papers for publication; or
   (iii) suspending students.

23 Summary dismissal

(1) The designated officer may summarily dismiss an allegation if:

(a) it lacks substance; or
(b) could not, even if proven, amount to a breach of this policy.
(2) Where allegations made by University staff or affiliates are considered to be made in bad faith or vexatious, the designated officer may take action or refer the matter elsewhere in the University to address the conduct of the complainant.

24 Preliminary assessment

(1) The purpose of the preliminary assessment is to:

(a) gather and evaluate facts and information about an allegation; and
(b) assess whether, if proven, it would constitute a breach of this policy.

(2) The preliminary assessment must be conducted as expeditiously as possible.

(3) Upon receipt of an allegation, the designated officer will appoint a suitably qualified assessment officer to conduct a preliminary assessment.

(4) As far as possible, all affected persons will be afforded confidentiality.

(5) The preliminary assessment may include:

(a) interviewing the people involved;
(b) inspecting research facilities or records;
(c) examining relevant documents;
(d) obtaining appropriate expertise from within or outside the University, provided that appropriate precautions are taken to ensure that no real or perceived conflict of interests exists.

(6) At the conclusion of the preliminary assessment, the assessment officer will provide the designated officer with a written report setting out recommendations for further action.

(7) The designated officer may:

(a) dismiss the allegation(s);
(b) arrange for the matter to be resolved locally with or without corrective actions, for example, by the relevant faculty, or by an ethics committee;
(c) initiate an investigation; or
(d) refer the matter elsewhere in the University (for example, Internal Audit, Office of General Counsel, Human Resources or the Privacy Officer) to be dealt with under other relevant provisions.

(8) Where appropriate, the designated officer will take appropriate interim administrative action to protect funds granted by external funding bodies.

(9) The designated officer will determine if other individuals or organisations need to be informed. Relevant considerations in this determination include, but are not limited to:

(a) whether the full set of allegations were put to the relevant parties and sufficient time to reply was provided;
(b) the degree of confidentiality which has been achieved;
(c) obligations to report to external bodies, including reporting requirements under funding agreements and the policies of funding bodies;
(d) reporting obligations under any affiliation or research collaboration agreement;
(e) the reputations of those against whom allegations are made but not proved; and

(f) the need to protect the interests of those who have made allegations in good faith.

(10) Where allegations are considered to be made in bad faith or vexatious, the designated officer may take action, or refer the matter elsewhere in the University to address the conduct of the complainant.

25 Action on completion of preliminary assessment into a complaint about a student

(1) A designated officer who considers an assessment officer’s report and concludes that an allegation about a student has substance but does not warrant an investigation will refer the matter back to the relevant representative of the faculty of the individual against whom allegations have been made, with recommendations for action (including no further action, if appropriate).

(2) A designated officer who considers an assessment officer’s report and concludes that an allegation about a student has substance and warrants investigation will refer the matter to the Registrar in accordance with the University of Sydney (Student Discipline) Rule 2016.

26 Action on completion of preliminary assessment into a complaint about a staff member

(1) A designated officer who considers an assessment officer’s report and concludes that an allegation about a staff member has substance but does not warrant an investigation will refer the matter back to the relevant representative of the faculty of the individual against whom allegations have been made for such action (including no further action) as the designated officer considers appropriate.

(2) A designated officer who considers an assessment officer’s report and concludes that an allegation about a staff member has substance and warrants investigation will initiate an investigation in accordance with clause 28.

27 Action on completion of preliminary assessment into a complaint about an affiliate

(1) A designated officer who considers an assessment officer’s report and concludes that an allegation about an affiliate has substance but does not warrant an investigation will refer the matter to the relevant representative of the faculty of the individual against whom allegations have been made for such action (including no further action) as the designated officer considers appropriate, consistently with the terms of any applicable affiliation agreement.

(2) A designated officer who considers an assessment officer’s report and concludes that an allegation about an affiliate has substance and warrants an investigation will initiate an investigation in accordance with:

(a) clause 28; and

(b) the terms of any applicable affiliation agreement.
28 Investigation

(1) If the designated officer concludes that an allegation warrants investigation, they will:

(a) prepare a statement of the allegations to be investigated;
(b) develop the terms of reference for the investigation;
(c) appoint an investigator or investigation panel to conduct the investigation;
(d) determine the membership and chair of any investigation panel, including the number of members; and whether they will be internal or external appointees.

(2) The investigator or investigation panel:

(a) should be from outside the relevant academic unit;
(b) may be from outside the University, but should have relevant experience and expertise;
(c) may obtain appropriate expertise from within or outside the University to assist in the investigation; and
(d) will conduct the investigation as expeditiously as possible.

(3) The Research Integrity Office and relevant Dean will take appropriate interim administrative action to protect funds granted by external funding bodies.

(4) The designated officer will determine if other individuals or organisations need to be informed at this point. Relevant considerations in this determination include, but are not limited to:

(a) whether the full set of allegations were put to the relevant parties and sufficient time to reply was provided;
(b) the degree of confidentiality which has been achieved;
(c) reporting obligations to external bodies, including reporting requirements under funding agreements and the policies of funding bodies;
(d) reporting obligations under any affiliation or research collaboration agreement;
(e) the reputations of those against whom allegations are made but not proved;
(f) the need to protect the interests of those who have made allegations in good faith.

(5) The investigator or investigation panel will submit a final report to the designated officer as expeditiously as possible. The designated officer may then make recommendations to the responsible executive officer.

29 Action on completion of investigation

(1) If a staff member is found by the responsible executive officer to have breached this policy or engaged in research misconduct, the University will rely on the responsible executive officer's decision for the purposes of:

(a) taking disciplinary action as provided for in any applicable contract of employment and the Enterprise Agreement; and
(b) taking commensurate action (such as termination of an honorary appointment) in the case of matters involving affiliates.
(2) The responsible executive officer will inform relevant parties of the investigation findings and the actions taken by the University. Relevant parties may include:

(a) the complainant;
(b) affected staff;
(c) participants in human-based research whose interests may be affected;
(d) research collaborators, including those at other institutions;
(e) all funding organisations;
(f) journal editors; and
(g) professional registration bodies.

(3) The responsible executive officer may also take such other action as may be reasonably necessary having regard to the findings and any other relevant circumstances. Appropriate action may include:

(a) recommendations requiring the correction of the public record, including publications, if breaches have affected research findings and their dissemination;
(b) where allegations are not substantiated, action to assist in restoring the reputation of the individual against whom allegations have been made;
(c) where allegations are considered to be made in bad faith or vexatious, action to address the conduct of the complainant;
(d) action or recommendations to address any systemic issues identified in the investigation process.

Note: See clauses 14 and 15 of the Resolution of Complaints Policy 2015, in relation to confidentiality and disclosure of information.

30 Review of decisions

(1) An individual who is directly affected by a decision made by a designated officer or the responsible executive officer may seek a review of the decision.

(2) Applications for review may be made only on grounds that the applicant was not afforded procedural fairness.

(3) Applications must be made in writing to the Research Integrity Office within 14 days of being notified of the decision to which the application relates.

(4) The Research Integrity Office will forward each application for review to the review officer together with a copy of the report and any other relevant documentation within seven days of receipt.

(5) The individual requesting a review will be informed in writing of the outcome of the review.

31 Transitional provisions

(1) All allegations received before the date of commencement of this policy will be dealt with under the provisions of the prior policy.

(2) In relation to any allegation received after the date of commencement of this policy but which relates to conduct occurring before that date:
(a) the prior policy will apply; but
(b) the allegation will be dealt with in accordance with the process and outcomes provided in this policy.

32 Rescissions and replacements

This policy replaces the Research Code of Conduct 2013 which is rescinded as from the date of commencement of this policy.

NOTES

Research Code of Conduct 2019

Date adopted: 24 June 2019
Date commenced: 1 July 2019
Administrator: Director, Research Integrity
Review date: 30 June 2024
Rescinded documents: Research Code of Conduct 2013
Related documents:

- Therapeutic Goods Act 1989 (Cth)
- Animal Research Act 1985 (NSW)
- Animal Research Regulation 2010 (NSW)
- Government Information (Public Access) Act 2009 (NSW)
- Health Records and Information Privacy Act 2002 (NSW)
- Human Tissue Act 1983 (NSW)
- Privacy and Personal Information Protection Act 1998 (NSW)
- Research Involving Human Embryos Act 2003 (NSW)
- State Records Act 1998 (NSW)
- Defence Trade Controls Act 2012 (Cth)
- Customs Act 1901 (Cth)
- Weapons of Mass Destruction (Prevention of Proliferation) Act 1995 (Cth)
University of Sydney (Student Discipline) Rule 2016

Academic Honesty in Coursework Policy 2015

Charter of Academic Freedom

Code of Conduct for Students

Code of Conduct – Staff and Affiliates

External Interests Policy 2010

Student Sexual Assault and Sexual Harassment Policy 2018

Public Comment Policy

Reporting Wrongdoing Policy 2012

Research Agreements Policy 2011

Supervision of Higher Degree by Research Students Policy 2013

University of Sydney Enterprise Agreement 2018-2021

Intellectual Property Policy 2016

University of Sydney (Policies Development and Review Rule) 2011

University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

Privacy Policy 2017

Recordkeeping Policy 2017

Working with Children Policy 2014

Working with Children Procedures 2014

Excellence in Research Australia 2010 Submission Guidelines (Australian Research Council)

Guidelines for Ethical Research in Australian Indigenous Studies (Australian Institute of Aboriginal and Torres Strait Islander Studies 2012)

2100 Higher Education Research Data Collection Specifications for the Collection of 2010 Data (Department of Innovation, Industry, Science and Research)

Higher Education Standards Framework 2015 (Tertiary Education Quality and Standards Agency)

Keeping Research on Track: A Guide for Aboriginal and Torres Strait Islander Peoples About Health Research Ethics

National Statement on Ethical Conduct in Human Research
NHMRC Australian Code of Practice for the Care and Use of Animals for Scientific Purposes

NHMRC Australian Code for the Responsible Conduct of Research

NHMRC Statement on Consumer and Community Participation in Health and Medical Research

Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research (NHMRC 2003)

NHMRC Safety monitoring and reporting in clinical trials involving therapeutic goods

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<th>Amendment</th>
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AMENDMENT HISTORY
Non-Confidential

**Author**
Dr Laurie Monier-Pilgrim, Senior Policy and Projects Officer

**Reviewer/Approver**
Associate Professor Peter McCallum, Registrar and Director, Education Quality and Policy

**Paper title**
Amendments to the *Learning and Teaching Procedures 2016*

**Purpose**
To propose administrative amendments to the Learning and Teaching Procedures 2016 updates to reflect the formatting of degree titles in relation to liberal studies Bachelor degrees.

**RECOMMENDATION**

That Academic Standards and Policy Committee endorse and recommend that the Academic Board approve the administrative changes to the Learning and Teaching Procedures 2016.

**EXECUTIVE SUMMARY**

The *Learning and Teaching Procedures 2016* have been amended to correct and clarify the way testamurs for liberal studies Bachelor degrees are presented, in line with the way testamurs are produced in Sydney Student. This ensures consistency across all liberal studies degrees and provides faculties with a single source they can refer to when registering a new degree for accreditation purposes.

The changes, made in consultation with the Academic Model team, are marked as tracked changes in Attachment 1.

**PROPOSED UPDATED CLAUSES**

Clauses 12(4) to 12(6) of the Learning and Teaching Procedures 2016 have been updated to specify the order in which the different curriculum components completed appear on the testamur, including the position of the Dalyell Scholar stream for Dalyell students. The clauses now read as follows:

4. For a Liberal Studies Bachelor Degree:

   (a) the title shown on the testamur and transcript must include:
   
   (i) the stream, if applicable; and
   
   (ii) Dalyell Scholar, if applicable; and
   
   (iii) the Table A program or major; and
   
   (iv) any second major; and
   
   (b) must be styled on the testamur as:
   
   Bachelor of [insert title] ([insert stream])
   
   [Insert Dalyell Scholar] if applicable
   
   ([insert Table A program or major]) ([insert second major] if applicable)

5. For any degree combined with the Bachelor of Advanced Studies:

   (a) the title shown on the testamur and transcript must include:
   
   (i) the stream, if applicable; and
   
   (ii) Dalyell Scholar, if applicable; and
   
   (iii) the Table A program or major; and
   
   (iv) the second major; and
(b) must be styled on the testamur as:

Bachelor of [insert title] / Bachelor of Advanced Studies ([insert stream])

[insert Dalyell Scholar] if applicable

([insert Table A program or major]) ([insert second major]).

(6) Any degree combined with the Bachelor of Advanced Studies with honours must be styled on the testamur as:

Bachelor of [insert title] / Bachelor of Advanced Studies ([insert stream])

[Insert Dalyell Scholar] if applicable

([insert discipline] Honours) ([insert second major])

Honours Class [insert class]

ATTACHMENTS

Attachment 1 – Learning and Teaching Procedures 2016
LEARNING AND TEACHING PROCEDURES 2016

Issued by: Deputy-Vice Chancellor (Education)
Dated: 29 June 2016, commencing 26 July 2016
Last amended 4 June 2019, commencing 1 July 2019
Signature:
Name: Professor Philippa Pattison, Deputy Vice-Chancellor (Education)

1 Purpose and application

(1) These procedures are to give effect to the Learning and Teaching Policy 2015 ("the policy").

(2) These procedures apply to the learning and teaching in coursework award courses.

2 Commencement

These procedures commence on 26 July 2016.

3 Interpretation

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

   Note: See clause 6 of the policy.

(2) In these procedures:

   CCPC means the University Executive Curriculum and Course Planning Committee.

   change in relation to an award course or unit of study, includes an amendment to, or deletion of, the award course or unit of study.

   Group of 8 Quality Verification System means the system for benchmarking student achievement and assessment, conducted by the Group of 8 (Go8) universities.

   Sydney Student means the University’s online student administration system.
Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

Table A means a list, specified in award course resolutions, of units of study, majors, minors and streams available to be taken in an award course.

unit of study master file means the central computerised repository of details of all units of study offered by the University in a given year, which is compiled and maintained by the office of the Executive Director, Student Administrative Services.

USS means Unit of Study Survey.

4 Process for approving new or changed courses

(1) No new or changed course may be advertised or offered until approval or preliminary approval has been obtained, as specified in this clause.

(a) It is the responsibility of the relevant Deans and faculty managers to ensure that necessary approvals are obtained in good time to meet any applicable external or internal deadlines.

Note: Meeting schedules are available on the relevant committee websites
Academic Board meeting dates;
Academic Board committee dates;
CCPC meeting dates;
UE meeting dates.

(b) Key dates include:
   (i) cut off dates for notifying Year 10 students of changes that may affect HSC subject selection;
   (ii) cut-off date for the Universities Admissions Centre Guide for admissions in the subsequent calendar year;
   (iii) deadline for publication of the faculty handbook for the subsequent year; and
   (iv) finalisation date for the units of study master file for the subsequent year.

(2) The Academic Board may provide a preliminary approval for new or changed courses before the required endorsements are obtained if the new or changed course may affect students' subject choices for Year 11 and Year 12 (for example, the establishment of a pre-requisite).

(3) Faculties proposing new or changed courses must provide notice of the proposed change to any other faculty or school which might be affected by it before submitting an expression of interest or proposal (as appropriate).

(4) Faculties wishing to make a minor change to an existing course are not required to comply with subclauses 4(3) to 4(7) inclusive, but may instead:
   (a) develop a full proposal as required by subclause 4(6);
   (b) submit it to the relevant Academic Board committee; and then
   (c) follow the remainder of the process set out in this clause.
(5) Faculties wishing to introduce a new course or to make a major change to an existing course must submit an expression of interest to the CCPC before work commences on developing the new or changed course.

(6) Expressions of interest must:
   (a) explain the strategic rationale for the course or changed course;
   (b) briefly outline the business case;
   (c) identify potential issues which may arise in the development process; and
   (d) be submitted in the form prescribed by the CCPC.

   Note: Expression of interest forms are available from the staff intranet.

(7) The CCPC will consider the expression of interest and determine whether to recommend it to the University Executive for endorsement.
   (a) The CCPC may request a faculty representative to attend at a meeting of the CCPC explain the case for the new or changed course.

(8) If the University Executive endorses the expression of interest, the faculty may then develop a full course proposal, using the template determined by the Academic Board for that purpose.

   Note: Course proposal forms are available from the staff intranet

(9) Proposals for changed courses must include details of transitional arrangements to ensure that students already enrolled in the course are not disadvantaged.

(10) The full proposal must then be submitted for review and endorsement to:
   (a) the CCPC, and if endorsed
   (b) the Undergraduate or Graduate Studies Committee (as appropriate) of the Academic Board.

(11) Once the endorsement of the Undergraduate or Graduate Studies Committee has been obtained, the full proposal may be submitted to the Academic Board for approval.

(12) In considering proposals for new or amended courses, the chairs of committees whose endorsement is sought may form small working parties to consider proposals and report on them.

5 Matters to be considered in relation to proposals for new or changed courses

(1) Decision makers must take the following matters into consideration before endorsing or approving a new award course or changes to an existing award course:
   (a) the academic need for, and merit of, the proposed course or change;
   (b) the aims of the course, including how it will meet faculty and University goals;
   (c) whether, and how, the proposed course or change will maximise internal collaborations;
   (d) the learning outcomes, and the effectiveness of plans for their development and assessment;
(e) alignment of the learning outcomes with the graduate qualities, and the effectiveness of plans for developing and assessing achievement of the graduate qualities;

(f) the extent and effectiveness of consultation undertaken with relevant faculties and schools, and where appropriate, external accreditation bodies;

(g) consistency with University policies and procedures, and any applicable external requirements;

(h) potential resource impacts, including:
   (i) workload implications;
   (ii) financial sustainability;
   (iii) impact on University libraries;
   (iv) impact on information and communications technology;
   (v) impact on physical spaces and learning environments; and
   (vi) impact on resources of other faculties, schools and departments;

(i) the availability and appropriateness of mechanisms for evaluating and, if necessary improving:
   (i) quality;
   (ii) delivery; and
   (iii) academic outcomes.

6 Process for approving new or changed units of study

(1) No new or changed unit of study may be advertised or offered until approval has been obtained, as specified in this clause.

(a) It is the responsibility of the relevant Deans and faculty managers to ensure that necessary approvals are obtained in good time to meet any applicable external or internal deadlines.

Note: Meeting schedules are available on the relevant committee websites. Academic Board meeting dates; Academic Board committee dates; CCPC meeting dates; UE meeting dates.

(b) Key dates include:
   (i) deadline for the publication of the faculty handbook for the subsequent year;
   (ii) finalisation date for the units of study master file for the subsequent year; and
   (iii) deadlines set by faculties for the approval of units of study.
(2) Faculties, or where relevant the Deputy Vice-Chancellor (Education), proposing new or changed units of study must:
   (a) provide advance notice of the proposed change to any faculty or school which might be affected, particularly those offering award courses in which the unit of study is listed in the unit of study table, before seeking approval; and
   (b) submit proposals for approval in the relevant faculty-approved template.

(3) Proposals for new or changed units of study which are, or are proposed to be, under the faculty's academic direction in a degree of the faculty must be:
   (a) approved by the faculty; and
   (b) where the changes result in a change to award course requirements or the table of units of study for an award course, approved by the Academic Board.

(4) Proposals for new or changed units of study which are, or are proposed to be, under the faculty's academic direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees must be:
   (a) endorsed by the unit of study co-ordinator, or in the case of new units of study, the relevant head of school;
   (b) approved in terms of rationale, curriculum, assessment and learning outcomes by the faculty; and
   (c) approved for inclusion in the shared pool by the Board of Interdisciplinary Studies.

(5) Proposals for new or changed units of study which are not, or are proposed not to be, under a faculty's academic direction but will be included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees must be:
   (a) endorsed by the Deputy Vice-Chancellor (Education); and
   (b) approved by the Board of Interdisciplinary Studies.

(6) Units of study which are, or are proposed to be, included in the open learning environment, Sydney Research Seminars, or interdisciplinary units of study available across all Liberal Studies Bachelor Degrees, or offered to all students as specified in the degree resolutions, must be:
   (a) endorsed by the Deputy Vice-Chancellor (Education) or the faculty; and
   (b) approved by the Board of Interdisciplinary Studies.

(7) Faculties and the Board of Interdisciplinary Studies (as appropriate) must report approved new or changed units of study to the Undergraduate or Graduate Studies Committee of the Academic Board (as appropriate) at least annually.

7 Award course resolutions

(1) Award course resolutions must specify, as a minimum:
   (a) the course code;
   (b) attendance patterns;
   (c) requirements for admission to candidature;
   (d) requirements for the award course including credit point values, units of study that may be taken for credit and mandatory units of study;
(e) streams available in the award course;
(f) programs available in the award course;
(g) majors available in the award course;
(h) minors available in the award course;
(i) requirements for streams, programs, majors, minors and, where appropriate, the degree core;
(j) progression rules;
(k) restrictions on enrolment;
(l) time limits, if different from those specified in the faculty resolutions or the University of Sydney (Coursework) Rule 2014;

**Note:** Award course resolutions may not extend the maximum time for completion of a coursework degree, which is provided in the University of Sydney (Coursework) Rule 2014.

(m) cross institutional study and exchange, if not as specified in the faculty resolutions;
(n) requirements for admission to, and for the award of honours, if available;
(o) award of the degree including grades of the degree or grades of honours that may be awarded; and
(p) any transitional arrangements relating to the resolutions.

### 8 Faculty resolutions

(1) Faculty resolutions may include resolutions about:
(a) course enrolment, including enrolment restrictions, time limits, suspension, discontinuation and lapse of candidature and recognition of prior learning;
(b) unit of study enrolment, including cross-institutional study and international exchange;
(c) study and assessment, including attendance and participation, late submission, and arrangements, if any, for re-assessment;
(d) progression and award including satisfactory progress, awards, award and grades of honours, medals and weighted average marks used in addition to the provisions of the Coursework Policy 2014; and
(e) transitional arrangements.

### 9 Faculty handbooks

(1) Faculty handbooks must specify:
(a) a description of the faculty structure, including schools, disciplines and departments;
(b) the faculty teaching calendar for the year;
(c) any local provisions in the faculty;
(d) in relation to each award course offered by the faculty:
   (i) the award course resolutions;
   (ii) any applicable faculty resolutions;
   (iii) the intended learning outcomes and graduate qualities;
   (iv) the approved minimum learning commitments;
   (v) the approved learning experiences;
   (vi) the assessment process and standards; and
   (vii) expected prior learning;
(e) in relation to each unit of study offered by the faculty:
   (i) a brief description;
   (ii) assessment summary;
   (iii) pre- and co-requisites; and
   (iv) the relationship of the unit of study to the overall learning outcomes
        and experience for the award course.

10 Unit of study outlines

(1) Unit of study outlines must contain:
   (a) a concise statement of the learning outcomes;
   (b) a list of objectives, expressed in terms of how that knowledge will be
       assessed;
   (c) a concise statement of the links between the learning outcomes and the
       graduate qualities;
   (d) a brief description of the contribution of the unit to the different award
       courses in which the students may be enrolled;
   (e) information about academic integrity and the checking of written
       assignments through similarity detection software;
   (f) links to compulsory modules relating to academic honesty;
   (g) advice on:
      (i) attendance and class requirements;
      (ii) the methods of assessment to be used; and
      (iii) the weighting of each assessment;
   (h) names and contact details of relevant teaching and administrative staff.

(2) Unit of study outlines may also contain, where appropriate, assignment questions
    and assessment tasks.

(3) The Deputy Vice-Chancellor (Education) may prescribe a template for unit of study
    outlines, in which case the template must be used for all unit of study outlines.
11 Learning management systems

(1) An LMS website must contain:

(a) an introduction and rationale for the unit of study;

(b) the aims and learning outcomes;

(c) the contribution that the aims and learning outcomes of the unit make to learning outcomes and graduate qualities for the award course;

(d) an outline of the curriculum for the unit and a schedule of learning activities (lectures, seminars, tutorials, workshops, practicals, laboratories, online learning, field trips, work placement, independent study or other);

(e) minimum learning commitments and attendance requirements for learning activities, and guidelines on time to be allowed for private study and assessment preparation;

(f) the assessment process, standards and criteria, including a detailed breakdown of each assessment task, its contribution to the final mark, deadlines and closing dates for submission of work;

(g) any relevant expectations relating to group work, professionalism in work-integrated learning situations and other matters;

(h) any penalties that apply for poor attendance or late submission;

(i) mandatory or recommended prior learning;

[Note: This information should also be provided to prospective students as early as possible, through the University’s “Find a Course” website.]

(j) reference and links to relevant University policies, including, as a minimum the Academic Honesty in Coursework Policy 2015 and the requirements for special consideration in the Coursework Policy 2014 and Assessment Procedures 2011;

(k) a notification to students indicating that participation in the unit of study permits de-identified information about their learning experience and interaction with learning resources to be used for the purpose of improving the student experience of learning;

(l) information, where relevant, about the recording of lectures delivered and automatically captured in University-owned lecture theatres;

(m) the use of the text-matching tool on the University’s LMS for student text-based assignments;

(n) details of changes made to the unit as a result of student feedback and student experience from the previous time the unit was offered.

(2) Each LMS must be designed to include the capacity for:

(a) submitting written assignments online; and

(b) for text-based assignments, checking submitted work with similarity detection software.

(3) Read-only access to the LMS site for a unit of study must be provided to:

(a) students;

(b) unit of study co-ordinators;

(c) all teachers and tutors in the award course;
(d) relevant library staff, for the purpose of facilitating availability of relevant library resources;
(e) relevant educational integrity co-ordinators, for the purposes of conducting an investigation into suspected academic dishonesty;
(f) relevant staff of the Disability Support Office, for the purposes of recommending adjustments for students registered with that office; and
(g) any other member of staff to whom the Deputy Vice-Chancellor (Education) directs that such access should be provided.

(4) Editing access to the LMS site for a unit of study must be provided to the unit of study co-ordinator and any other person nominated by the unit of study co-ordinator.

12 Academic records on graduation

(1) An academic transcript is a complete record of the student's studies at the University and must state:
   (a) the graduate's name;
   (b) the award course;
   (c) any specialisation, stream, major or minor achieved;
   (d) each unit of study attempted with:
      (i) the semester and year of the attempt;
      (ii) the credit point value;
      (iii) the mark; and
      (iv) the grade.

(2) A certificate of graduate status must list the degree name and the graduation date but not the units of study.

(3) A degree statement (testamur), is the legal statement of the student’s attainment of the degree, and must state:
   (a) the degree or degrees awarded;
   (b) the authority under which it is awarded;
   (c) the title of the award;
   (d) the name of the student to whom it is awarded;
   (e) the date of conferral;
   (f) any stream, program or major (with a maximum of two majors); and
   (g) where relevant, the honours discipline and grade of the degree or honours awarded.

(4) For a Liberal Studies Bachelor Degree:
   (a) the title shown on the testamur and transcript must include:
      (i) the stream, if applicable; and or
      (ii) Dalyell Scholar, if applicable; and
      (iii) if no stream, the Table A the program or major; or and
      (iii) if neither, the Table A major; and
(b)(iv) any second major; and

(b) must be styled on the testamur as:

Bachelor of [insert title] ([insert stream]), (insert stream, program or Table A major), (insert any second major).

[Insert Dalyell Scholar] if applicable

(c) ([Insert Table A program or major]) ([insert second major])

(5) For any degree combined with the Bachelor of Advanced Studies:

(a) the title shown on the testamur and transcript must include:

(i) the stream, if applicable; and

(ii) Dalyell Scholar, if applicable; and

(iii) the Table A program or major; and

(iv) the second major; and

(i) the stream; or

(ii) if no stream, the program; or

(iii) if neither, the Table A major; and

(b) the second major; and

(b) must be styled on the testamur as:

Bachelor of [insert title] / Bachelor of Advanced Studies ([insert stream]), [insert Dalyell Scholar] if applicable

([insert Table A program or Table A major]), ([insert second major]).

(6) Any degree combined with the Bachelor of Advanced Studies with honours must be styled on the testamur as:

Bachelor of [insert title] / Bachelor of Advanced Studies ([insert stream]), [insert Dalyell Scholar] if applicable

([insert discipline] Honours) ([insert second major])

Honours Class [insert class]

(6) ([insert discipline] honours, [insert second major]).

Note: See also Part 19 of the Coursework Policy 2014.

(7) A single testamur will be issued for combined degrees, including vertically-integrated degrees, unless otherwise required by the relevant award course resolutions.

(8) Separate testamurs will be issued for each degree for double degrees, unless otherwise required by the award course resolutions.

13 Quality assurance and evaluation

(1) Excellence of the student experience is evaluated through surveys of the student experience at two levels:

(a) the degree or program level; and

(b) the unit of study level.
(2) Degree or program level feedback is captured from both current students and recent graduates through external surveys. Educational data analytics from these surveys are reported by the Education Portfolio Quality and Analytics Team to the wider university community, including, but not limited to:

(a) University Executive Education and Research Education Committees;
(b) Academic Board;
(c) Graduate Studies Committee of Academic Board;
(d) Undergraduate Studies Committee of Academic Board;
(e) Faculty Deans, Associate Deans and appropriate faculty boards and committees.

(3) Unit of study level feedback is captured through the Unit of Study Survey (USS).

(a) The USS is administered online, using Sydney Student data to generate the list of units of study to be surveyed each teaching session, and to access the contact details of students enrolled in them.

(b) The USS includes six common quantitative items, and two common qualitative items and up to four faculty specific quantitative items and one qualitative item.

(c) For each unit of study, a faculty administrator is responsible for:
   (i) checking that the unit of study co-ordinator details are correct;
   (ii) setting appropriate open and close dates for the survey; and
   (iii) indicating which faculty specific variant of the USS is to be used.

(d) Unit of study co-ordinators must check the details of the survey (sent as a pre-notification email two weeks prior to the survey open date). Changes should be requested through the faculty administrator.

(e) Students are emailed an invitation to participate in the USS on the survey open date. A reminder email will be emailed to all students who have not already completed the survey one week after the survey opens.

(f) Teachers may allow time in class for students to complete the survey on their smartphone, tablet or laptop.

(g) Unit of study co-ordinators will receive an email notification on the survey open date, and then an update one week later.

(h) Results are made available to the unit of study co-ordinators, the Dean, the Associate Dean, Education and other nominees of the Dean via the USS results portal.

(i) Results are made available to students (quantitative results only) via an email notification containing a link to their personalised survey portal. Co-ordinators can write a comment in response to the ratings and comments given by their students before results are released to students.

(j) Changes made to the unit of study as a result of student feedback and student experience from the previous time the unit of study was offered must be included in the LMS website for the unit of study.

(4) Quality assurance processes at all levels are summarised in Schedule One.

(5) Reviews of faculties and academic units will be jointly overseen by the Academic Board and University Executive, and will include a focus on teaching and learning, including curriculum development and research training.
(6) The review process will consist of the following stages:
   (a) initiation of the review;
   (b) appointment of a review panel;
   (c) review visit preparation;
   (d) submission of faculty self-evaluation report;
   (e) review panel meetings:
      (i) preliminary;
      (ii) consensus;
      (iii) review;
   (f) preparation of review panel report by the office of the Provost, in consultation with the review panel;
   (g) development of implementation plan.

Note: Further information about faculty review visits is available from the Academic Board website.

(7) The terms of reference for review panels are set out in Schedule Two.

(8) External reference points will be obtained by participating in the Group of 8 Quality Verification System and through other benchmarking reports commissioned by faculties.

(9) The Deputy Vice-Chancellor (Education) must:
   (a) provide Group of 8 Quality Verification System reviewer reports to the relevant unit of study coordinators, Heads of School and Associate Deans; and
   (b) table the reports at the University Executive Education Committee and the Academic Board Academic Standards and Policy Committee.

(10) The Associate Dean Education in relevant faculties is responsible for responding to Go8 Quality Verification System reviewer reports by completing the template in Schedule Three and, where appropriate, implementing action to address issues identified in the report.

(11) If a report does not identify issues warranting response or comment, the Academic Standards and Policy Committee may waive the requirement for a faculty response.

14 Educational environments

The quality of educational environments will be measured through student and teacher evaluations of learning spaces.

Note: Standards (for learning environments) are monitored by the DVC (Education) Portfolio and are set by CIS in conjunction with ICT. The Learning Space Design Standard is available here.
NOTES

Learning and Teaching Procedures 2016

Date adopted: 29 June 2016
Date commenced: 26 July 2016
Date amended: 27 October 2016 (administrative amendment)
10 October 2016 (administrative amendment)
28 November 2017, commencing 1 January 2018
4 June 2109, commencing 1 July 2019

Administrator: Academic Director, Education Policy and Quality

Review date: 29 June 2021

Related documents:

- University of Sydney (Coursework) Rule 2014
- University of Sydney (Policies Development and Review) Rule 2011
- Learning and Teaching Policy 2015
- Academic Honesty in Coursework Policy 2015
- Code of Conduct for Students
- Coursework Policy 2014
- Academic Honesty Procedures 2016

AMENDMENT HISTORY

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<th>Provision</th>
<th>Amendment</th>
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<td>Renumbering of clauses 6 – 12</td>
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<td>4(7); 4(8); Schedule One</td>
<td>References to Senior Executive Group (SEG) changed to University Executive (UE)</td>
<td>27 October 2016</td>
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<td>13(2)(a)</td>
<td>Reference to Senior Executive Group (SEG) Research Training Committee changed to University Executive (UE) Research Education Committee</td>
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<td>4(1)(a); 6(1)(a); 13(8)(g)</td>
<td>Hyperlinks amended; administrative amendment only</td>
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<td>12(1)</td>
<td>Removal of clause referring to the Australian Higher Education Graduation Statement (AHEGS); subsequent clauses renumbered.</td>
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<td>6</td>
<td>Amended definition of “faculty”</td>
<td>1 January 2018</td>
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<td>6</td>
<td>New definitions added: “Group of 8 Quality Verification System” and “Table A”</td>
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<td>4(1)(a); 6(1)(a)</td>
<td>“Meeting schedules are available on the relevant committee websites” moved to note below clauses.</td>
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<td>7(1)(l)</td>
<td>Inserted “award” before “course”</td>
<td>1 January 2018</td>
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<td>12(3)(a)</td>
<td>Inserted “or degrees” between “degree” and “awarded”</td>
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<tr>
<td>12(3)(f)</td>
<td>Inserted “(with a maximum of two majors)” after “major”</td>
<td>1 January 2018</td>
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<tr>
<td>12(3)(g)</td>
<td>Inserted “honours disciplines and” between “the” and “grade”</td>
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<td>New clauses added</td>
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<tr>
<td>Schedule 2; Schedule 3</td>
<td>New schedules added</td>
<td>1 January 2018</td>
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<tr>
<td>3</td>
<td>Remove definition of faculty</td>
<td>4 June 2019</td>
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<td>3</td>
<td>Replace Deputy Vice-Chancellor (Registrar) with Executive Director, Student Administration Services</td>
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<tr>
<td>12(6)</td>
<td>Remove ‘where honours is taken in the discipline of a Table A major and insert Note.</td>
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## SCHEDULE ONE

Standards and methods for evaluating educational excellence

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<th>Standards</th>
<th>Responsibility</th>
<th>Evaluation method</th>
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<tr>
<td>Unit of study</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
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<tr>
<td></td>
<td>• Simple data</td>
<td>Unit of study co-ordinator assesses that outcomes are meeting requirements, including academic integrity</td>
<td>• Student surveys&lt;br&gt;• University rubric to measure against graduate qualities</td>
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<tr>
<td></td>
<td>• Easy visibility at faculty level</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Generated by results data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Determined by faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alignment with award/ standard</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Graduate qualities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Educational outcomes</td>
<td>Unit of study co-ordinator assesses that outcomes are meeting requirements, including academic integrity</td>
<td>• Student surveys&lt;br&gt;• University rubric to measure against graduate qualities</td>
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<tr>
<td>Educational experience</td>
<td>Student experience of learning and teaching</td>
<td>University sets agreed standards and targets&lt;br&gt;Unit of study co-ordinators are responsible for providing students with feedback through the closing the loop process</td>
<td>• Student surveys&lt;br&gt;• Results are included in report to students/ faculty</td>
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<tr>
<td>Educational experience</td>
<td>Peer observation of teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational environment</td>
<td>Learning space</td>
<td>Educational environment</td>
<td>Educational environment</td>
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<tr>
<td></td>
<td>• Virtual environment</td>
<td>Standards for physical learning space&lt;br&gt;Evaluation of learning spaces&lt;br&gt;Effective use of existing resources (to teach units of study)</td>
<td>• Standards for physical learning space&lt;br&gt;Evaluation of learning spaces&lt;br&gt;Effective use of existing resources (to teach units of study)</td>
</tr>
<tr>
<td></td>
<td>• Formal and informal</td>
<td></td>
<td></td>
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<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Curriculum/qualification</td>
<td>Educational outcomes • Qualifications • Meet accreditation requirements • Alignment with institutional, industry, professional and community expectations</td>
<td>Educational outcomes • Standards and outcomes are determined by the faculty and managed by the Academic Board</td>
<td>Educational outcomes • Student survey results are averaged over faculty-administered units of study and used to set agreed standards and targets • Benchmarking and alignment with standards across the faculty, and other comparable institutions, and with professional, disciplinary and industry expectations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational experience • Thematic coherence program</td>
<td>Educational experience • Student surveys • Reported to faculty board; reports made public</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational environment • Formal and informal • Community of scholars within discipline/ degree program</td>
<td>Educational environment • Standards for physical learning space • Evaluation of learning spaces • Effective use of existing resources</td>
</tr>
<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
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<tr>
<td>-----------------</td>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>University</td>
<td>Educational outcomes</td>
<td></td>
<td>Educational outcomes, experience and environment</td>
</tr>
<tr>
<td></td>
<td>• Graduate qualities</td>
<td></td>
<td>• Student survey results used to set targets and benchmark at faculty and University level</td>
</tr>
<tr>
<td></td>
<td>• Prepared for learning, life and work experiences</td>
<td></td>
<td>• Meets requirements for accreditation at discipline/ professional level</td>
</tr>
<tr>
<td></td>
<td>• Success in accessing further study opportunities</td>
<td></td>
<td>• Meets requirements for Australian Qualifications Framework</td>
</tr>
<tr>
<td></td>
<td>• Rewarding career paths</td>
<td></td>
<td>• Meets requirements for Higher Education Standards</td>
</tr>
<tr>
<td></td>
<td>• Contributing to the community</td>
<td></td>
<td>• Meets requirements for professional regulatory bodies e.g. Australian Health Practitioners Regulatory Authority</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Cycle of Academic Board/ UE faculty reviews, including learning and teaching processes and practices</td>
</tr>
<tr>
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<td>• Meets standards set by Group of Eight (Go8) universities and benchmarked in the Go8 Quality Verification Scheme</td>
</tr>
<tr>
<td>Educational experience</td>
<td>Engagement and enquiry to challenge students with novel problems and issues at every stage of the educational process</td>
<td></td>
<td></td>
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<tr>
<td>Educational environment</td>
<td>Physical spaces and equipment</td>
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<td></td>
<td>• Virtual learning environment</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Supports working together</td>
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</table>
SCHEDULE TWO

TERMS OF REFERENCE FOR ACADEMIC UNIT REVIEW PANELS

OBJECTIVES

Reviews of academic units aim to ensure their capacity to deliver teaching and learning, research and the best outcomes for society at the highest possible standard, and in a manner that is academically and financially sustainable and aligned with the University’s strategic goals.

ROLE OF PANEL

To achieve the objectives, the panel will:

(a) review and report on the academic unit's goals, strategy and achievements in relation to:
   (i) teaching and learning, including curriculum development and research training;
   (ii) research and development;
   (iii) external relations;
   (iv) equity issues; and
   (v) internationalisation;
(b) assess and report on the alignment of the unit's goals with the University's strategic plan;
(c) assess and report on the allocation resources within the unit, and its strategies for managing and improving its financial performance in relation to:
   (i) teaching;
   (ii) research;
   (iii) other sources of income; and
   (iv) controls on expenditure;
(d) assess and report on the effectiveness of the unit's organisational structure in delivery its strategy and achieving its goals;
(e) make recommendations for optimising teaching, research and benefit to society, in relation to the unit's goals, strategy, resource allocation and sustainability;
(f) assess and make recommendations for the unit's course profile, in terms of academic excellence, demand, quality and sustainability.

MEMBERSHIP OF PANEL

(1) Panel members are appointed jointly by the Provost and the Chair of the Academic Board, each of whom may choose to sit on a review committee or nominate a representative to do so.
(2) Review panels will consist of five members, plus a chair. If appropriate, an additional two members may be appointed.
(3) Review panels will be comprised of at least:

(a) three senior academics with disciplinary or management knowledge relevant to the unit under review, and at least two of whom should be external to the University;

(b) a senior academic from within the unit under review, who is neither a dean or associate dean; and

(c) a member of the Academic Board nominated by the Chair of the Academic Board.
Group of Eight (Go8) Quality Verification System (QVS) Review Report

<table>
<thead>
<tr>
<th>Quality Verification System Review Report</th>
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<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Unit of Study:</td>
</tr>
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<td>Program Coordinator:</td>
</tr>
<tr>
<td>Faculty:</td>
</tr>
<tr>
<td>Associate Dean (Education):</td>
</tr>
<tr>
<td>Head of School:</td>
</tr>
</tbody>
</table>

**Overall summary judgement of the subject (unit of study) by Go8 reviewer**

The learning outcomes, assessment tasks and assessment processes set for the subject I have reviewed were appropriate.

*Any recommendations made are for the purposes of enhancement to the subject and its assessment.*

The learning outcomes, assessment tasks and assessment processes set for the subject I have reviewed were appropriate. **HOWEVER, there are some risks to the future quality assurance of the subject and its assessment, as outlined in my recommendations.**

There are immediate concerns or risks relating to the learning outcomes, assessment tasks and/or assessment processes set for the subject I have reviewed. These require immediate action on behalf of the University to prevent reoccurrence in the next review.

**Overall response to the review**

Do you have any feedback on the review report?

**Review of Specified Learning Objectives**

Could the scope and/or clarity of the learning objectives be improved based on QVS feedback?

If so, how should the course learning objectives be amended to reflect the intended outcomes of the unit and its contribution to course learning outcomes, including the University’s graduate qualities?

Response to comparison of learning objectives at other Go8 universities.

**Review of Assessment Tasks**

Response to suitability of assessment tasks – could assessments be modified to better align with unit learning outcomes?

Could the assessment requirements, standards and rubrics be made clearer to students?

Are assessment tasks, criteria and rubrics appropriate to measure unit learning outcomes.
### Response to comparison of assessment tasks and marking criteria with other Go8 universities

<table>
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<tr>
<th>Action Plan for Changes in Response to QVS Review</th>
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</table>

### Further comments

<table>
<thead>
<tr>
<th>Identify how reviewer feedback could be used to enhance other educational offerings across the School or Faculty</th>
</tr>
</thead>
</table>

*To be completed by Faculty Associate Dean (Education)*

### Information for Program Coordinators and Associate Deans

The Go8 QVS Review Report aligns with the feedback provided in the attached review. Program coordinators are asked to provide a response to the feedback in the review, and identify (if possible) ways in which the feedback could be incorporated in future offerings of the unit (or similar units of study).

Where a course review section receives a grade of ‘Completely’ or no explanation is provided in the feedback box below (‘please list up to three reasons for making this rating’) a response is not required. Program coordinators are also asked to develop an action plan for implementing changes based on feedback in the review, which will be provided to the University Executive and Academic Board.
SCHEDULE FOUR

Guidelines for Majors

In these guidelines:

ASCED code means the Australian Standard Classification of Education Code established by the Australian Bureau of Statistics

selective means a unit of study which may be selected from a group of units within a major to fulfill requirements for the major.

Table A means a list, specified in award course resolutions, of units of study, majors, minors and streams available to be taken in an award course. Unless otherwise specified, Table A for an award course, is only available to students enrolled in the award course, except by special permission of the unit of study coordinator.

Table S means a list, specified in award course resolutions, of units of study, minors and majors common to all Liberal Studies degrees and some specialist and generalist degrees, which are available to be taken in an award course.

(1) **Purpose of the major.** The major should:

   (a) develop depth of expertise in a coherent field of study that is associated with an identifiable community of scholars and is recognised as comprising a distinct and valuable body of scholarship;

   (b) be supported by demonstrated expertise and staff capacity in the area of the major;

   (c) be characterised by a distinctive set of learning outcomes, among which should be depth of disciplinary expertise;

   (d) develop the graduate qualities.

(2) **Overlap of core units and selectives within different majors.**

   (a) Core units that are common to two majors may overlap within the first year of majors (up to 12 credit points) without additional scrutiny by the faculty beyond that which is normally given to ensure cohesion, rigour and appropriate development and alignment of the learning outcomes for the major.

   (b) Where overlap within the major core occurs beyond first year, this should be for sound disciplinary reasons. The decision to do so should be made on the basis of an argued case presented to and considered by the faculty, in order to ensure its necessity and that the major retains distinctiveness. With this caveat, both core and selective units offered within majors may overlap.

   (c) For students, while a single unit of major ‘core’ may be counted against two majors, selective units may not be double counted in this way. A student wishing to complete two majors with overlapping core must choose unique selectives in order to complete the credit point requirements of those majors.
(3) **Overlaps between major and stream**

(a) Units of study may count towards both the requirements of a stream and the requirements of the major, provided that the major meets these guidelines and requirements of the *Learning and Teaching Policy 2015*.

(4) **Pre-requisites and assumed knowledge.**

(a) Units of study within a major must not have pre-requisites for units outside the major that would effectively require a student to complete more than 48 credit points to complete requirements for the major.

(i) Where a major is offered in Table S, units within the major must not have pre-requisites for units outside the major.

(ii) Where a major is offered in Table A for a degree, or only to students in a particular stream, a unit within the major may have a pre-requisite outside the major, provided those units are core units for the degree or stream;

(b) Units of study within a major may specify assumed knowledge outside the major.

(5) **The 3000 level (or higher for 192 credit point professional or specialist degrees) Project unit**

(a) Projects should be designed to explore challenging problems that arise in realistic settings with solutions of clear impact on issues of importance to partners in the project.

(b) The problems on which projects are built should be authentic and offer a rich context that may, depending on the project, also invite interdisciplinary perspectives.

(c) The project should be conceived of as an integrative experience that draws together disciplinary knowledge and demonstrates the learning outcomes of the major in a real-world application. Disciplinary expertise demonstrated in the project should reflect the standards expected in the major.

(d) The project should form the focus of the entire 6 credit point unit and develop graduate qualities.

(e) Where the project is interdisciplinary, it is recommended that enrolment be through a shell unit specific to each major to enable the appropriate flow of funds to the school or discipline, appropriate ASCED code and a contact point in the discipline.

(f) A single shell unit in the major may be used for both disciplinary and interdisciplinary projects (including multi-faculty projects) to simplify the unit structure.

(g) Interdisciplinary learning is greatly enriched by involving students from other faculties. The Education, Enterprise and Engagement unit in the Deputy Vice-Chancellor (Education) portfolio brokers projects with external partners suitable to students from multiple faculties and assists in managing the projects.

(6) **Unit requiring application of disciplinary expertise in an interdisciplinary context**

(a) Disciplinary knowledge developed in a major involves an understanding of disciplinary assumptions, methodologies and foundational knowledge and an ability to apply that to solve problems encountered within the discipline.
(b) The interdisciplinary unit should provide an opportunity for students to apply disciplinary knowledge to problems, work or communicate with people with different disciplinary expertise and demonstrate interdisciplinary effectiveness.

(c) ‘Interdisciplinary’ should be understood in an inclusive sense. It may involve any or all of:

(i) the integration of knowledge, methods and skills of two or more disciplines;

(ii) the application of skills, knowledge and methods of two or more disciplines to the components of a problem without necessarily integrating them (sometimes called multi-disciplinary);

(iii) the integration of disciplines into a common framework that transcends any one discipline; or

(iv) the interactions between disciplines and society (sometimes called transdisciplinary).

The interdisciplinary unit may be the project unit.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Laurie Monier-Pilgrim, Senior Policy and Projects Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Registrar and Director, Education Quality and Policy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Updates to the course management template</td>
</tr>
<tr>
<td>Purpose</td>
<td>To propose updates to the course management template for new, amended and deleted courses.</td>
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</table>

**RECOMMENDATION**

*That Academic Standards and Policy Committee endorse for Academic Board approval the changes to the course management template for new, amended and deleted courses.*

**EXECUTIVE SUMMARY**

As part of the assessment project, the Education portfolio has revised the current course management template for new, amended or deleted courses to reflect the University’s new approach to assessments. Additionally, the signature from the Director, Student Operations has been added to the cover page to ensure that consultation with the Academic Model team has occurred and that the course and its proposed structure can be created in Sydney Student. Further updates have also been made to clarify the information requested and replace out-of-date information, after consultation with the Academic Model team and other professional service units.

A summary of the changes is provided in the Issues section below and the proposed updates to the template are marked as tracked changes in Attachment 1.

**BACKGROUND**

Faculties wishing to propose a new, amended or deleted course are required to complete a course management template which gathers all the information University Executive and Academic Board committees require to review and approve such proposals. It also encourages faculties to consult with the relevant professional service units across the University to ensure the course can be built, implemented and will be viable.

Various changes have happened since the template was last revised. One of them stems from the work done as part of the curriculum mapping and assessment projects. As required in the Learning and Teaching Policy (2015), every existing undergraduate course now has defined learning outcomes which map to the University graduate qualities. Additionally, as of 2020, undergraduate degrees, majors, programs and streams will have assessment plans. In the proposed revised template, the section on Assurance of Learning (7.4) has been updated to request details of how the learning outcomes map to the graduate qualities and the section on assessment procedures in the existing template (7.3) has been updated to reflect the use of assessment plans.

**ISSUES**

The main suggested changes are listed below:

- added signature of Director, Student Operations and updated title for Head of Recruitment on cover page;
- updating names of business units listed as advice contact in the Contents table;
- updating the combined/double degree types and clarifying definitions (question 3.6);
- updating the Honours types and clarifying definitions (question 3.8);
• updating location available for student attendance (question 3.17)
• update assurance of learning (previously 7.4, now 6.4) to include a section on mapping of the learning outcomes to the University graduate qualities, and differentiating undergraduate and postgraduate courses (Part 6);
• updating the documentation required for the course structure (question 7.1), including adding a new Appendix (Appendix 5 – Table A for degree and associated new curriculum components);
• updating questions related to assessment and workload (Part 7), including adding a new Appendix for assessment tasks mapping (Appendix 6 – Assessment map)
• updating delegated authority with regards to academic dress and requesting consultation with Graduations office when the proposal leads to the introduction of a new academic dress (question 7.12.4); and
• updating session and campus codes (Appendices 5 and 6).

ATTACHMENTS

Attachment 1 – Course Management Template
# Course management template

Use this template to:

- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: iap.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

---

## For all purposes, please complete these key details:

This submission relates to the following:
- □ New course  [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

#### School/department

#### Managing faculty

#### Name of proponent

#### Telephone

#### Email

#### Version date

- □ Undergraduate
- □ Postgraduate coursework
- □ Postgraduate research

### Signature

- Dean

- Faculty Manager

- Deputy Vice-Chancellor (Education)

- Divisional Finance Director
  - Part 2

- Executive Director, Student Recruitment & Admissions
  - Section 1.5

- Director Student Operations

- Library Director
  - Appendix 4

- Date
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 iap.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.
## Contents

<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
<th>ADVICE CONTACT</th>
<th>NEW</th>
<th>AMEND</th>
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<td>1</td>
<td>Strategy and marketing analysis</td>
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<td>Domestic and international competitors</td>
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<td>Associate course closure(s)</td>
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<td>Financial viability analysis</td>
<td>FPA</td>
<td>Y</td>
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<td>Start year and Start semester</td>
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<td>AHEGS content</td>
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<td>Location/campus</td>
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<td>Timetabling</td>
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<td>Clinical and industrial placement or experience</td>
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<td>Prohibition</td>
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<td>ATAR (undergraduate only)</td>
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<td>Additional admission criteria</td>
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<td>Application closing dates (postgraduate only)</td>
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<td>Second semester admission</td>
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<td>International student admission</td>
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<td>UAC code</td>
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<td>Academic aims and objectives</td>
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<td>Statement of learning outcomes</td>
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<td>6.4</td>
<td>Statement of generic attributes</td>
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<tr>
<td>7</td>
<td>Learning and teaching</td>
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<td>7.1</td>
<td>Course structure</td>
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Approved by the Academic Board, XXX 2019
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<td>Assurance of learning</td>
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<td>7.5</td>
<td>Quality assurance arrangements and course review</td>
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<td>7.6</td>
<td>Student workload Academic advice, support and student representation</td>
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<td>Remediation of assessment</td>
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<td>Combined degrees and inter-faculty arrangements</td>
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<td>7.11</td>
<td>Joint ventures with other universities</td>
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<td>7.12</td>
<td>Resolutions</td>
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### Resources

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<td>IT requirements</td>
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<td>Library resources</td>
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### Appendixes

- **Appendix 1**: Resolutions of the Senate
  - Y Y Y
- **Appendix 2**: Resolutions of the Faculty
  - Y Y Y
- **Appendix 3**: Course Resolutions
  - DVC Education/SAS Y Y Y
- **Appendix 3A**: Undergraduate courses
- **Appendix 3B**: Postgraduate courses
- **Appendix 4**: Library impact statement
  - University Library Y Y
- **Appendix 5**: Table A for degree and associated new components
  - DVC Education/SAS Y Y
- **Appendix 6**: Assessment Map
  - DVC Education Y Y
- **Appendix 7**: Reference: Session codes
  - SAS
- **Appendix 8**: Reference: Campus codes
  - SAS
- **Appendix 9**: AQF compliance

**Abbreviations**

- FPA = Financial Planning and Analysis
- MC = Marketing and Communications (External Relations)
- IAP = Institutional Analytics and Planning (Provost and DVC)
- SAS = Student Administration Services
- SRA = Student Recruitment and Admissions (External Relations)
- Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

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

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

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

Include recruitment costs in the financial viability analysis (Part 2)

*The Executive Director, Student Recruitment & Admissions 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)*

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>
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</thead>
</table>

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

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

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].

PART 3: Course details

<table>
<thead>
<tr>
<th>3.1</th>
<th>Course name:</th>
<th>e.g., Master of Social Studies (International)</th>
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</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Course abbreviation:</td>
<td>e.g., MSocStud</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, XXX 2019
| 3.3 | Start year: | Start semester: |
| 3.4 | Name of award: | e.g., Master of Social Studies |
| 3.5 | Combined or double degree? | □ Yes □ No |
| 3.6 | Combined/double type: (if applicable) | □ Combined means a combination of two degree programs with a lower volume of learning. □ Double means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting. □ Vertically Integrated Bachelors and Masters means a combination of a bachelor and master degree program with a lower volume of learning. |
| 3.7 | Honours offered? | □ Yes □ No |
| 3.8 | Honours type: (if applicable) | □ Appended (Additional 48 credit points program undertaken after students satisfy requirements for the award of a Bachelor (Pass) degree. Requires a separate application) □ Embedded (Program of study undertaken as part of the overall degree without extending the time for completion but requiring completion of a specific Honours units of study. May require an application. For example, combined Bachelor of Advanced Studies (Honours)) □ Integrated (Honours component undertaken as part of the overall degree without extending the time for completion and does not require the completion of specific units of study or a separate application. Honours award is based on achieving a specified weighted average mark. For example, Bachelor of Engineering (Honours)) |
| 3.9 | Course group: | □ Undergraduate □ Postgraduate coursework □ Postgraduate research |
| 3.10 | Field of Education (ASCED) codes: | Primary code: 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 | Limit 40 words |
| 3.13 | Full course description: for Sydney Courses | Limit 200 words |
| 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 |
| 3.15 | Expected normal length of candidature: | Full-time Min: Max: Part-time Min: Max: |
| 3.16 | Minimum credit points for completion: | |
| 3.17 | Location/campus for student attendance: | □ Camperdown and Darlington □ Camden □ Cumberland □ Conservatorium □ Mallett Street □ Fully online □ Westmead □ 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 ___% Offshore delivery □ Yes □ No ___% |
| 3.19 | Will most units in this degree require timetabling?: | □ Yes □ No |
| 3.20 | Does the course involve clinical or industrial placement/experience? | □ Yes □ No |

Approved by the Academic Board, XXX 2019
If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established

3.21 Does the course involve internships or overseas study?  
☐ Yes  ☐ No

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:  
- Criminal record check
- Prohibited Employment Declaration
- Health records and Privacy Information Declaration
- Working with Children

☐ Yes  ☐ No  ☐ Yes  ☐ No  ☐ Yes  ☐ No  ☐ 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 2014 or, at a course level, any pre-requisites or co-requisites)

☐ Yes  ☐ No  ☐ Yes  ☐ No  ☐ Yes  ☐ No  ☐ Yes  ☐ No

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th>Domestic fee-paying:</th>
<th>$</th>
<th>International fee-paying:</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>HECS (Student contribution)</td>
<td>$</td>
<td></td>
<td></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></td>
<td>$</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>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>S1</td>
<td>S2</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td></td>
<td></td>
<td></td>
<td></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>Total</td>
<td></td>
<td></td>
<td></td>
<td></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.

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

### PART 4: Admission details

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

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

4.2 Areas of study:  

Approved by the Academic Board, XXX 2019
### Assumed knowledge:

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

### Estimated or target minimum ATAR (for UG only):

<table>
<thead>
<tr>
<th>2xxx (e.g. 2021)</th>
<th>2xxx (e.g. 2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2xxx (e.g. 2022)</td>
<td>2xxx (e.g. 2024)</td>
</tr>
</tbody>
</table>

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

### If the proposal is for a postgraduate award course, please indicate the application closing date:

- For domestic students, closing date for applications is: dd/mm/yyyy
- For international students, closing date for applications is: dd/mm/yyyy

### 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**

### International student admission:

- Yes
- No

**Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?**

- Yes
- No

**If yes, please indicate IELTS equivalent:**

**Other international student entry requirements:**

### PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

#### CRICOS Code:

- Application required
- Not applicable

Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University (email: esos.compliance@sydney.edu.au). Courses that are not offered to international student visa holders do not require a CRICOS code. Courses with a delivery of more than 1/3 distance or online study cannot be registered.

If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed: changes to price, duration, location, mode of study; work component, qualification level and distinct course structure (specialist courses) where specialisation is included in the award title and on the testamur.

#### UAC Code:

- Application required
- Not applicable

Student Administration Services will apply for a Universities Admissions Centre code on behalf of the University.

### PART 6: Academic purpose

#### Academic rationale

Provide an academic rationale for the course or the amendment to the course.

This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:

- "The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation."

- "The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level."

Approved by the Academic Board, XXX 2019
The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.
In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.
Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole.

6.4 Graduate Qualities and Learning Outcomes

University graduate qualities:

| GQ1  | Depth of disciplinary expertise |
| GQ2  | Critical thinking and problem solving |
| GQ3  | Communication (oral and written) |
| GQ4  | Information/digital literacy |
| GQ5  | Inventiveness |
| GQ6  | Cultural competence |
| GQ7  | Interdisciplinary effectiveness |
| GQ8  | An integrated professional, ethical and personal identity |
| GQ9  | Influence |

Please refer to the Learning and Teaching Policy 2015 (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.
6.4.1 Undergraduate Courses

Please map the learning outcomes of the degree (as listed in 6.3) against the University graduate qualities. Please note that an undergraduate course must address all nine of the University graduate qualities (ie. at least one learning outcome must be mapped to each of the graduate qualities).

<table>
<thead>
<tr>
<th>GQ1</th>
<th>GQ2</th>
<th>GQ3</th>
<th>GQ4</th>
<th>GQ5</th>
<th>GQ6</th>
<th>GQ7</th>
<th>GQ8</th>
<th>GQ9</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2:</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>LO3:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>LO4:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO5:</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6.4.2 Postgraduate Courses

Postgraduate courses do not need to address all nine of the University graduate qualities. A postgraduate degree may also develop additional graduate qualities that are specific to the course. Please list the graduate qualities that will be developed by the proposed course. Please indicate how the learning outcomes stated in 6.3 contribute to the development of the graduate qualities you have listed.
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course. Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system’s management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

Please provide a diagram of the course structure in a study plan format in the space below. Please also complete a Table A for the course and any associated new curriculum components (see Appendix 5) and attach it to this proposal.
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

7.3 Assessment strategy

Please describe in brief narrative terms how the graduate qualities will be developed and assessed across the curriculum. Please also describe any assessment strategies particular to the discipline and, if applicable, the use of authentic assessments and any innovations in assessment and feedback. Details of assessment tasks may also be included.

Please complete the table below for the proposed assessment tasks to be used in the course.

<table>
<thead>
<tr>
<th>Proposed assessment task type</th>
<th>Approximate proportion of assessment regime (%)</th>
<th>Integrity risk mitigation strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.4 Assessment tasks mapping

In a grid (see Appendix 6) or narrative form, indicate which units of study relate to the assessment of the graduate qualities.

For undergraduate courses, please map the units against the nine University graduate qualities. Mapping is optional for postgraduate courses. If a mapping is provided it should be to the graduate qualities given above in 6.4.2.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.5 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 36 – 48 hours work per week, including preparation time (in line with the Learning and Teaching Policy). 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></td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
</tr>
</tbody>
</table>
7.6 Workload for assessment tasks
Describe how the volume of assessments will be managed to prevent excessive and unduly stressful workload demands.

7.7 Use of external examiners
If external examiners are used, please indicate how marking will be moderated to ensure consistency and alignment with University standards.

7.8 Academic advice, support and student representation
Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

7.9 Remediation and reassessment
What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

7.10 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
- review content, delivery and Resolutions of the course
- review and rationalise Units of Study for the 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.

### 7.11 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

### 7.12 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the *University of Sydney Coursework Rule*, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

### 7.13 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

### 7.14 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.
### 7.14.1
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/No**

### 7.14.2
Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2

**Yes/No**

### 7.14.3
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/No**

#### 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 DVC Education 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 (Education) for approval

### 7.14.4
Will the introduction of the proposed new award course require a new or a change to the academic dress?
If Yes, you need to consider what the new academic dress will be early enough to ensure they can be ordered and produced on time. Please contact the Graduations office in Student Administration Services to discuss and provide evidence of consultation with the team.

**Yes/No**

#### Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

<table>
<thead>
<tr>
<th>7.14.5</th>
<th>Last semester intake under existing Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic</td>
</tr>
<tr>
<td></td>
<td>International</td>
</tr>
</tbody>
</table>

| 7.14.6 | 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? |

| 7.14.7 | For course deletions, advise the last date for enrolments into the existing course |

| 7.14.8 | 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 |

| 7.14.9 | 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

9.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. *(It is not necessary to provide detailed information on the names or qualifications of individual staff members)*

9.1.2 What are the strengths of the department/school relevant to this proposal?

9.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

8.2 Teaching space and related facilities

9.2.1 Teaching rooms
9.2.2 Lecture theatres
9.2.3 Laboratories
9.2.4 Staff offices
9.2.5 Storage or other space required including any which needs to be rented externally
9.2.6 Professional placement locations

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

9.3.1 Computer technology
9.3.2 Other equipment

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Senate Resolutions template

The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the course.

Only list current courses in the Senate Resolutions. A current course is one that is:

- endorsed by Senate after approval by Academic Board; and
- open to admission, or admission is suspended but the course has not been formally deleted by Academic Board.

Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

If admission has been suspended to any course, without deletion, add the phrase ‘(admission suspended 20XX)’ after the course title.

Degrees

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate. Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

Combined degrees

List in order from research and missed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate

Graduate diplomas

List in alphabetical order by graduate diploma name. List streams in alphabetical order. Do not list specialisations.

Graduate certificates

List in alphabetical order by graduate certificate name. List streams in alphabetical order. Do not list specialisations.

Undergraduate diplomas

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List streams in alphabetical order. Do not list majors.
Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of [Faculty name]

(1) With the exception of the Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of [FACULTY NAME]. The Doctor of [HIGHER DOCTORATE TITLE] and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, [YEAR]. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

*may be awarded with honours following a further year of study

*may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

Approved by the Academic Board, XXX 2019
APPENDIX 2: RESOLUTIONS OF THE FACULTY

Faculty resolutions template

The objective of the Faculty resolutions is to prescribe requirements that are common to all, or most, students enrolled in coursework courses in the Faculty or University school. They should be informative and definitive to a prospective student, a current student and a staff member. Faculty resolutions should not be specified if the content is adequately covered at a higher level (University policy) or lower level (course resolution). The one exception to this principle is where readability of the resolutions is significantly enhanced by having all relevant information on a topic in one place. This needs to be balanced against the work involved in having the same words repeated in many places and the danger (likelihood) that these many occurrences will become out of sync over time.

Many headings in this template allow you the chance to specify requirements that are already specified in the Coursework Policy or policies relating to re. Remember to only include these topics if they are DIFFERENT from the relevant policy. Before you do specify something different, ask yourself and your colleagues if there is a real reason for the difference. A good reason may be that professional accreditation requires the difference. A poor reason may be, ‘this is what we have always done’.

When amending resolutions, it is important to review the changes in the context of the entire document to make sure that their impacts on other sections are properly considered. Don’t simply focus on the clause being changed.
Resolutions of the Faculty of XXXXX / Sydney School of YYYYY for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty/University school, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

1. Enrolment restrictions

Required content - [Specify any lesser limits than provided for in the Coursework Policy. If same as the Policy adapt the template text to alert students to the existence of the Coursework Policy limitations. Variation from the Policy are not encouraged.]

The Coursework Policy limits the maximum number of credit points students may take in any given teaching period. The Faculty/University school does not encourage full time students to exceed the recommended enrolment patterns for its courses.

OR

Except as with the permission of the relevant delegate, a student may not enrol in units of study with a total value of more than XX credit points in any semester, or with a total value of more than 32 credit points in any teaching period.

2. Time limits

[Required content - Specify requirements about time limits for courses (only if less than the Coursework Rule) and define interaction with periods of suspension and absence as well as credit for previous study. There should be a good reason, such as professional accreditation, to reduce time limits. If there is no variation to the Coursework Rule, use the general text.]

The Coursework Rule strictly limits the time students may take to complete their course; part time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence. The Coursework Policy sets out the conditions, and time limits, for recognition of previous study.

OR

A student must complete all the requirements for an undergraduate diploma within six calendar years of first enrolment.

A student must complete all the requirements for a coursework doctorate, bachelor’s degree (including combined degrees) or undergraduate advanced diploma within ten calendar years of first enrolment.

A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment.

A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment.

A student must complete all the requirements for a master’s degree within six calendar years of first enrolment.

Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed 10 years from first enrolment.

Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment in the unit or course for which credit is sought.

3. Suspension, discontinuation and lapse of candidature

[Required content - Specify any aculty/University school variations to the Coursework Policy. Variation from the Policy is not encouraged. If there is no variation to the Coursework Policy, use the general text.]

The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Policy also defines the circumstances in which candidature is deemed to have lapsed, and may be terminated. Students should pay careful attention to the significant dates in these provisions, and their effect on results and financial liability.

4. Credit for previous study
The Coursework Policy specifies the general conditions under which credit for previous study will be granted for courses in this Faculty/University school.

Or

Except as described below, or in specific course resolutions, the Coursework Policy specifies the conditions for granting credit for previous study for courses in this Faculty/University school. Credit for undergraduate courses is subject to the following conditions:

Part 2: Unit of study enrolment

5. Cross-institutional study

Provided permission has been obtained in advance, the relevant delegate may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:

- the resolutions of the student’s course of enrolment do not specifically exclude cross-institutional study; and
- the unit of study content is not taught in any corresponding unit of study at the University; or
- the student is unable, for good reason, to attend a corresponding unit of study at the University.

Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6. International exchange

The Faculty/University school encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the International Office.

Part 3: Studying and Assessment

7. Attendance

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.

Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean, Head of School or professor most concerned. The Dean, Head of School or professor most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8. Late submission of work

It is expected that, unless an application for special consideration has been approved or a simple extension granted under the Coursework Policy, 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.

Approved by the Academic Board, XXX 2019
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 XX per cent of the maximum mark awardable for the assignment will apply.
- For work submitted after 3 days and less than one week after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
- For work submitted more than one week late but less than two weeks after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.
- Work submitted more than two weeks after deadline will not be assessed (Fail).

9. Special consideration for illness, injury or misadventure

[Required content - Advise students of the requirements specified in the Coursework Policy 2014 and the Assessment Procedures 2011 and where more information can be found. Remember that special consideration applies to units of study rather than courses – your students may be taking units from other faculties and vice-versa]

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Policy provides full details of the University policy. The procedures for applying for special consideration are specified in the Coursework Policy, the Assessment Procedures 2011 and are described in each unit of study outline.

10. Re-assessment

[Required content – Faculties/University schools should specify their position on re-assessment. Amend the model text below as appropriate.]

The Faculty/University school does not offer opportunities for re-assessment other than on the grounds of approved special consideration or as prescribed in the applicable course resolutions.

OR

In this Faculty/University school, opportunities for re-assessment are offered to students whose performance is in the prescribed range and circumstances.

Students whose final mark for their unit of study is within the range XX-49 may be offered the opportunity of re-assessment. Re-assessment will be offered to eligible students on one date only, advised by the coordinating academic at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The maximum mark and grade awarded for a unit of study in these circumstances will be 50 Pass.

Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and in any case not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where special consideration is approved.

Part 4: Progression, Results and Graduation

11. Satisfactory progress

[Required content – Specify requirements for minimum rate of progress that are applicable to all courses in the Faculty/University school. Course specific progression rules should be specified in the course rule. Do not repeat progression tests applied by the progression provisions of the Coursework Rule or Coursework Policy]

The Faculty/University 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 (as defined by the progression requirements of the Coursework Policy), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

12. Award of the bachelor’s degree with honours

[Optional content - Specify elements common to honours degrees in the Faculty/University school at the Faculty Resolutions level if there are many similar honours degrees. If the Faculty/University school has few honours degrees, or the requirements vary between them, put all the requirements into the course resolutions. 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 candidature
- Requirements for honours
- Calculation of the honours mark

Topics that naturally have more generality:

- General conditions of honours candidature
- Classes of award
- Award of the Medal

Any WAM formula or other calculation used to determine either admission to, or award of, honours must be stated in sufficient detail for a reader to make the calculation. WAMs can be explained under the heading 'Weighted Average Mark' or here. Faculties should publish a separate statement outlining the assessment criteria and examination procedure for honours. Modify the model text as appropriate.

To qualify for admission to honours candidature a student must:

- have completed the requirements for the pass degree or be a graduate of no more than 10 years’ standing; and
- have a Weighted Average Mark (WAM) of at least XXX; and
- have the written permission of the chair of the school/department/discipline most concerned.

[any other requirements specified by the Faculty/University school, 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:

- [requirements including joint honours, suspension-failure-discontinuation-re-enrolment, full time/part time and time limits]

To qualify for the award of honours a student must:

- [Faculties/University schools 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.]

Appendix honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 to 100</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 to 89</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 to 74</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 to 69</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

Integrated honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade average</th>
<th>Other requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>≥ 75</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 to 74</td>
<td></td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 to 70</td>
<td></td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>≤ 65</td>
<td></td>
</tr>
</tbody>
</table>

["Other requirements: if any, such as High Distinction average in Senior units. Delete if not required.

13. University medal

[Required content if medals are awarded - Specify Faculty/University school requirements for the award of the honours bachelor’s degree with medal. Modify the model text as appropriate. The location of this paragraph is closely linked to decisions made about locating the honours information.]

A student with an honours mark of XX or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty/University school to the highest achieving students who in the opinion of the Faculty/University school have an outstanding academic record, in accordance with the Coursework Rule.

Approved by the Academic Board, XXX 2019
14. 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/University school specific or course specific WAMs, provide the formula and any unit weightings used sufficient to allow a student can work out their own WAM.]

[Minimum statement]
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progression through a course.

[Optional statements – adapt as necessary]
This Faculty/University school 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/University school the following WAM calculations are used:

[Sample formulae – use or delete as required]

\[
WAM = \frac{\Sigma (Wc \times Mc)}{\Sigma (Wc)}
\]

\[
WAM = \frac{\Sigma (CP \times M)}{\Sigma (CP)}
\]

[terms in formulae need definition]

Part 5: Other

15. Transitional provisions

[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

Students who commenced prior to 1 January, 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty/University school resolution. In general, course resolutions should not re-state requirements already set at a higher level – they should list additions or enhancements to those requirements only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
Bachelor of XXX
Bachelor of XXX/Bachelor of Advanced Studies
Bachelor of XXX/Master of XXX
Advanced Diploma in XXX
Diploma in XXX

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty/University school, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all such policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes
[Required content – enter the applicable codes and course names]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
(1) [Required content – select the applicable option from the dropdown list. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode] The attendance pattern for this course is [list]full time or part time according to candidate choice / full time only / part time only(list ends].
(2) [Required content] Visa requirements commonly restrict international students to full time study only.
(3) [Required content or delete if not applicable] Some/all units of study are available/only available in distance mode.

[Visas normally restrict international students studying within Australia to taking a maximum of 1/3 of a course via distance mode]

3. Degree type
[Select the applicable option from the drop-down list]
Single
Combined
Double

4. Bachelor type
[Select the applicable options from the drop-down list]
Liberal Studies
Specialist
Professional
Combined Bachelor (please specify the degree types for the Bachelor degrees)
Vertically integrated Bachelor/Masters (professional or specialist)
Vertically integrated Bachelor/Masters (research track)
Double Liberal Studies/Professional Masters

5. Streams
(1) [Optional content – delete if no streams. If the Dalyell Stream is available, it should be mentioned here] The [Insert name of Diploma, Advanced Diploma, Bachelor, Combined Bachelor, Vertically integrated Bachelor/Master/Double degree] is available in the following streams: [insert names].
(2) [Required content if 5 (1) not deleted] Completion of a stream is/ is not a requirement of the course.
(3) [Required content if 5 (1) not deleted] Candidates wishing to transfer between streams should contact the Student Centre.

6. Faculty/University school management
(1) [Required content] This degree is managed by XXX.
(2) [Optional content – delete or adjust if not relevant] Candidates in a combined or double degree program will be under the general supervision of the Faculty of XXX/University school of XXX until the end of the semester in which they complete the requirements for the Bachelor of XXX. They will then be under the supervision of the Faculty/ University school of YYY.
(3) [Optional content – delete if not relevant] For combined and double degrees, the Deans/ Heads of School and Deans of the Faculty/University school of XXX and the Faculty/ University school of YYY shall jointly exercise authority in any matter concerned with the combined or double degree not otherwise dealt with in these resolutions.
7. Admission to candidature

[Required content] Admission to candidature for bachelor's degrees and most diplomas and advanced diplomas is covered by the Coursework Rule 2014 and the Coursework Policy 2014. In most cases the generic text below will suffice. You may wish to highlight some of the special features or schemes that apply to your course but should avoid detail that is likely to duplicate (or potentially contradict) the content of the Coursework Rule 2014 or the Coursework Policy 2014. Make sure that your admission requirements, (including information provided in course specific schedules about such things as tests, interviews, auditions etc) are consistent with the Coursework Rule and Coursework Policy.

If these resolutions are for a diploma or advanced diploma where admission to candidature is not via the UAC and admission is on some basis other than that specified in the Coursework Policy 2014, specify the admission criteria here.

Admission to candidature for honours degrees is dealt with under the heading ‘Requirements for the Honours degree’.

(1) [Required content] Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including interstate and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit according to the category of admission and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

(2) [Optional content – delete or modify as necessary] In addition, admission to this course requires the applicant to sit a STAT test / participate in an interview/ attend an audition. The results of this process will form part of the ranking or applicants.

(3) [Optional content – delete or modify as necessary] Students who have undertaken a year 12 qualification in Australia need to achieve a Band 4 in the HSC Mathematics (not Mathematics General) or similar result in equivalent interstate year 12, IB or GCE A Level subjects or other year 12 qualifications as determined by the Academic Board, to be eligible for admission to XXXX. The applicable Academic Board standard can be found at the Academic Board Standards Website

8. Requirements for award

[Specify requirements in terms of total credit points and subsets of credit points.

Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree, i.e. how many majors/minors/programs the candidate must complete and whether the degree has a mandatory degree core (maximum 24 credit points for Liberal Studies Degrees). Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.

Units of study should be listed separately in a table, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements. Tables of units of study should be labelled according to the degree or degrees to which they apply (e.g. Table A for the Bachelor of XXXX) and referred to consistently by that label. Detailed requirements for curriculum components (degree core, streams, programs, majors and minors) should be listed in the relevant Tables under suitable ordered headings to facilitate navigation. The table of units is part of the resolutions and does NOT replace the expression of the requirements in the resolutions. The Shared Pool for Undergraduate degrees should be referred to as Table S. The Open Learning Environment should be referred to as Table O.

Requirements for streams should be specified in 8 (4). Requirements for programs, majors and minors should be specified in the relevant Tables (Table A for the degree, Table S)

Choose the appropriate options from the pulldown menus.]

(1) [Required content] The units of study that may be taken for the XX are set out in:

(a) [Required content] Table A for the degree XX and [Optional content – delete as necessary] combined degrees (e.g. Bachelor of XX/Bachelor of Advanced Studies);

(b) [Optional content – delete as necessary] Table S of the shared pool of undergraduate degrees;

(c) [Optional content – delete as necessary] Table O for the Open Learning Environment;

(2) [Required content] In these resolutions, except where otherwise specified, ‘Table A’, ‘Table S’ and ‘Table O’ mean Table A for the degree XX and combined degrees, and Table S and Table O as specified here.

(3) [Required content] XX degree

To qualify for the award of the degree XX, a candidate must complete XXX credit points, comprising:

(a) [Optional content – delete as necessary] degree core units of study as set out in Table A (XX credit points)

(b) [Optional content – delete as necessary] a program (XX credit points)

(c) [Optional content – delete as necessary] a major (48 credit points) as listed in section 7 below;

(d) [Optional content – delete as necessary] a minor (36 credit points) or second major as listed in Table S;

(e) [Optional content – delete as necessary] a minimum of 12 credit points of units of study from the Open Learning Environment as listed in Table O; and

Approved by the Academic Board, XXX 2019
(f) [Optional content – delete as necessary] where appropriate, elective units of study from Table A of the XX degree, Table S or Table O.

(4) [Optional content – delete as necessary] Bachelor of XX/Bachelor of Advanced Studies combined degree

To qualify for the award of the degree combined XX, a candidate must complete XXX credit points, comprising:

(g) [Optional content – delete as necessary] XX credit points of core units of study as set out in Table A

(h) [Optional content – delete as necessary] a stream (XX credit points) as listed in section 3 above;

(i) [Optional content – delete as necessary] a program (XX credit points) or a major (XX credit points) as listed in section 7 below;

(j) a major from Table A and a second major (48 credit points) as listed in Table S;

(k) a minimum of 24 credit points at 4000-level from Table A for the XX degree or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points; and

(l) [Optional content – delete as necessary] a minimum of 12 credit points of units of study from the Open Learning Environment as listed in Table O; and

(m) where appropriate, elective units of study from Table A of the XX degree or Table S.

(5) Requirements for streams

(a) The requirements for the completion of each stream are as specified in Table A for the Bachelor of X and OR Bachelor of X/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

(b) Candidates wishing to transfer between streams should contact the Faculty/University school. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

9. Program, Majors and Minors

[Optional content – choose the appropriate content from the pulldown menus where there is a program, major and/or minor.]

(1) Requirements for programs, majors and minors

(a) Programs, majors and minors are as defined in the Learning and Teaching Policy 2019.

(b) The requirements for completion of programs, majors and minors are as set out in Table A or Table S as appropriate.

(2) Programs

(a) Completion of a program is/ is not a requirement of the course.

(b) A program requires the completion of XX credit points chosen from units of study listed in Table A.

(c) The programs available in the [insert degree, combined or double degree name] are:

[List]

(3) Majors

(a) Completion of a major is/ is not a requirement of the course.

(b) Candidates have the option of completing up to two majors. A major requires the completion of XX credit points chosen from units of study listed in the [table for that major]. Requirements for completion of majors are as set out in Table A or Table S as appropriate.

(c) The majors available in the [insert degree, combined or double degree name] are:

[List]

(4) Minors

(a) Completion of a minor is/ is not a requirement of the course

(b) A minor requires the completion of 36 credit points chosen from units of study listed for the minor in Table A/Table S. Requirements for completion of minors are as set out in Table A or Table S as appropriate.

(c) The minors available in the [insert degree, combined or double degree name] are:

[List]

10. Progression requirements

[Required content. Specify requirements for progression from one stage of the degree or diploma to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite requirements. Specify any consequences of failure to meet progression requirements, such as transfer to a non-advanced stream, or repeat of a year. Note that the process of exclusion from a course is subject to the provisions of the Coursework Policy 2014 and exclusion should not be a direct consequence of the requirements stated here.]

(1) [Required content] Progression within a program, major or minor

Enrolment and progression within a major, minor or program is governed by the progression rules specified for that component in the relevant Table.

(2) [Required content – Select the applicable option from the drop-down menu] Progression within the [degree] e.g. Candidates must pass all 1000-level units of study before proceeding to 2000-level units. Failure in any single unit results in a failure of the year and requires the candidate to retake the entire year without credit or exemption for work previously completed.

Or

Candidates must pass UNITXXXX before proceeding to the core units in year three.

Or

Candidates must maintain a Distinction average in all core units in each year of study to continue in the combined degree. Candidates who do not maintain a distinction average will be transferred to the Bachelor of XXXX.

(3) [Optional content] Progression within the Dalyell stream

Approved by the Academic Board, XXX 2019
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream.

(c) Candidates who do not maintain an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies will continue in the Bachelor of XXXX but will not remain in the Dalyell stream.

11. Requirements for the honours degree or Bachelor of Advanced Studies with honours

(Required content where integrated Honours, appended honours or Bachelor of Advanced Studies with embedded honours are available. Choose the applicable option from the dropdown menu and then specify requirements for admission to candidature and total credit points or specific units of study required. Where there is a limit on the number of honours places available this must be stated along with the criteria for selection.

Conditions should be specific rather than general. Honours units of study should be listed in the relevant Tables for the degree in a way that guides a candidate through the requirements. However, a table does NOT replace the expression of requirements for honours in the resolutions.

There are three typical patterns of honours: integrated honours, embedded honours within the combined Bachelor of Advanced Studies, and appended honours. You may find the model clauses below useful starting points. Remember that the Faculty/ University school resolutions may contain rules about the way the grade of honours is determined and the classes of honours awardable.

For additional information and suggestions see the Faculty/ University school Resolutions template."

Integrated honours [Optional content]

(1) Honours, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final/XXX year of their course.

(2) Admission to integrated honours is by permission of the program coordinator after the completion of xxx year. Admission requires a Weighted Average Mark (WAM) of at least 65 in units of study completed to that point.

(3) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative XX credit point honours pathway described in the table of units for the degree. Completion of the degree is required in the minimum standard full-time duration.

(4) The grade of honours will be determined by the honours mark which is calculated according to the following formula...(complete) [indicate the honours mark formula is specified].

Embedded honours within the combined Bachelor of Advanced Studies [Optional content]

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of XXXX/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the Faculty/University school of XX must complete the requirements for the honours component full-time over two consecutive semesters. If the Faculty/ University school of XX is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component within the Faculty/ University school of XX, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty/ University school of XX.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the honours component is undertaken.

(5) Admission to the embedded honours component is by permission of the relevant honours program coordinator after the completion of the following:

(a) 144 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment;

(b) a WAM of at least 65 in units of study completed to that point;

(c) a major or study of equivalent depth in the area of the proposed Honours component; and

(d) any requirements for honours set by the relevant department, school, Faculty or University school as set out in the relevant resolutions.

(6) To qualify for the award of the Bachelor of XXXX/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree and 36–48 credit points of honours units at 4000-level or above, including an honours research project of 12–36 credit points, and 12–36 credit points of honours coursework, as required by the relevant department and published in the faculty or University school handbook. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table S of the Shared Pool for Undergraduate Degrees.

(7) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component as specified in [indicate where the Honours mark formula is specified for each discipline in which honours is available in Table A and Table S].

Appended honours [Optional content]

(1) Honours, involving a research project, is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of Department/ Discipline/ Program Coordinator is satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the honours year a student should:

Approved by the Academic Board, XXX 2019
(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a major/s in the intended area/s of study;
(b) have a WAM of at least 65; and
(c) have the permission of the relevant Head of Department/ Discipline/ Program Coordinator.

(3) To qualify for the award of the honours degree, a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of Department/ Discipline/ Program Coordinator.

(4) The grade of honours will be determined by the honour mark which is calculated according to the following formula... /Table A/ as indicated in the resolutions of the faculty in which the honours component is undertaken [indicate the formula or where the honours mark formula is specified].

12. Award of the degree/ advanced diploma/ diploma

[Optional content if required – define the classes of award available in this diploma/ degree and the level of achievement that defines them. Diplomas and advanced diplomas may be awarded in either Pass or Pass with Merit. Bachelor's degrees may be awarded in either or both Pass and Honours. Modify the model text as required for the particular course.
It is not a requirement of Academic Board that any grade other than Pass be awarded.]

(1) [Optional content] The Diploma/ Advanced Diploma in XXX is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75).

OR

(1) [Optional content] The Bachelor of XXX or Bachelor of XXX/Bachelor of Advanced Studies with Honours is awarded in the grades of either Pass or Honours.

(2) [For appended or embedded Honours] Honours in the Bachelor or Bachelor of XXX/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the Honours mark as set out in the following table and rules specified in the Resolutions of the Faculty/ University school of XXXX or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>honour mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 ≤ honour mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≤ honour mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 ≤ honour mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 ≤ honour mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

[Amend table according to classes of Honours offered]
[For integrated Honours, amend table if Honours mark ranges differ]

(3) [Required for degrees with honours] Candidates for the award of the Bachelor or Bachelor of XX/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of XX, or the Bachelor of XX/Bachelor of Advanced Studies will be awarded the bachelor degree(s) for which they qualify.

OR

(3) [Optional content] Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

(4) [Optional content] Highly meritorious candidates who receive first class honours may be awarded the University medal according to the requirements specified in the Resolutions of the Faculty/ University school of XXXX.

13. Cross-institutional study

[Required content]

(1) Cross-institutional study is/is not available in this course.

14. International exchange

[Required content for courses where the requirements relating to exchange are different from the Faculty requirement. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]

(1) International exchange is not allowed in this course.

OR

(1) The Faculty/ University school encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the Student Centre.

15. Course transfer

[Required content for combined degrees and embedded courses. Specify whether candidate can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules.’]

(1) A candidate may abandon the combined program and elect to complete either the Bachelor of XXX or the Bachelor of YYY in accordance with the resolutions governing that degree.

OR

Approved by the Academic Board, XXX 2019
(1) A candidate may abandon the combined course program and elect to complete the Bachelor of XXX in accordance with the resolutions governing that degree. Completion of the Bachelor of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

16. Credit for previous study
[Specify only if there are course specific rules. This section should be consistent with the Coursework Policy 2014. Adapt the model text as required]

(1) Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty/ University school of XXX. All candidates for the Bachelor of XXX, notwithstanding any credit transfer, must complete (free text describe).

17. Commencement date of these resolutions/Transitional provisions
[Required content.]

(1) These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 20XX. The Faculty/ University school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty/ University school resolution. In general, course resolutions should not re-state requirements already set at a higher level – they should list additions or enhancements to those requirements only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
Graduate Certificate in XXX
Graduate Diploma in XXX
Master of XXX

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty/University school, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1. Course codes
[List the codes and course names covered by these resolutions.]

| Code | Course title |

2. Attendance pattern
[Required content – state whether the course is available as full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]

(1) The attendance pattern for this course is full time or part time according to candidate choice / full time only / part time only.

(2) [Some/all units of study are available/only available in distance mode.

(3) Visa restriction normally restrict International students studying within Australia to taking a maximum of 1/3 of courses via distance mode]

3. Master’s type
[Required content for coursework master's degrees.]

This master’s degree is [a professional/ an advanced learning/research pathway/extended] master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence
[Required content for embedded courses.]

(1) The embedded courses in this sequence are:
- the Graduate Certificate in XXX
- the Graduate Diploma in XXX
- the Master of XXX

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Streams
[Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]

(1) The Graduate Certificate in/ Graduate Diploma in/ Master of XXX is available in the following streams: [free text]

(2) Completion of a stream is/ is not a requirement of the course.

(3) Candidates wishing to transfer between streams should contact the Faculty/ University school student office.

6. Cross-faculty management
[Required content for combined degrees delivered by two or more faculties/ University schools. Delete for non-combined courses or combined courses delivered by only one faculty. Specify the faculty/ University school responsible for administration of candidature for this course. Modify the standard clause as appropriate, including in relation to the distinction between faculties and University schools.]

(4) Candidates in this combined degree program will be under the general supervision of the Faculty/ University school of XXX until the end of the semester in which they complete the requirements for the Master of XXX. They will then be under the supervision of the Faculty/ University school of YYY.

(5) The Deans/ Heads of School and Deans of the Faculty/ University school of XXX and the Faculty/ University school of YYY shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

7. Admission to candidature
Postgraduate requirements for admission to candidature should be specified in detail and should be compliant with the minimum entry standards for postgraduate courses specified in the Coursework Policy 2014. Conditions should be

Approved by the Academic Board, XXX 2019
specific rather than general and include names of degrees or disciplines of study required for admission as well as other criteria (if any) e.g. minimum WAM requirements, interviews, auditions or entrance tests. Include the generic statement about available places – modify only if places are allocated on some other basis.)

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

Or

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

Admission to candidature requires...
- [cut and paste the relevant section from the table below.]

Select the appropriate class of award and paste above

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>A bachelor’s degree or higher award in [SPECIFY DISCIPLINE], from the University of Sydney, or qualifications deemed by the faculty to be equivalent. In exceptional circumstances the relevant delegate may admit applicants without these qualifications who, in the opinion of the Faculty/University school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>A bachelor’s degree or higher award in [SPECIFY DISCIPLINE], from the University of Sydney, or a qualification deemed by the faculty to be equivalent. Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the faculty to be equivalent. In exceptional circumstances the relevant delegate may admit applicants without these qualifications who, in the opinion of the Faculty/University school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.</td>
</tr>
<tr>
<td>Master’s-Advanced Learning</td>
<td>A master’s degree in [SPECIFY DISCIPLINE]; or A pass bachelor’s degree with a credit average, or an honours bachelor’s degree from the University of Sydney, in [SPECIFY DISCIPLINE], or qualifications deemed by the Faculty/University school to be equivalent; or Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty/University school to be equivalent.</td>
</tr>
<tr>
<td>Master’s-Professional Master’s</td>
<td>A master’s degree in [SPECIFY DISCIPLINE]; or A bachelor’s degree in [SPECIFY DISCIPLINE] from the University of Sydney, or qualifications deemed by the faculty/University school to be equivalent; or Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty/University school to be equivalent; and [other professional requirements – specify if required]. In exceptional circumstances the relevant delegate may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.</td>
</tr>
<tr>
<td>Master’s-Research pathway Master’s</td>
<td>A bachelor’s degree with a major in [SPECIFY SPECIALISATION] or with study of comparable depth.</td>
</tr>
</tbody>
</table>

8. Requirements for award
[Required content- specify the requirements in terms of total credit points and subsets of credit points. Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree i.e. how many major/streams the candidate must complete, the number of credit points for a major/ stream etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.]

Units of study should be listed separately in a named table, which should also contain detailed requirements for any streams, majors or specialisations. It is good practice to embed the course requirements into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the XXXX a candidate must complete XX credit points, including:

Select the appropriate class of award and paste above

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>Candidates must complete XX credit points [minimum 24, maximum 36] including:</td>
</tr>
<tr>
<td></td>
<td>o Core units of study.</td>
</tr>
<tr>
<td></td>
<td>Additional requirements may include:</td>
</tr>
</tbody>
</table>
Elective units of study offered by the Faculty/University school of enrolment or another Faculty/University school.

### Graduate Diploma
Candidates must complete XX credit points \([\text{minimum } 36, \text{maximum } 48]\) including:
- Core units of study.

Additional requirements may include:
- Elective units of study offered by the Faculty/University school of enrolment or another Faculty/University school.

### Master’s - Advanced Learning including:
- **Master of Arts**
- **Master of Science**
- **Other Advanced Learning**

Candidates must complete XX credit points \([\text{minimum } 48, \text{maximum } 96]\) including:
- Core advanced units of study; and
- A capstone experience.

Additional requirements may include:
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty/University school of enrolment or another Faculty/University school;
  - Optional elective units involving a professional/industry project;
  - Optional international exchange.

### Master's - Professional
Candidates must complete XX credit points \([\text{minimum } 48, \text{maximum } 96]\) including:
- Core units of study.

Additional requirements may include:
- A capstone experience where appropriate;
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty/University school of enrolment or another Faculty/University school;
  - Optional elective units involving a professional/industry project;
  - Optional international exchange.

### 9. Specialisations

**Required content where there are specialisations – delete if no specialisations. List the specialisations of the course. State whether a specialisation is a requirement or not. Define the minimum requirements for a specialisation and the maximum number of specialisations one candidate can complete. Modify the model text as appropriate.**

1. Completion of a specialisation is/ is not a requirement of the course.
2. Candidates have the option of completing up to two specialisations.
3. A specialisation requires the completion of XX credit points chosen from units of study listed in the table for that specialisation as specified in Table xxxx.
4. Units of study counted towards one specialisation may not count toward any other specialisation completed.
5. The specialisations available are:
   - [List]

### 10. Recognition of prior learning

**Optional content. Insert any specific details for credit or reduction in the volume of learning in this degree that are not covered in the Coursework Policy 2014.**

1. Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).
2. Candidates for the Master of xxxx may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
   - A reduction in the volume of learning to a maximum of 24 credit points for a bachelor degree in a cognate discipline as determined by Faculty of XXXX;
   - A reduction in the volume of learning to a maximum of 24 credit points for an honour bachelor degree, Graduate Certificate or Graduate Diploma;
   - The maximum reduction in the volume of learning on the basis of prior learning is 48 credit points.
3. Candidates for the Graduate Diploma in xxxx may be eligible for a reduction in the volume of learning of up to 24 credit points for relevant postgraduate studies where no award has been or will be made.
4. Candidates for the Graduate Certificate in xxxx may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been or will be made.
5. Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

### 11. Progression requirements

**Required content: Delete if not applicable. Specify requirements about progression from one stage of the degree, diploma or certificate to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite requirements. Specify any consequences, such as transfer to a shorter course, or repeat of a
year. Note that the process of exclusion from a course is subject to the provisions of the Coursework Policy 2014 and exclusion should not be a direct consequence of the requirements stated here.

e.g. Candidates must pass all stage one units of study before proceeding to stage two. Failure in any single unit results in a failure of the stage and requires the candidate to retake the entire stage without credit or exemption for work previously completed.

Or

Candidates must pass UNITXXXX before proceeding to the core units in year two.

Or

Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the progression provisions of the Coursework Policy. Candidates who subsequently fail the clinical placement for a second time will be excluded from the course if they cannot show good cause. Any further failures will result in automatic exclusion from the course.

12. Cross-institutional study

[Required content for courses where cross-institutional study is NOT an option, or where course specific restrictions apply. Otherwise, delete.]

Cross-institutional study is not available in this course.

13. International exchange

[Required content for courses where exchange requirements differ is different from the Faculty/University school requirements. Otherwise, delete. If international exchange is a requirement of the course, make that statement under 'Requirements for award.]

International exchange is not allowed in this course.

Or

The Faculty/ University school encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

14. Award of the master’s degree, graduate diploma and graduate certificate

[required content: specify that the degree will be awarded at pass level and whether the major or specialisation will appear on the testamur. The permissible classes for the award of degrees, diplomas and certificates are specified in the Coursework Policy 2014 and the Learning and Teaching Policy 2019.]

(1) The master's degree will be awarded in the pass grade
(2) The testamur for the Master of xxxx will specify:
   a. The specialisation(s) completed

15. Course transfer

[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Specify transfer requirements from longer embedded courses to shorter embedded courses. Transfer between streams is dealt with under the heading 'Streams’. Forced transfer arising out of a progression problem is dealt with under the heading 'ProgressionRequirements'.]

(1) A candidate may abandon the combined program and elect to complete either the Master of XXX or the Master of YYY in accordance with the resolutions governing that degree.

Or

(1) A candidate may abandon the combined program and elect to complete the Master of XXX in accordance with the resolutions governing that degree. Completion of the Master of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Or

(1) A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the relevant delegate, and provided the requirements of the shorter award have been met.

16. Commencement of these resolutions

[Required content when an existing course changes its requirements.]

(1) 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.

(2) Candidates who commenced prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 4: LIBRARY IMPACT STATEMENT

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

| 1. | Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills? | □ Yes □ No |
| 2. | Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students. | □ Yes □ No |
| 3. | List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended. | Text here |

This section to be completed by library staff

**Library resources required**

| Does the Library already collect resources in this area? | □ Yes □ No |
| Comments |

| **Initial costs of acquiring basic resources (digital and non-digital)** | $AUD |
| Monographs (including multimedia resources, reading list items and multiple copies) |
| New journal titles (including back-runs) |
| Additional databases / digital resources |
| **Initial resources costs** |

| **Ongoing costs of resources** | $AUD |
| Annual costs of maintain new subscriptions (journals and databases) |
| **Ongoing information resources costs** |

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

**Comments**

*Specify opportunities for developing research and learning resources.*

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.

**Estimated number of hours**

**Library Director’s comments**

* The Library Director should sign on the front page.
**APPENDIX 5: TABLE A FOR DEGREE AND ASSOCIATED NEW CURRICULUM COMPONENTS**

Please use the template below to clearly outline the requirements and collections of units for the degree and associated new curriculum components. Please add, delete and adjust sections/rows as needed.

### <DEGREE>

**Award requirements**

**<Degree name>**

To qualify for the award of the Bachelor/Master of X, a candidate must complete X credit points, comprising:

(i) X credit points of X-level X units

(ii) a major (48 credit points) in XXX

(iii) a minor (36 credit points) from Table A or Table S

**Streams**

The available streams in the Bachelor of X are:

- X
- x

In addition to the requirements specified in the degree resolutions, the requirements for completion of the Dalyell stream are set out in Table D:

The requirements for the completion of all other streams are set out in the table below.

**Programs**

The available programs in the x are:

- X

Requirements for the programs are listed in Table A.

**Majors**

Table A majors available in this course are:

- X

Requirements for the majors are listed below.
Minors

Table A minors available in this course are:

- X

Requirements for the minors are listed below.

DEGREE CORE

The required degree core for this course is:

(i)

(ii)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-level units of study</td>
<td>Example only</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
<tr>
<td>2000-level units of study</td>
<td>Example only</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>S1C</td>
</tr>
</tbody>
</table>

<ELEMENT NAME>

<Name> stream

The X stream is X credit points, consisting of:

(i) X credit points of X-level X units
(ii) X credit points of X-level X units
(iii) A program/major etc

<Name> program

Any preamble about restricted entry
The program in X requires X credit points from this table including:

(i) X credit points of 1000-level X units
(ii) X credit points of 2000-level X units
(iii) X credit points of 3000-level X units
(iv) X credit points of 4000-level X units
(v) X credit points of 4000-level advanced coursework X units
(vi) Major in X etc

<Name> major

A major in X requires X credit points from this table including:

(i) X credit points of 1000-level core units
(ii) X credit points of 2000-level core units
(iii) X credit points of 3000-level core units, including 1 interdisciplinary unit and 1 project unit

Units of study

The units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

1000-level units of study

Core for stream
Example only 6 S1C

Core for program
Example only 6 S2C

Core for major

2000-level units of study
<table>
<thead>
<tr>
<th>Core for stream</th>
<th>Example only</th>
<th>6</th>
<th>S1C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core for program</td>
<td>Example only</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>Core for major</td>
<td>Example only</td>
<td>6</td>
<td>S1C</td>
</tr>
</tbody>
</table>

### 3000-level units of study

<table>
<thead>
<tr>
<th>Core for program</th>
<th>Example only</th>
<th>6</th>
<th>S1C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core for major</td>
<td>Example only</td>
<td>6</td>
<td>S1C</td>
</tr>
</tbody>
</table>

### 4000-level units of study

<table>
<thead>
<tr>
<th>Research units</th>
<th>Example only</th>
<th>6</th>
<th>S1C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective for advanced coursework</td>
<td>Example only</td>
<td>6</td>
<td>S1C</td>
</tr>
</tbody>
</table>
APPENDIX 6: ASSESSMENT MAP (UNDERGRADUATE COURSES)

Carefully consider which units map to which graduate quality or qualities, and complete the table indicating (where known) which assessment task/s within those units will be used to assess them. The information may be presented in an alternate format, but must show how the units of study in the curriculum and their assessments relate to the graduate qualities. There must be a summative measurement of achievement for each of the graduate qualities.

<table>
<thead>
<tr>
<th>Graduate Quality</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1000-level</td>
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<td></td>
<td>2000-level</td>
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<tr>
<td></td>
<td>3000-level</td>
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<tr>
<td></td>
<td>4000-level</td>
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<tr>
<td></td>
<td>(BAdvStudies only)</td>
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<tr>
<td>Core Units</td>
<td>Core Units</td>
</tr>
<tr>
<td>Selective Units</td>
<td>Selective Units</td>
</tr>
<tr>
<td></td>
<td>Core Units</td>
</tr>
<tr>
<td></td>
<td>Selective Units</td>
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<tr>
<td></td>
<td>Advanced Coursework</td>
</tr>
<tr>
<td></td>
<td>Honours</td>
</tr>
<tr>
<td>Depth of Disciplinary Expertise</td>
<td></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>
</tr>
<tr>
<td>Inventiveness</td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Effectiveness</td>
<td></td>
</tr>
<tr>
<td>An Integrated Professional, Ethical and Personal Identity</td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td></td>
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## APPENDIX 7: REFERENCE – SESSION CODES

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<tr>
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<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIMY</td>
<td>Int May*</td>
</tr>
<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
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</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
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<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
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<tr>
<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
</tr>
<tr>
<td>S2CIOC</td>
<td>Int October*</td>
</tr>
<tr>
<td>S2CINO</td>
<td>Int November*</td>
</tr>
<tr>
<td>S2CIDE</td>
<td>Int December*</td>
</tr>
<tr>
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<tr>
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<td>S2CMBA</td>
<td>MBA Session 2</td>
</tr>
<tr>
<td>S1CNDP</td>
<td>Nutrition and Dietetics Placement Session 1</td>
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<tr>
<td>S2CNDP</td>
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# APPENDIX 8: REFERENCE – CAMPUS CODES

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<tr>
<td>AM</td>
<td>Amsterdam</td>
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<td>Camperdown/Darlington</td>
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<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
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<td>CH</td>
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</tr>
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<td>CN</td>
<td>China</td>
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<td>CS</td>
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<td>DO</td>
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<td>DW</td>
<td>Distance Education Westmead Clinical School</td>
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<td>Distance Education Sydney</td>
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<td>KT</td>
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<td>ML</td>
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<td>NE</td>
<td>Nepean Clinical School</td>
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<td>Northern Clinical School</td>
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<td>Nepal</td>
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<td>NR</td>
<td>Norway</td>
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<tr>
<td>OC</td>
<td>Orange</td>
</tr>
<tr>
<td>RC</td>
<td>Rozelle</td>
</tr>
<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
</tr>
<tr>
<td>SC</td>
<td>Sydney <em>(used by the Sydney Conservatorium of Music only)</em></td>
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<td>Shanghai</td>
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<td>SP</td>
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<td>Taronga Mosman</td>
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<tr>
<td>WC</td>
<td>Westmead</td>
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<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
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<tr>
<td>ZZ</td>
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</table>
APPENDIX 9: AQF COMPLIANCE

Attach AQF documentation here.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Manager, Policy and Projects, DVC (Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Assoc. Prof. Peter McCallum, Acting Registrar and Academic Director, Education Policy and Quality</td>
</tr>
<tr>
<td>Paper title</td>
<td>Dual and Joint Degree Policy 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide the draft Dual and Joint Degree Policy to the Academic Standards and Policy Committee for their endorsement.</td>
</tr>
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</table>

RECOMMENDATION

That the Academic Standards and Policy Committee endorse and recommends that the Academic Board approves:
1. the draft Dual and Joint Degree Policy (attachment 1);
2. the rescission of the Cotutelle Scheme Policy (attachment 2); and
3. the title change of the ‘Doctor of Philosophy (Cotutelle)’ to the ‘Joint Doctor of Philosophy’.

EXECUTIVE SUMMARY

There has been an increase in the provision of dual degree arrangements across the sector, reflecting the evolving nature of international engagement amongst global universities. Dual degree and joint PhD programs provide an opportunity to increase the University’s engagement with other leading institutions and offer students a valuable mobility experience. In response to this trend, a working group was established to ensure that the University of Sydney's engagement in this evolving landscape is strategic and robust. This group produced a report ('the Report'), endorsed by the Academic Board and University Executive, that recommended the Cotutelle Scheme Policy be rescinded and a new policy covering dual and joint degrees at all levels (undergraduate, postgraduate, and higher degree by research) be drafted. To support these recommendations a separate policy working group was established to draft the policy. This draft policy is included in attachment 1.

CONTEXT

The Dual and Joint Degree Working Group was established to develop and implement a strategic framework and governance structure for dual degree and joint PhD partnerships. The working group produced a report that contained ten recommendations, including the introduction of a new policy for dual and joint degrees and the rescission of the Cotutelle Scheme Policy. Following endorsement of the report by the Academic Board and University Executive (and relevant committees), work commenced to draft the new policy.

As outlined in the previous paper to this Committee, the draft policy is separated into two main parts: coursework and research. ‘Part 2: Coursework’ covers undergraduate and postgraduate course degree programs offered with another partner. Two types of dual degrees are identified. The first are agreements that transfer credit from existing degrees from each institution, resulting a lower volume of learning than if the two degrees were taken separately. This type of arrangement does not require a new CRICOS code, although the arrangements often have additional admissions requirements (i.e. the current Sydney Bachelor of Economics / Sciences Po Bachelor of Arts dual degree). The second type is a combined degree program offered by the University and the partner institution that is a new and distinct degree program. This type of offering would require a new CRICOS. This delineation is established in clause 8(2) of the draft policy. Additionally, pathway agreements are covered in clause 9 of the policy. These agreements do not result in a dual degree per se, but involve the one-way application of credit to the partner institution’s degree.

As outlined in the Report, provisions pertaining to the strategic alignment, sustainability, and academic quality of dual degree arrangements are covered in the draft policy. All new dual degree agreements must be provided to the Curriculum and Course Planning Committee (CCPC) and University Executive for
endorsement, before they are provided to the Deputy Vice-Chancellor (Education) for approval. Strategic alignment includes consideration for the following: the University Strategic Plan, faculty strategic plans, country or region-specific engagement strategies of the University, research strategic partner status of the institutional partner, the University's Student Recruitment strategies, or other areas of strategic fit as determined by the University Executive. Additionally, dual degrees offered as a new and distinct program must follow the process for all new course proposals, including provision to relevant Academic Board Committees following CCPC and University Executive endorsement.

‘Part 3: Higher Degrees by Research’ establishes arrangements for PhDs jointly awarded with a partner institution (previously termed a ‘Cotutelle PhD’). Previously, a distinction between a ‘Joint PhD’ and ‘Dual PhD’ was recommended in the report, separated by one or two testamurs to the successful candidate. However, during the policy drafting process it was recommended all jointly awarded PhDs (whether resulting in one or two testamurs) are termed a ‘Joint PhD’. This is because no other difference between the two programs could be identified, and as such, are the same program. This would ensure one degree and CRICOS code would be required. Whether one or two testamurs are awarded would be contained in the specific principal agreement, which does not affect the degree code. Moreover, the separation between ‘dual degrees’ involving the provision of two degrees at a coursework level and ‘joint PhD’ for the jointly award single doctorate at the research level ensures clarity regarding the types of awards issued. The award of one testamur remains the default model proposed in the policy, and only through approval by the Deputy Vice-Chancellor (Education) (per 11(4) of the draft policy) would two testamurs be awarded. Like coursework arrangements, strategic alignment and academic quality assurance processes are established for the joint PhD in the draft policy in 14 ‘quality assurance and responsibilities’. Additionally, the differing requirements that need to established in the principal and student agreements are included in clauses 12 and 13 respectively.

It is proposed that the administrator of the new policy is the Chair of the Academic Board. This provides continuity given the Chair is the delegated authority over the Cotutelle Scheme Policy, while reflecting the University-wide nature of the dual degree and joint PhD arrangements. As such, the new policy encourages such arrangements to be concluded at an institution-to-institution level via the relevant delegated authority for signing inter-institutional agreements between universities.

The introduction of a new ‘Joint Doctor of Philosophy’ will require nomenclature changes in relevant policies. As such, following approval of the new policy, changes to the relevant higher degree by research policies will be made as administrative amendments as appropriate. Additionally, clause 53(1)(b) of the Coursework Policy 2014 has been updated to expand acceptable concurrent enrolment arrangements to include dual degrees. This change has been included in other changes to the policy tabled at the 15 October Academic Standards and Policy Committee.

The University’s delegations of authority will also need to be updated to reflect the recommendations in this paper. The strategic decisions pertaining to research collaboration and student exchange will need to remain under direction of the Deputy Vice-Chancellor (Research) and Vice-Principal (External Relations) respectively. Indeed, the authority to sign agreements in these areas is already established under relevant delegations of authority, and as such, no change is required. Moreover, the decisions pertaining to the eligibility and criteria of priority partners remains with the Pro Vice-Chancellor (Global Engagement). However, the academic component of coursework and research dual degrees will need to be clarified. Currently, the University’s delegations of authority do not delineate responsibility for dual degrees. The Deputy-Vice Chancellor (Education) has delegated authority to approve credit recognition agreements with other educational institutions (and Cotutelles), and it is proposed that this is clarified further by specifying oversight for the academic content and credit sharing arrangements of dual degree and pathway agreements. Reference to ‘Cotutelle’ agreements will also need to be updated in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 to reflect the change to ‘Joint PhD’ and ‘Dual PhD’ terminology proposed in this paper. Additionally, it is proposed that the delegation for signing individual student agreements is changed from the Deputy Vice-Chancellor (Education) to the Director, Graduate Research.
Further changes to the policy tabled at the Academic Standards and Policy Committee were made to reflect advice from the Policy Management Unit, which were noted verbally as the 15 October meeting of the Committee. These changes included removing two clauses under 8 ‘inter-institutional agreements’: 8(4) ‘agreements must ensure that representations by the partner university (or universities) about the University, its research training, education, and courses are not false or misleading’, removed because an agreement cannot ensure that there are no misleading statements – only the parties can; and clause 8(5) ‘agreements establishing joint or dual degree programs must specify the activities to be conducted as part of the program’, removed because there are clauses already in the policy detailing what needs to be included in an agreement, and as such, is redundant. Further, to streamline the separate coursework and research clauses titled ‘Strategic Alignment’ (former clause 11 and 16) and ‘Academic Quality assurance’ (former clause 12 and 17), these clauses were combined into a new larger clause ‘Quality Assurance and responsibilities’ in clauses 10 and 14 for coursework and research degrees respectively. As both clauses list roles and responsibilities, they have been combined to remove potential duplication, ensure consistency, and have one location for the ‘role and responsibilities’ pertaining to dual and joint degrees in each part of the policy. Moreover, the clause stating the Cotutelle was a course offered prior to 2020 has been removed as other policies do not contain references to previous courses and the policy is intended to cover the new joint award arrangements. Additional typographical and formatting corrections have also been made to the policy.

The membership of the Dual and Joint Degree Policy Working Group included:

- Peter McCallum (Chair), Acting Registrar and Academic Director, Education Policy and Quality;
- Kathleen Nelson, Chair, Higher Degree by Research Examinations Subcommittee and Associate Dean (Research Education), Sydney Conservatorium of Music;
- Ross Coleman, Director, Graduate Research;
- Thommy Gatling, International Agreements Manager, Global Student Recruitment & Mobility;
- Hugh O’Dwyer, Manager, Policy and Projects, Office of the Deputy Vice-Chancellor (Education);
- George Carayannopoulos, Head, Higher Degree Research Administration Centre, Higher Degree by Research Administration Centre;
- Libby Graham, Head, Strategic Partnerships and Engagement, Faculty of Arts and Social Sciences;
- Jo Illingsworth, International Dual Degree Coordinator, Global Student Recruitment & Mobility;
- Charlie Foxlee, Manager Academic Model, Student Administration Services;
- Emily May, Coordinator, International Programs, Faculty of Arts and Social Sciences;
- Amanda Barbosa, Admissions Team Leader, Admissions;
- Iva Buconjic, Admissions Manager, Admissions; and
- Julian Miller, Policy and Projects Officer, (Secretariat)

Additional consultation on the policy was conducted with Compliance & Student Affairs and Office of General Council Policy Management Unit.

The membership of the Dual and Joint Degrees Working Group, which produced the report recommending the drafting of the policy and rescission of the Cotutelle Scheme Policy, included:

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

ATTACHMENTS
Non-Confidential

Attachment 1 – Draft Dual and Joint Degrees Policy 2019
Attachment 2 – Cotutelle Scheme Policy (rescinded)
DUAL AND JOINT DEGREE POLICY 2019

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated:

Last amended:

Signature:

Position:

CONTENTS

PART 1 – PRELIMINARY AND DEFINITIONS

1 Name of policy

2 Commencement

3 Policy is binding

4 Statement of intent

5 Application

6 Definitions

7 Purpose and principles

PART 2 – COURSEWORK DEGREES

8 Dual degrees

9 Pathway agreements

10 Quality assurance and responsibilities

PART 3 – HIGHER DEGREES BY RESEARCH

11 Joint Doctor of Philosophy degrees

12 Principal agreements

13 Student agreements

14 Quality assurance and responsibilities

PART 4 – MISCELLANEOUS

15 Rescissions and replacements

Notes

Amendment history

PART 1 – PRELIMINARY AND DEFINITIONS

1 Name of policy

This is the Dual and Joint Degree Policy 2019.
2 **Commencement**

This policy commences on [date].

3 **Policy is binding**

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 **Statement of intent**

This policy:

(a) specifies the principles for establishing dual and joint degree programs;

(b) establishes a framework to align dual and joint degree programs with the University’s educational and research strategies and standards; and

(c) supports the University’s values of openness and engagement, inclusion and diversity, courage and creativity.

5 **Application**

(1) This policy applies to:

(a) the University, staff, students and affiliates; and

(b) all dual and joint degree arrangements undertaken in partnership with another higher education institution.

(2) This policy does not apply to inter-institutional agreements that do not:

(a) have an educational or research training component;

(b) establish dual or joint award programs; and

(c) contain credit sharing arrangements for coursework degrees.

(3) This policy does not apply to double degree or combined degree courses offered by the University as defined in the [Coursework Policy 2014](#).

6 **Definitions**

(1) In this policy:

- **Academic Quality Committee** means the Academic Quality Subcommittee of the Academic Board.

- **agreement** means a written agreement between the University and a partner institution that is approved by the relevant delegate.
agreement sponsor means the person with overall responsibility for an agreement.

CCPC means the University Executive Curriculum and Course Planning Committee.

course resolutions has the meaning given in the University of Sydney (Coursework) Rule 2014. As at the date of this policy this is:

means the requirements for an award course set out in the faculty resolutions for the course, in accordance with clause 2.3

credit recognition agreement means an agreement between the University and a partner institution which establishes a framework for:

• formally recognising the previous academic attainment of students from the partner institution; and
• allowing students to receive credit towards, or reduced volume of learning in, a specified degree at the University.

Dean means, as appropriate:

• Executive Dean of the Faculty of Medicine and Health;
• Dean of a faculty; or
• Head of School and Dean of a University school.

dual degree means two combined coursework degree programs, one offered at the University and the other at a partner institution, which:

• enable students to count a specified number of credit points towards the requirements for both award courses; and
• result in a lower volume of learning than if the two degrees were taken separately.

dual degree agreement means an agreement between the University and a partner institution that establishes the framework for a dual degree.

Dual Degree Coordinator means the Dual Degree Coordinator in the Global Student Recruitment and Mobility Team.

faculty means, as appropriate, any of:

• a relevant faculty;
• a University school; or
• a Board of Studies.

Graduate Studies Committee means the Graduate Studies Committee of the Academic Board.
joint PhD means a Doctor of Philosophy degree program that:
- shares candidature between the University and one or more partner institutions;
- produces a single thesis;
- has one examination process; and
- is jointly awarded by the University and the partner institutions.

joint PhD agreement means an agreement between the University and a partner institution to offer a joint PhD program which includes provisions for:
- admission;
- intellectual property;
- tuition fees; and
- examination.

pathway agreement means an agreement between the University and an institution which:
- provides for one-way recognition and transfer of credit from one institution to the other; and
- results in the accelerated conferral of two degrees.

principal agreement means an agreement between the University and another higher education institute which establishes the terms upon which the two institutions will offer joint higher degree by research programs, for which each individual candidature will be governed by a separate, subordinate student agreement.

Undergraduate Studies Committee means the Undergraduate Studies Committee of the Academic Board.

7 Purpose and principles

(1) In establishing dual and joint degree programs, the University aims to:

(a) provide students with a unique learning experience through tailored study pathways;
(b) support research collaboration and academic excellence through engagement with other leading higher education institutions; and
(c) increase the University’s international presence in accordance with its global engagement and student recruitment strategies.

(2) Dual degree and joint degree programs:

(a) must be governed by University Rules, policies and procedures;
(b) may also be governed by the policies of the partner institution if the relevant delegate is satisfied it has similar outcomes and intentions to those of the University, particularly in relation to research integrity and academic honesty; and

**Note:** All University Rules, policies and procedures are available from the Policy Register

(c) must be consistent with standards established in the [Higher Education Standards Framework](#).

(3) All inter-institutional agreements must have an agreement sponsor.

(a) The agreement sponsor must arrange for each inter-institutional agreement to be:

(i) reviewed and endorsed by the relevant committees and sub-committees of the University;

(ii) approved by the relevant delegate;

(iii) documented in a form approved by the Office of General Counsel;

(iv) executed by or on behalf of each party;

(v) consistent with all applicable University policies; and


(vi) registered in the University contracts register maintained by Archives and Records Management.

(4) Where an agreement allows for the education or research governed wholly or in part by the policies of another institution, the agreement must clearly specify the responsibilities of each participating institution.

**PART 2 – COURSEWORK DEGREES**

### 8 Dual degrees

(1) Subject to this clause, the University may establish a dual degree program with another higher education institution.

(2) The University may offer two types of dual degree programs:

(a) a program that links an existing University course with a partner institution’s course through a reciprocal credit sharing arrangement; or

(b) a program that offers a new combined course program with separate University course resolutions.

(3) Dual degree programs may be offered as part of:

(a) an undergraduate award course program;

(b) postgraduate award course program; or
(c) a combination of both.

(4) All dual degree programs:
   (a) must be established by way of an inter-institutional agreement in accordance with this policy and the Educational Services Agreements Policy 2017; and
   (b) where possible, should provide an exit pathway for applicants who are unable to complete both degrees.

(5) Dual degree programs that link an existing University course with a partner institution’s course must:
   (a) meet the University’s academic quality requirements; and
   (b) be assessed and approved in accordance with the approval requirements established in clause 10 of this policy.

(6) Dual degree programs offered as a new combined course must:
   (a) meet the University’s academic quality requirements;
   (b) be assessed and approved in accordance with the approval requirements established in clause 10 of this policy;
   (c) be accredited by the University;
   (d) have separate course resolutions; and
   (e) for students studying under an international student visa, be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

(7) The credit recognition provisions in the dual degree agreement must meet the recognition of prior learning requirements established in Part 11 of the Coursework Policy 2014.

Note: Dual degree agreements and pathway agreements differ from credit recognition agreements in that the framework established in the former expressly addresses the award of both the relevant University degree and the partner institution degree, whereas the latter only addresses the award of the University degree.

(8) The University and the partner institution may jointly determine the requirements for student admission to a dual degree program.

(9) Each institution will determine the fees for their course component of the dual degree program.

(10) Students are responsible for:
    (a) submitting admission applications and any additional information to each institution;
    (b) paying any fees directly to the institution they are enrolled in;
    (c) meeting all expenses of the dual degree program, including travel, living, and any other associated expenses; and
    (d) complying with the rules, policies and other requirements of each institution.

(11) A student who has satisfied the applicable degree requirements will be separately awarded a degree from each institution.
9 Pathway agreements

(1) Subject to this clause, the University may enter into a pathway agreement with another higher education institution.

(2) All pathway agreements must be established by way of an inter-institutional agreement in accordance with this policy and the *Educational Services Agreements Policy 2017*.

(3) Pathway agreements may be offered:
   (a) as a program combining two undergraduate awards,
   (b) two postgraduate coursework awards, or
   (c) a combination of both.

(4) Pathway agreements involve a one-way matching of credit from one institution’s degree to the other institution’s degree.
   (a) An outbound pathway agreement involves the student commencing study at the University of Sydney and completing the second degree at the partner institution.
   (b) An inbound pathway agreement involves the student commencing study at the partner institution and completing the second degree at the University.

(5) Student admission to both degrees will be independently determined by the University and the partner institution.

(6) Students are responsible for:
   (a) submitting an application to both institutions and providing all necessary associated information through the admissions process(es);
   (b) paying any fees directly to the institution they are enrolled in;
   (c) covering travel, living, and other associated expenses of participating in the pathway agreement arrangement; and
   (d) complying with the rules, policies, and other requirements of the University and the partner institution.

(7) A student will be separately awarded each degree from each institution once a student has satisfied the degree requirements of that institution.

(8) The credit recognition provisions in the pathway agreement must meet the recognition of prior learning requirements established in Part 11 of the *Coursework Policy 2014*.

(9) The agreement sponsor must submit a pathway agreement renewal proposal to the CPCC, as appropriate, six months before the expiration of the pathway agreement. The proposal must specify the number of:
   (a) inbound students; and
   (b) outbound students.

(10) The Deputy Vice-Chancellor (Education) must approve the agreement, after the CCPC has endorsed it.
10 Quality assurance and responsibilities

(1) Agreements must be documented in a form approved by the Office of General Counsel.

(2) Dual degree programs must meet the educational excellence requirements for award courses specified in clause 8 of the Learning and Teaching Policy 2015.

(3) Student experience in a dual degree must be:
   (a) measured through surveys and other appropriate instruments each time a course is offered;
   (b) reviewed by the course convenor or agreement sponsor; and
   (c) reported as directed by the Dean.

(4) The CCPC must:
   (a) review all dual degree proposals;
   (b) review the terms of any proposed:
      (i) inter-institutional agreement; and
      (ii) credit recognition agreement;
   (c) consider whether a proposed dual degree aligns with the University’s Strategic Plan;
   (d) assess the viability of a proposed dual degree program;
   (e) recommend to the agreement sponsor whether or not to obtain further information about the dual degree program, including whether a full course proposal should be developed;
   (f) recommend to the University Executive whether or not it should endorse the dual degree proposal; and
   (g) recommend to the Deputy Vice-Chancellor (Education) whether or not to approve the dual degree program and agreements under clause 8(2)(a) and clause 9.

(5) The University Executive must:
   (a) review all dual degree program proposals submitted to it by the CCPC;
   (b) in relation to proposed dual degree programs, consider relevant strategic initiatives and viability considerations.
   (c) for new combined course program proposals under 8(2)(b), consult with the:
      (i) Undergraduate Studies Committee; or
      (ii) Graduate Studies Committee,
      about whether or not the credit sharing arrangement, dual degree agreement and full course proposal should be approved.
   (d) recommend to the Deputy Vice-Chancellor (Education) whether or not to approve the dual degree program and agreement 8(2)(b).

(6) Strategic initiatives to be taken into account include:
   (i) the University Strategic Plan;
(ii) faculty strategic plans;
(iii) country or region specific engagement strategies of the University;
(iv) whether the institutional partner has an existing strategic research partnership with the University;
(v) the University’s student recruitment strategies; or
(vi) other strategic considerations as determined by the University Executive.

(7) Viability considerations to be taken into account include:

(i) the educational and financial viability of the program;
(ii) projected enrolment numbers of the program; and
(iii) consideration of other degree offerings within the relevant discipline.

(8) The Undergraduate Studies Committee, in relation to undergraduate combined courses under 8(2)(b), must:

(a) review the academic quality of new undergraduate dual degree program course proposals;
(b) make recommendations to the Academic Board about the quality of new dual degree course proposals;
(c) review amendments to existing undergraduate dual degree programs to establish and maintain high standards in teaching, learning, and the student experience;
(d) make recommendations to the Academic Board about proposals to amend existing dual degree coursework programs; and
(e) consider reports provided to the committee and, where appropriate make recommendations to the Academic Board.

(9) The Graduate Studies Committee, in relation to postgraduate combined courses under 8(2)(b), must:

(a) review the academic quality of new postgraduate dual degree program course proposals;
(b) make recommendations to the Academic Board about the quality of new dual degree program course proposals;
(c) review amendments to existing postgraduate coursework dual degree programs to ensure the maintenance of high standards in teaching and learning and the student experience;
(d) make recommendations to the Academic Board regarding proposals to amend existing postgraduate dual degree programs; and
(e) consider reports provided to the committee and make recommendations to the Academic Board.

(10) The Undergraduate Studies Committee and the Graduate Studies Committee must endorse new dual degree programs under 8(2)(b) that offer a combined undergraduate and postgraduate program.
(11) Deans must report to their faculty leadership groups and faculty boards in March each year on activities carried out under dual degree agreements in the previous year.

(12) The agreement sponsor must report in February each year to the relevant Deans on the activities undertaken during the previous year in the programs they sponsor.

(13) Faculty boards must consider the Dean’s report and forward it, with appropriate comments, to the delegate who approved the agreement.

(14) The relevant delegate must consider the report and forward it to the Undergraduate Studies Committee or Graduate Studies Committee, as appropriate, for review.

(15) The Dual Degree Coordinator must submit an agreement renewal proposal to the CCPC, as appropriate, six months before the expiration of a dual degree agreement. The proposal must specify the number of:

(16) The Deputy Vice-Chancellor (Education) is responsible for determining whether or not to approve coursework programs governed by this policy.

**PART 3 – HIGHER DEGREES BY RESEARCH**

11 Joint Doctor of Philosophy degrees

(1) The University may establish a joint Doctor of Philosophy (PhD) program with another higher education institution if:

   (a) the proposal to establish a joint PhD program specifies:

      (i) strategies for ensuring reciprocity of inbound and outbound students (where the arrangement is established on an exchange basis);
      
      (ii) the rationale for establishing the joint program;
      
      (iii) strategic objectives of the partnership;
      
      (iv) proposed benchmarks or tangible benefits to the University of the arrangement;
      
      (v) an estimate of the resources required to establish and maintain the joint program;
      
      (vi) the scope of the arrangement, including whether the proposed agreement is University-wide or faculty-specific;
      
      (vii) a requirement that at least thirty percent of the candidature must be completed at the University; and
      
      (viii) an analysis of how the University’s PhD program aligns structurally with the partner institution’s PhD program.

   (b) the principal agreement meets the requirements specified in clause 13.

(2) The University may offer a joint PhD with more than one partner institution, with the approval of the Deputy Vice-Chancellor (Education).
(3) The University and the partner institution should enter into a principal agreement which:
   (a) documents the framework for the joint degree program; and
   (b) provides for the issue of a single testamur, with both institutions’ seals, upon completion.

(4) If a partner institution is unable to issue a joint testamur the Deputy Vice-Chancellor (Education) may approve a principal agreement which provides for the issue of a separate testamur by each institution.

(5) Except in partnerships described in 11(4), upon successful completion and conferral of award of the joint Doctor of Philosophy, one testamur with the seals of both institutions are provided to the candidate.

(6) Candidates for a joint PhD must only be required to produce a single thesis and submit to one examination.

12 Principal agreements

(1) The University and the relevant partner institution must enter into a formal principal agreement for the provision of joint PhDs before any students are permitted to participate in the relevant program.

(2) Principal agreements must specify requirements for:
   (a) reciprocity of students;
   (b) minimum time periods to be spent at each institution;
   (c) content and form of testamurs;
   (d) managing intellectual property;
   (e) tuition fee structure and basis for calculation;
   (f) admission requirements of each institution; and
   (g) any regulatory requirements applicable under the law governing either institution.

Note: This includes requirements of the Education Services for Overseas Students Act 2000 and the Higher Education Support Act 2003 and Commonwealth Scholarships Guidelines (Research) 2017.

13 Student agreements

(1) The University and the partner institution must enter into a separate student agreement, subordinate to and consistent with the relevant principal agreement, for each candidate undertaking the program.

(2) The Director, Graduate Research must approve each student agreement before candidature commences.

(3) Each student agreement must specify:
   (a) student obligations;
   (b) tuition fees and other financial arrangements;
(c) the student’s intellectual property rights;
(d) the student’s attendance pattern and indicative dates or travel;
(e) joint supervision arrangements;
(f) the language of the thesis and examination;
(g) the earliest and latest permissible thesis submission date;
(h) the institution that will conduct the examination;
(i) the examination procedures which will apply;
(j) location of the examination;
(k) type of examination; and
(l) graduation procedures.

(4) Student agreements must be registered in the University contracts register maintained by Archives and Records Management.

(5) If the examination is to be conducted by a partner institution the process must be approved before the student agreement is executed, by one of:
   (a) the Chair of the Academic Quality Committee of the Academic Board; or
   (b) the HDR Examinations Sub-Committee of the Graduate Studies Committee.


14 Quality assurance and responsibilities

(1) Principal and student agreements must be documented in a form approved by the Office of General Counsel.

(2) Joint PhD programs must meet the thesis requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015.

(3) The CCPC must:
   (a) review the strategic alignment and viability of new joint PhD principal agreements; and
   (b) provide to the University Executive a recommendation as to whether or not the Deputy Vice-Chancellor (Education) should approve it.

(4) The University Executive must provide a recommendation to the Deputy Vice-Chancellor as to whether or no the Joint PhD principal agreement should be approved.

(5) Consideration of strategic alignment includes taking into account:
   (a) the University Strategic Plan;
   (b) faculty strategic plans;
   (c) country or region-specific engagement strategies of the University;
   (d) whether the institutional partner has an existing strategic research partnership with the University;
(e) the University’s Student Recruitment strategies; or
(f) other areas of strategic fit as determined by the University Executive.

(6) Dual Degree Coordinator must submit an agreement renewal proposal to the CCPC six months before the expiration of a principal agreement. The proposal must specify the number of:
(a) course enrolments;
(b) course completions;
(c) inbound students; and
(d) outbound students.

PART 4 – MISCELLANEOUS

15 Rescissions and replacements

This document replaces the Cotutelle Scheme Policy, which commenced on 13 October 1999, and which is rescinded as from the date of commencement of this document:

NOTES

Dual and Joint Degree Policy 2019

Date adopted: [This is the date on which the policy is formally signed]
Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]
Administrator: Chair, Academic Board
Review date: [This date must be no more than 5 years from the date of commencement.]

Rescinded documents: Cotutelle Scheme Policy

Related documents:
Higher Education Support Act 2003 (Cth)
Education Services for Overseas Students Act 2000 (Cth)
University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016
University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
University of Sydney (Higher Degree by Research) Rule 2011
University of Sydney (Coursework) Rule 2014

Educational Services Agreements Policy 2017

Coursework Policy 2014

Thesis and Examination of Higher Degree by Research Policy 2015

Thesis and Examination of Higher Degree by Research Procedures 2015

**AMENDMENT HISTORY**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
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<tbody>
<tr>
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<td>5 November 2019</td>
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</table>
Cotutelle Scheme

Approved by: Academic Board on 13 October 1999
Last amended: 14 December 2017, commencing 1 January 2018
Date of effect: 11 December 2008

1. Background

1.1 In February 1998, Senate approved amendments to the PhD resolutions providing for the establishment of cotutelle agreements whereby, if the necessary conditions for joint candidature had been met, a candidate for the degree of Doctor of Philosophy could also receive a doctorate from another University in respect of that candidature, each testamur acknowledging the circumstances under which the award was made.

1.2 These arrangements were made in response to an initiative of the French Government designed to establish and develop partnerships between French and other research units which include the facilitation of movement of French and other doctoral candidates under joint supervision arrangements. Cotutelle arrangements exist between French universities and universities in a number of other countries.

1.3 The prime intent of such agreements is that they form part of an ongoing or developing cooperative research collaboration between a school or research group in the University and one elsewhere. If the sole collaboration between the two schools or research groups was to be in respect of a particular candidature, then the net benefit to the University would have to be questioned.

1.4 Evidence of appropriate financial support both for student's and supervisor's/examiners' travel in each case would have to be provided by the School/Faculty concerned. It should be noted that if the agreement is with a French University the student will be required to complete an oral defense of their thesis in order to satisfy French university examination requirements, therefore the cost of airfares and accommodation for external examiners must be taken into consideration by the relevant School at the University of Sydney. The Dean would have to be satisfied that supervision and examination arrangements were satisfactory and fully understood by the potential candidate.

1.5 Cotutelle agreements fall under the Guidelines for Inter-Institutional Agreements and require the approval of the Head of School, Dean and Deputy Vice-Chancellor (Education) for each individual candidature.

1.6 Agreements should be negotiated prior to the commencement of candidature. Back-dated agreements may be made in exceptional circumstances at the discretion of the Deputy Vice-Chancellor (Education). However students who have completed more than two semesters of their dissertation research are not eligible for the cotutelle scheme.
1.7 Examination arrangements must be approved by the HDR Examinations Sub-Committee of the Academic Quality Committee of the Academic Board.

2. **General principles governing cotutelle arrangements**
   The following general principles apply to cotutelle agreements.

   2.1 A cotutelle agreement must be drawn up between the two participating institutions in respect of each candidate, detailing the particular arrangements pertaining to that particular candidature. Normally such agreements take effect from the beginning of a candidature.

   2.2 The agreement lists the two supervisors who are to undertake the joint supervision.

   2.3 The candidature is to be divided between the two countries with alternate stays in each of the two countries and a minimum of 30% in each country.

       2.3.1 The agreement sets out the arrangements with regard to fees. At the least a candidate should be exempt from fees at one institution. An Australian student would be HECS exempt and an international student would normally receive at least a fees waiver scholarship for the period within Australia. An overseas student proceeding under a cotutelle arrangement would be otherwise subject to the normal requirements and arrangements for international students.

       2.3.2 Unless otherwise agreed by the Parties in writing (noting the potential impact on the Student’s insurance coverage), the Student will simultaneously enrol at The University of Sydney and the Partner Institution for each year of the candidature.

       2.3.3 The agreement should specify the copyright of the thesis and other intellectual property issues.

       2.3.4 The thesis is to be written in either English or the language of instruction at the other participating institution, with an abstract provided in the other language.

       2.3.5 There is to be one examination process, and in the initial agreement it is determined whose processes will be followed, with both Universities agreeing to respect the outcome. There would be an exchange of letters with the candidate to ensure he/she was fully aware of all the special arrangements applying.

       2.3.6 The Candidate shall be entitled to graduate at the University of Sydney and receive a testamur which (a) states the conferral of the Jointly Awarded Degree; and (b) carries the names of both The University of Sydney and the Partner Institution.
3. **Country-specific principles**

3.1 France

In respect of a cotutelle arrangement with a French university, the following principles apply:

3.1.1 If the examination is carried out by a French institution at least two examiners would be appointed by each institution. Of the two examiners nominated by the University of Sydney, one must be external. Two of these examiners (one nominated by the French institution and the external examiner nominated by the University of Sydney) prepare written reports on the thesis which are made available to the candidate and the examining jury. The candidate is required to defend the thesis in person by the way of an oral defense (Viva Voce) in French or English and to provide an oral summary in the other language. The candidature does not progress to the oral defense stage if the examiners are not convinced of the candidate's prima facie preparedness.

3.1.2 If the examination is carried out under the University of Sydney's procedures the relevant Sydney Faculty would coordinate the examining process in the normal way.

3.1.3 The successful outcome of either examining process would be the award of the PhD from the University of Sydney and a Doctorat from the relevant French institution. The agreement would state that the award was made as a consequence of a cotutelle agreement with the University of ...................... . The French Doctorat is normally awarded with the qualification *honorables, très honorables* or *très honorables avec félicitations*. This could be accommodated within the Sydney examination process by specifically asking examiners for their recommendation in respect of the Doctorat.

3.1.4 The signing of such an agreement, particularly if the French institution is to examine, has financial implications for the University. At the very least the University may have to fund expenses associated with two examiners attending a thesis defense. Support for the student concerned, including travel, is another consideration. However, the intent of such agreements is that they should operate in a broader context of cooperative research between the two institutions. Schools/Faculties proposing cotutelle arrangements would have to certify that the necessary financial support would be forthcoming. There is some French Government funding available on a competitive basis.
Cotutelle agreement pro-forma/checklist

Attach documents as appropriate

<table>
<thead>
<tr>
<th>University of Sydney Department</th>
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<tbody>
<tr>
<td>Proposed partner institution and department</td>
</tr>
<tr>
<td>Evidence of past and ongoing research collaboration including any existing cotutelle agreements</td>
</tr>
<tr>
<td>Proposed candidate and qualifications</td>
</tr>
<tr>
<td>Research topic</td>
</tr>
<tr>
<td>Rationale for a cotutelle agreement rather than other means of collaboration</td>
</tr>
<tr>
<td>Proposed supervisors and qualification/position</td>
</tr>
<tr>
<td>Partner Institution</td>
</tr>
<tr>
<td>Proposed periods of residence at each institution</td>
</tr>
<tr>
<td>Proposed language of thesis</td>
</tr>
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<tr>
<td>Proposed form of examination</td>
</tr>
<tr>
<td>Evidence of willingness of partner institution to enter into an agreement</td>
</tr>
<tr>
<td>Arrangements for fees</td>
</tr>
<tr>
<td>Scholarship/stipend and travel support for candidate</td>
</tr>
<tr>
<td>Funding arrangements for travel for supervisors/examiners</td>
</tr>
<tr>
<td>Evidence of candidate's understanding of proposed arrangements</td>
</tr>
<tr>
<td>Evidence of consultation with International Office to ensure visa and other requirements have been considered</td>
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<tr>
<td>Evidence of consultation with Student Centre to ensure Student Information System requirements have been considered</td>
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<tr>
<td>Other comments</td>
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## Approvals

<table>
<thead>
<tr>
<th>Head of School</th>
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<tr>
<th>Dean or Head of School and Dean (University school)</th>
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*Copy to be sent to Chair, Graduate Studies Committee and the Scholarships Officer*

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<tr>
<th>Notification to Deputy Vice-Chancellor (Education)</th>
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| Approval by Vice-Chancellor if no previous cotutelle agreement in existence with this institution |
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held by circulation from 9am 17 October 2019 to 9am 24 October 2019 and approve:

(1) the proposed amendments to the Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016.

(2) the changes to the Coursework Policy 2014 and the Learning and Teaching Policy 2015.

ITEMS FOR DECISION

7.6 Proposed amendments to the Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016

The Academic Standards and Policy Committee met on 15 October 2019 and provided significant amendments. The amendments have been made and a meeting held by circulation for 17 October 2019 to 24 October 2019 seeking endorsement for Academic Board approval. Further feedback was received from the Committee and has been incorporated into the documents attached to the Academic Standards and Policy Committee Report to Academic Board.

7.7 Amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015

The Academic Standards and Policy Committee met on 15 October 2019 and provided significant amendments. The amendments have been made and a meeting held by circulation for 17 October 2019 to 24 October 2019 seeking endorsement for Academic Board approval. Further feedback was received from the Committee and has been incorporated into the documents attached to the Academic Standards and Policy Committee Report to Academic Board.

The Committee endorsed:

- the proposed amendments to the Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016; and
- the amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015.

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

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
To amend the Policy and Procedures in view of the increasing threat contract cheating poses to the University's educational integrity.

RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board:
- approve the amendments of the Academic Honesty in Coursework Policy 2015 (Attachment 1); and
- endorse consequential amendments to Academic Honesty Procedures 2016 (Attachment 2).

EXECUTIVE SUMMARY

Changes to the Academic Honesty in Coursework Policy 2015 are proposed to establish a stronger framework for handling allegations related to contract cheating.

The policy changes seek to:
(1) establish an explicit definition of contract cheating within the University’s policy vernacular;
(2) clearly describe those behaviours constituting contract cheating;
(3) empower Educational Integrity Coordinators and nominated academics to determine when contract cheating and other serious academic dishonesty has occurred and implement academic penalties as appropriate at the faculty level while also referring the potential misconduct aspect to the Registrar for further consideration under the University of Sydney (Student Discipline) Rule 2016; and
(4) improve the timeliness of investigations involving allegations of contract cheating.

Consequential amendments are also sought for the Academic Honesty Procedures 2016 (Procedures) to align the procedure for determining whether contract cheating has occurred and circumscribing the outcomes available where contract cheating has been found.

Proposed amendments were considered by the Academic Policy and Standards Committee (ASPC) at its meeting on 15 October and the amendments were endorsed subject to changes.

ISSUES

Increasing rates of cheating behaviours
Internet-driven technologies and the proliferation of contract cheating services have had a profound effect on the types of cheating behaviours that students engage in and resulted in a significant increase in the number of cases reported across the University. 86 cases of potential contract cheating were reported for the full year in 2018, whereas 109 cases were reported in Semester 1 alone in 2019. Definitions within the current policy do not encompass newer forms of cheating and do not sufficiently enable decision-makers to determine whether a student has engaged in contract cheating. Establishing a definition of contract cheating as recommended by Tertiary Education Quality and Standards Agency (TEQSA) in their Good Practice Note: Addressing contract cheating to safeguard academic integrity as well as expanding the academic dishonesty definitions to capture other forms of cheating behaviours, will provide a stronger framework for handling breaches.

Timeliness of handling contract cheating allegations
Misconduct investigations can take time due to the complexity and nature of reported cases and the resources needed to investigate a matter with due procedural fairness. These factors in turn impact on the provision of

timely outcomes to students and faculties. The proposed amendments permit faculty decisions makers to make a finding and impose a penalty under the Policy and Procedures and also, if contract cheating is suspected, refer the matter to the Registrar. This will improve the timeliness of investigations involving allegations of contract cheating and better the student experience as it means a result can applied allowing a student to organise their enrolment for the ensuing semester accordingly. It will also provide faculties with satisfaction as to the penalty applied related to the standard of work submitted.

**POLICY AMENDMENTS**

**Changes to the Academic Honesty in Coursework Policy 2015**

The proposed policy amendments seek to establish a stronger framework for handling allegations related to contract cheating. Primarily, this involves the addition of a definition for contract cheating and updated classifications of academic dishonesty under clause 7 to include:

(2) Academic dishonesty includes, but is not limited to:

(c) collusion;
(d) contract cheating;
(e) fabricating data, information or sources;
(f) assisting another student, irrespective of intention, to obtain an academic advantage by dishonest or unfair means;
(g) inappropriate publication of an assessment, or part of an assessment, to social media, a website, or a file-sharing or other online platform;
(h) uploading teaching or course material to a website, or a file-sharing or other online platform;
(i) submitting work for assessment with the intention to deceive the examiner;

Clause 13 is amended to include other forms of dishonesty as detected by similarity detection software.

New provisions are proposed under:
- subclause 11(5) related to the criteria for mandatory referral to the Registrar for contract cheating;
- subclause 11(6) to enable an Educational Integrity Coordinator or nominated academic to make a determination of plagiarism or academic dishonesty and apply a penalty where the conduct meets the conditions of subclause 16(5);
- clause 21 concerning appeal rights related to the revised procedure.

Administrative edits are proposed to correct references to the *Research Code of Conduct 2019*.

**Changes to the Academic Honesty Procedures 2016**

Amendments are proposed to subclauses 9(10), 11(5) and 11(6) to facilitate procedural changes under the policy as described above.

Additional administrative edits are sought under:
- subclause 4(4) to modify academic suppression requirement;
- subclause 6(4) and removal of Schedule 2 in anticipation of a system-supported risk evaluation task to be implemented in the new curriculum system in 2020; and
- updated references to the *Research Code of Conduct 2019*.

**Further changes requested by ASPC at the meeting of 15 October and by circulation (concludes 24 October)**

**Expanded definitions of academic dishonesty and contract cheating**

The definition of contract cheating has been amended to be inclusive rather than exhaustive. Definition added to the Procedures.

The prevalence of document sharing websites and the availability of online resources provides opportunities for students to either obtain academic advantage by uploading their materials in order to freely access other student material or enable academic advantage for others through making these resources available. This is therefore categorised as academic dishonesty. Following discussion at the ASPC’s meeting of 15 October, the wording under 7(2)(g) has been amended for clarity.
CONSULTATION

Educational Integrity Coordinators, casework services of the Students' Representative Council and Sydney University Postgraduate Representative Association and the Student Affairs Unit were invited to provide feedback on the proposed changes via email. Stakeholder feedback has been integrated into the policy where applicable.

Amendments were considered by the ASPC at its 15 October meeting and by circulation. The changes have been incorporated in the policy to be put to the Academic Board on 4 November for approval.

IMPLEMENTATION

The new Policy will be communicated by the Academic Board. The University community will be informed of the changes through an article in Staff News, information on the University intranet and briefing sessions will be held for educational integrity staff as required.

The content of the Academic Honesty Education Module (AHEM) will be updated to align with the new definitions and a revised education campaign to inform students of academic integrity issues and behaviours associated with contract cheating will be implemented by the Office in 2020.

ATTACHMENTS

Attachment 1: Academic Honesty in Coursework Policy 2015 – revised amendments
Attachment 2: Academic Honesty Procedures 2016 – revised amendments
Attachment 3: Summary of changes
ACADEMIC HONESTY IN COURSEWORK POLICY 2015

The Vice-Chancellor and Principal, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 15 December 2015

Last amended: 26 May 2017 (administrative amendments only)

24 March 2019 (administrative amendments only)

Signature:

Position: Dr Michael Spence, Vice-Chancellor

CONTENTS

Academic Honesty in Coursework Policy 2015 ......................................................... 4
PART 1 - PRELIMINARY ......................................................................................... 4
1 Name of policy ................................................................................................. 4
2 Commencement ............................................................................................... 4
3 Policy is binding .............................................................................................. 4
4 Statement of intent ......................................................................................... 4
5 Application ....................................................................................................... 4
PART 2 - DEFINITIONS ..................................................................................... 5
5 Definitions ........................................................................................................ 5
PART 3 – ACADEMIC DISHONESTY AND PLAGIARISM .................................. 6
7 Academic dishonesty ....................................................................................... 6
8 Plagiarism ......................................................................................................... 6
8A Legitimate co-operation .................................................................................. 6
PART 4 – ACADEMIC INTEGRITY ...................................................................... 7
9 General principles ............................................................................................ 7
10 Fostering academic integrity ......................................................................... 7
11 Requirements for assessment tasks ............................................................... 7
12 Compliance statements .................................................................................. 7
13 Detecting plagiarism and other forms of academic dishonesty .................... 7
PART 5 – DEALING WITH ALLEGATIONS OF PLAGIARISM OR ACADEMIC
DISHONESTY ...................................................................................................... 8
14 Procedural fairness ......................................................................................... 8
15 Reporting concerns ....................................................................................... 8
16 Preliminary assessment .................................................................................. 8
17 Determining allegations of plagiarism and academic dishonesty .................. 8
18 Available determinations .............................................................................. 8
19 Rescinded ....................................................................................................... 8
20 Rescinded ....................................................................................................... 8
### Contents

1. **Part 1 - Preliminary**
   - Name of policy
   - Commencement
   - Policy is binding
   - Statement of intent
   - Application

2. **Part 2 - Definitions**
   - Definitions

3. **Part 3 - Academic dishonesty and plagiarism**
   - Academic dishonesty
   - Plagiarism
   - Legitimate co-operation.

4. **Part 4 - Academic integrity**
   - General principles
   - Fostering academic integrity
   - Requirements for assessment tasks
   - Compliance statements
   - Detecting plagiarism

5. **Part 5 - Dealing with allegations of plagiarism or academic dishonesty**
   - Procedural fairness
   - Reporting concerns
   - Preliminary assessment
   - Determining allegations of plagiarism and academic dishonesty

6. **Part 6 - Responsibilities**
   - Reporting to the faculty and the Academic Board
   - Recissions and replacements

### Notes

- Error! Bookmark not defined.
PART 1 - PRELIMINARY

Name of policy
This is the Academic Honesty in Coursework Policy 2015.

1 Commencement
This policy commences on 1 January 2016

2 Policy is binding
Except to the extent that a contrary intention is expressed, this policy binds the
University, staff, affiliates and students.

3 Statement of intent
This policy:

(a) states the University's unequivocal opposition to, and intolerance of,
plagiarism and academic dishonesty;
(b) sets out the principles underpinning the University's approach to plagiarism
and academic honesty;
(c) identifies individual responsibilities for promoting the principles of academic
honesty; and
(d) provides for a transparent process for handling allegations of plagiarism and
academic dishonesty by students enrolled in coursework award courses.

4 Application
(1) This policy applies to:
(a) staff and affiliates;
(b) all students enrolled in a coursework award course or undertaking coursework while enrolled in a research degree; and
(c) non-award students, exchange students and study abroad students in a unit of study at the University.

(2) It is a condition of each student’s admission to candidature that the student complies with this policy.

PART 2 - DEFINITIONS

5 Definitions

In this document:

academic dishonesty has the meaning given in subclauses 7(1) and 7(2).
academic integrity has the meaning given in subclause 10(2).
acknowledgement of the source means identifying, in accordance with the conventions of the discipline, at least:
- the author(s) of the work; and
- the place from which the work or part of the work was sourced.
assessment means evaluation of a student’s demonstration of specified learning outcomes, including by written or oral examination, assignments, presentation, and thesis.
collusion means co-operation that is not legitimate co-operation.
contract cheating includes means doing any of the following, for payment or otherwise, without acknowledgement in the work or the permission of the examiner, as appropriate:
- engaging or enabling a third party to complete or contribute to all or part of an assessment;
- submitting work for assessment that has been completed by a third party, or to which a third party has made a contribution;
- engaging a third party to attend a required learning activity or complete a required assessment task in place of a student;
- completing or contributing to all or part of an assessment for a student;
- attending a learning activity or assessment in place of another student.
coursework means a program of learning in which the dominant mode of instruction is through a program of classes, lectures, tutorials, practical session, online tasks and other modes of instruction that are not supervised research.
coursework award course means a formally approved program of study which can lead to an academic award granted by the University and which is not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning will generally be dominant. All undergraduate award courses are coursework award courses.

Dean means, as appropriate, any of:

- the Executive Dean of the Faculty of Medicine and Health;
- the Dean of a faculty; or
- the Head of School and Dean of a University school.

Note: See University of Sydney (Governance of Faculties and University Schools) Rule 2016.

dishonest plagiarism means knowingly presenting another person's ideas, findings or work as one's own by copying or reproducing them without due acknowledgement of the source, with intent to deceive the examiner into believing that the content is original to the student.

Educational Integrity Co-ordinator means the nominated academic to whom the relevant dean has given responsibility for co-ordinating and reporting on allegations of plagiarism and academic dishonesty within the faculty.

Examiner means the person responsible for assessing a student's work.

Faculty means, as appropriate, any of:

- a faculty;
- a University school; or
- a board of studies.

Note: See University of Sydney (Governance of Faculties and University Schools) Rule 2016.

Group work has the same meaning as provided in the Coursework Policy 2014, which at the date of this policy is:

a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

Investigation means an investigation conducted by the Registrar under the University of Sydney (Student Discipline) Rule 2016.
legitimate co-operation has the meaning given in clause 8A of this policy.
nominated academic means an academic staff member responsible for handling plagiarism and academic dishonesty as nominated by the relevant dean.
Office of Educational Integrity means the office established within the portfolio of the Deputy Vice-Chancellor (Education) to provide university-wide oversight of academic integrity and the implementation of this policy.
procedures means the Academic Honesty Procedures 2016
student misconduct means conduct which, if proven, would constitute student misconduct under the University of Sydney (Student Discipline) Rule 2016
text-based written assignments means assignments that use prose as the main, or as a significant, method of presenting an answer.
work means any or all of ideas, findings, or written or published material.

PART 3 – ACADEMIC DISHONESTY AND PLAGIARISM

7 Academic dishonesty

(1) For the purpose of this policy, academic dishonesty means seeking to obtain or obtaining academic advantage for oneself or for others (including in the assessment or publication of work) by dishonest or unfair means.

(2) Academic dishonesty includes, but is not limited to:

(a) recycling – that is, the resubmission for assessment of work that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the examiner);

Note: Work which builds on work previously submitted in the same, or a previous, unit of study will not constitute recycling provided that such resubmission is allowed by the examiner and the previous work and the extent and nature of its use is acknowledged.

(b) dishonest plagiarism;

(c) collusion;

(d) contract cheating;

(e) fabricating data, information or sources;

(f) assisting another student to obtain an academic advantage by dishonest or unfair means;

(g) inappropriate publication or upload of an assessment, or part of an assessment, or University teaching or course material to a website, or a file-sharing or other online platform;
uploading teaching or course material to a website, or a file-sharing or other online platform;

(h) submitting work for assessment with the intention to deceive the examiner;

(e) —

(d) engaging another person to complete or contribute to an assessment in place of the student;

(e) submitting work for assessment which has been completed by another person in place of the student or to which the other person has made a contribution, whether for payment or otherwise;

(f) accepting an engagement from another student to complete or contribute to an assessment in the place of that student;

(g) communicating, by any means, with another candidate during an examination;

(h) bringing into an examination forbidden material such as textbooks, notes, calculators or computers;

(i) attempting to read another student’s work during an examination;

(j) writing an examination paper, or consulting with another person about the examination, outside the confines of the examination room without permission;

(k) copying from another student during an examination; and

(n) inappropriately using electronic devices to access information during an examination.

8 Plagiarism

(1) For the purpose of this policy, plagiarism means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.

(2) Plagiarism includes presenting work for assessment, publication, or otherwise, that includes:

(a) phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished work (including from the internet) without appropriate acknowledgement of the source; or

(b) the work of another person, without appropriate acknowledgement of the source and in a way that exceeds the boundaries of legitimate co-operation.

(3) Presenting work which contains any of the elements in subclause 8(2) constitutes plagiarism, regardless of the author’s intentions.

(4) Plagiarism is unacceptable in academic work, even where it is not intended to deceive the examiner into believing that the work is original to the student, but instead arises from, for example:

(a) poor referencing;

(b) error;

(c) inability to paraphrase; or

(d) inhibition about writing in the student’s own words.
(5) Where plagiarism exists but intention to deceive cannot be established, the matter must still be handled in the manner specified in this policy and the procedures.

8A Legitimate co-operation.

(1) Provided that it meets the requirements of this clause, legitimate co-operation means any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students. This includes:

(a) researching, writing or presenting joint work;
(b) discussing general themes and concepts;
(c) interpreting assessment criteria;
(d) informal study or discussion groups; and
(e) strengthening and developing academic writing skills through peer assistance.

(2) Co-operation is not legitimate if it unfairly advantages a student or group of students over others.

(3) Legitimate co-operation is characterised by a process which:

(a) is transparent and open;
(b) is fair, with no unfair advantage to any particular student or group of students working together;
(c) advances student learning; and
(d) results in students submitting work which demonstrates what they know.

PART 4 – ACADEMIC INTEGRITY

9 General principles

(1) The role of the University is to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship. The University is committed to academic excellence and integrity as the cornerstones of scholastic achievement and quality assurance.

(2) The academic integrity of the University and its programs requires:

(a) scrupulous ethical behaviour from individuals;
(b) a collective culture that champions academic honesty fostered by all staff, affiliates and students;
(c) effective education and authentic assessment; and
(d) an effective framework of education, prevention, detection and record keeping that enables the University to monitor and respond to threats to academic integrity.

(3) The University is opposed to, and will not tolerate, plagiarism or academic dishonesty by staff, affiliates or students.

(4) It is the responsibility of all students to:
(a) ensure that they do not commit or collude with another person to commit plagiarism or academic dishonesty; and

(b) comply with this policy and the procedures.

(5) The University will treat all allegations of plagiarism or academic dishonesty seriously, in accordance with this policy, the procedures and, where appropriate, misconduct proceedings under the University of Sydney (Student Discipline) Rule 2016.

10 Fostering academic integrity

(1) Fostering academic integrity within the University is an essential element of an ethical education and culture.

(2) The University’s approach to academic integrity is based on the following strategies.

(a) **Clear expectations.** University policies, procedures and faculty local provisions should clearly document what is expected of students and set out fair processes for dealing with allegations of academic dishonesty.

(b) **Education in academic honesty and discipline specific requirements.** Students should be educated in the academic writing and referencing conventions of their discipline at an early stage in the first semester of the award course in which they are enrolled.

   **Note:** See Learning and Teaching Procedures 2016.

(c) **Support in understanding the importance and value of academic honesty.** Students should be supported in learning the value and importance of academic honesty as a basis for university scholarship and research enriched learning.

(d) **Well-designed assessment which encourages demonstrated academic achievement, including academic integrity.** Assessment should encourage scholarship, creativity and originality in ways consistent with research-enriched learning.

(e) **Effective detection.** Assessment processes should detect plagiarism, correct errors and poor referencing, and deter dishonesty.

(f) **Systematic record keeping** to monitor the University’s goal to maintain a high standard of academic integrity.

(g) **An open culture** in which academic integrity is championed by staff, affiliates and students and in which information is shared appropriately and acted upon.

   **Note:** See also Privacy Policy 2013 and Privacy Management Plan.

11 Requirements for assessment tasks

(1) Faculties and unit of study co-ordinators must design the assessment for each award course and each unit of study to eliminate or minimise opportunities for students to gain unfair advantage through plagiarism or academic dishonesty.

(2) Faculties and unit of study co-ordinators must review and renew the assessment for each unit of study each time the unit is offered, including redesigning
assessment tasks to prevent any breaches of academic integrity that may have occurred previously from recurring.

(3) Assessment tasks must not be reused in a way that enables students with knowledge or prior experience of those tasks to gain an unfair advantage for themselves or others.

(4) Examination questions and assignment questions must not be reused except where the unit of study co-ordinator is satisfied that such reuse will not:

(a) jeopardize the academic integrity of the assessment; or
(b) create unfair advantage.

Note: See Academic Honesty Procedures 2016

12 Compliance statements

(1) Students must submit a signed statement of compliance with each piece of work submitted to the University for assessment, presentation or publication.

Note: Signature may be manual or by an electronic submission.

(2) Where students are required to submit frequent assignments, the relevant unit of study co-ordinator may permit a single compliance statement covering an entire unit, or an entire group of assessment tasks, to be used.

13 Detecting plagiarism and other forms of academic dishonesty

(1) The principles of fair and transparent assessment (as set out in the Coursework Policy 2014) dictate that plagiarised work not be given credit.

Note: See Part 14 of the Coursework Policy 2014.

(2) Detecting and identifying plagiarism is fundamentally a judgement made by an examiner who is aware of the responsibilities involved in the task of academic assessment. Web search and similarity detecting software, and other such means, should be regarded only as tools assisting an examiner to make that judgement.

(3) The University has authorised and mandated the use of text-based similarity detecting software for all text-based written assignments. Faculties must inform students of this in introductory courses, unit of study outlines and informational material provided to them.

(4) Similarity detecting software may also be used for work that is not a text-based written assignment if the faculty or unit of study co-ordinator determines that it is of value in ensuring the academic integrity of assignments. Where such software is used, faculties must inform students in introductory courses, unit of study outlines and informational material provided to them.

(5) The unit of study co-ordinator must require all text-based written assignments to be submitted electronically and checked with the applicable similarity detecting software during the assessment process.

(6) For work that is not a text-based written assignment, unit of study co-ordinators must take all reasonable steps to design an assessment matrix that:

(a) eliminates or minimises the possibility of breaches of academic honesty; and
(b) as far as possible ensures that:
(i) the assignment is the student’s own original work;
(ii) the work of others is appropriately acknowledged;
(iii) the assignment has not been previously submitted; and
(iv) the input of others does not exceed the bounds of legitimate cooperation.

(7) Where plagiarism or other forms of academic dishonesty are suspected by an examiner, or the possibility of plagiarism is detected by similarity detecting software, the examiner should employ all reasonable means to clarify whether the relevant work contains plagiarism or such material.

(8) Where, as the result of a student’s performance in another assessment task within a unit of study, an examiner forms the reasonable suspicion that an assessment may not be a student’s own unaided work (excepting reasonable co-operation), the examiner must report the matter consistently with this policy and the procedures.

PART 5 – DEALING WITH ALLEGATIONS OF PLAGIARISM OR ACADEMIC DISHONESTY

14 Procedural fairness

(1) The process for enquiring into and determining allegations of plagiarism or academic dishonesty by coursework students is set out in the procedures.

(2) A faculty may only impose a penalty for plagiarism or academic dishonesty on a coursework student in accordance with this policy and the procedures.

(3) The University is committed to dealing with allegations of academic dishonesty by students in accordance with the principles of procedural fairness, including the rights of students to:

(a) be informed of the allegations against them in sufficient detail to enable them to understand the precise nature of the allegations and properly to consider and respond to them;

(b) have a reasonable period of time within which to respond to the allegations;

(c) have the matter resolved in a timely manner;

(d) be informed of their rights under this policy and these procedures and under the University of Sydney (Student Discipline) Rule 2016;

(e) invite a support person or student representative to any meeting regarding alleged academic dishonesty;

(f) be treated impartially in any enquiry or investigation process; and

(g) be treated with an absence of bias by the decision-maker.

15 Reporting concerns

An examiner who suspects plagiarism or academic dishonesty by a student must report it to the relevant Educational Integrity Co-ordinator or nominated academic in the manner prescribed in the procedures (if any).
16 Preliminary assessment

(1) Where an Educational Integrity Co-ordinator or nominated academic becomes aware of an allegation of plagiarism or academic dishonesty, they must, in consultation with the examiner:

(a) formulate a clear expression of the alleged conduct; and

(b) form a preliminary view of whether, if proven, it would constitute plagiarism or academic dishonesty.

(2) If an Educational Integrity Co-ordinator or nominated academic forms the preliminary view that the alleged conduct:

(a) could not amount to plagiarism or academic dishonesty; and

(b) was not caused by a failure fully to understand referencing requirements rather than dishonesty;

then:

(c) they must record 'no impropriety' as the decision; and

(d) the work must be assessed according to its academic merit without penalty and according to the advertised criteria.

Note: See Part 3 of the Academic Honesty Procedures 2016.

(3) If the Educational Integrity Co-ordinator or nominated academic forms the preliminary view that the alleged conduct:

(a) could amount to plagiarism or academic dishonesty; but

(b) is likely to have been caused by a failure to fully understand referencing requirements;

then

(c) they will refer the student for additional development in the manner prescribed in the procedures.

(4) If the Educational Integrity Co-ordinator or nominated academic's preliminary view is that the alleged conduct:

(a) is potential impropriety; and

(b) is not likely to have been caused by a failure to understand referencing requirements

then they must determine whether the matter should be:

(c) referred to the Director of Research Integrity and Ethics Administration for investigation as potential research misconduct or code breach action under the Research Code of Conduct 2019, Research Code of Conduct 2013;

(d) referred to the Registrar for investigation as potential misconduct action under the University of Sydney (Student Discipline) Rule 2016; or

(e) investigated by the faculty as potential plagiarism or other academic dishonesty under this policy and the procedures dealt with by the faculty under this policy and the procedures.

(5) The Educational Integrity Co-ordinator or nominated academic must refer to the Registrar any credible allegation that:

(a) would, if proven, warrant a penalty more serious than failure in the relevant unit of study; or
may involves the commissioning or delivery of contract cheating, another person has been engaged to complete or contribute to an assessment instead of the student; or

the student has accepted such an engagement from another student.

(6) The Educational Integrity Coordinator or nominated academic may refer an allegation to the Registrar for investigation as potential misconduct after:

(a) making a determination of plagiarism or academic dishonesty consistently with clauses 17 and 18 of this policy; and

(b) taking action under subclauses 11(5) – (6) of the procedures;

provided that they have formed the view that the plagiarism or academic dishonesty meets the conditions of subclause 16(5).

Note: See Part 3 of the Academic Honesty Procedures 2016.

(6)(7) The Educational Integrity Co-ordinator or nominated academic must refer to the Director of Research Integrity and Ethics Administration any credible allegation that would, if proven constitute:

(a) a breach of the Research Code of Conduct 2019; Research Code of Conduct 2013; or

(b) research misconduct.

Note: The Research Code of Conduct 2019Research Code of Conduct 2013 applies to coursework students engaged in research activities as defined in the Code, including research where human or animal ethics approvals have been granted, or as part of an externally funded research project.

(7)(8) The Educational Integrity Co-ordinator or nominated academic must inform the student in writing of any decision to refer an allegation to another decision maker under subclause 16(4).

17 Determining allegations of plagiarism and academic dishonesty

(1) If the outcome of the Educational Integrity Co-ordinator or nominated academic’s preliminary assessment is that the matter is not one in which the student should be dealt with under subclauses 16(2), 16(3), 16(4)(d) or (e), 16(5) or 16(6), the Educational Integrity Coordinator or nominated academic must:

(a) inform the student; and

(b) determine a time and place for an interview in the manner prescribed in the procedures.

(2) Where allegations concern group work, the steps required by this policy must be undertaken separately in relation to each student involved. In particular:

(a) separate allegations must be formulated for each student;
(b) separate notifications must be provided to each student;
(c) each student must be the subject of separate consideration;
(d) students must not be interviewed together; and
(e) a determination made about one student must not be taken into consideration when determining allegations against another.
(3) The decision maker must be the Educational Integrity Co-ordinator or a nominated academic, and may be, but need not be, the same person who formed the preliminary view.

(4) The decision maker must consider:

(a) the allegation as formulated;

(b) any supporting material (copies of which must be provided to the student); and

(c) any submissions made by or on behalf of the student.

18 Available determinations

(1) The decision maker must determine whether the student has engaged in:

(a) no impropriety;

(b) plagiarism; or

(c) academic dishonesty; and

(d) potential misconduct.

(2) The consequences of each determination are as specified in the Academic Honesty Procedures 2016.

19 Rescinded

20 Rescinded

21 Appeals

(1) Subject to subclause 21(3), students may appeal against academic decisions made under this policy or the procedures in the manner provided in the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

(2) Such an appeal:

(a) is an appeal to the faculty, as set out in section 3.2 of the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006; and.

(b) should be determined by the Dean or Associate Dean.

(3) Students may appeal the outcome of a matter referred to the Registrar under subclause 16(5) in the manner provided in the University of Sydney (Student Discipline) Rule 2016.

(a) The decision to refer a matter to the Registrar is not an appellable decision.
PART 6 - RESPONSIBILITIES

22 Responsibilities

(1) Demonstrating and embedding academic integrity is the responsibility of all members of the University community.

(2) The Deputy Vice-Chancellor (Education) through the Office of Educational Integrity is responsible for:
   (a) overseeing the maintenance of academic integrity in all courses across the University;
   (b) co-ordinating the work of faculties, Educational Integrity Co-ordinators and other decision makers to ensure consistency of practice and standards in education, detection and penalties;
   (c) developing and regularly updating one or more online academic integrity modules to be taken by all students in the early stages of the first semester of the award course in which they are enrolled;
   (d) maintaining University-wide systems and practices for prevention, detection and recordkeeping in relation to the maintenance of academic integrity;
   (e) making development courses available to all students in the University which:
      (i) build on education provided by faculties and any online modules; and
      (ii) provide additional education where problems are detected in student work that fall short of academic dishonesty.
   (f) reporting to the relevant Educational Integrity Co-ordinator the results of any student required to undertake further development courses under this policy;
   (g) providing information from the centralised record-keeping system about allegations and findings of plagiarism and academic dishonesty to the Educational Integrity Co-ordinators for reporting to faculties and the Academic Board.

(3) The Registrar is responsible for:
   (a) conducting investigations under the University of Sydney (Student Discipline) Rule 2016; and
   (b) making arrangements for University-administered examinations that eliminate or minimise the possibility of breaches of academic honesty.

(4) The Academic Board is responsible for:
   (a) monitoring academic integrity throughout the University;
   (b) scrutinising annual reports from faculties on breaches of academic integrity in coursework and research award courses; and
   (c) making recommendations to faculties, the Vice-Chancellor and Deputy Vice-Chancellors.

(5) Faculties are responsible for:
(a) monitoring and overseeing the implementation of this policy and the procedures within the faculty;
(b) promoting good practice for all units of study and award courses which they administer;
(c) responding to requests for information from the Deputy Vice-Chancellors, the Office of Educational Integrity and the Academic Board;
(d) providing to all students, during the early stages of the first year of all undergraduate and postgraduate award courses, formal education (including tutorial exercises and scaffolded writing tasks) about:
   (i) principles and practices of academic integrity;
   (ii) appropriate acknowledgement;
   (iii) paraphrasing;
   (iv) developing effective written communication; and
   (v) avoiding plagiarism and academic dishonesty.
(e) establishing and maintaining processes to require and monitor that all students successfully complete any online academic integrity modules endorsed by the Deputy Vice-Chancellor (Education) through the Office of Educational Integrity;
(f) monitoring and overseeing unit of study co-ordinators’ development and review of assessment requirements within each unit of study to provide academic integrity processes within the faculty that are consistent, aligned and effective;
(g) reporting annually to the Academic Board on steps taken to support academic integrity within the faculty, based on reports of breaches provided by the Office of Educational Integrity from the centralised record-keeping system.

(6) Deans are responsible for:
(a) developing and supporting academic integrity within their faculty;
(b) monitoring and overseeing the implementation of this policy and the procedures within their faculty;
(c) appointing an Educational Integrity Co-ordinator within their faculty;
(d) assigning appropriate duties to professional staff to implement this policy; and
(e) appointing, as deemed appropriate, one or more additional nominated academics as decision makers in appropriate cases.

(7) Educational Integrity Co-ordinators are responsible for:
(a) monitoring and reporting on instances of plagiarism and academic dishonesty within their faculties consistently with this policy and the procedures;
(b) maintaining consistent decision making and high standards of academic integrity within their faculty, in line with guidelines from the Office of Educational Integrity;
(c) complying with the requirements of this policy and the procedures; and
(d) presenting a report, based on information from the Office of Educational Integrity, on all allegations of plagiarism and academic dishonesty each year to the faculty board and to the Academic Board as required by this policy.

(8) **Nominated Academics** are responsible for

(a) working with the Educational Integrity Co-ordinator to maintain consistent decision making and high standards of academic integrity within their faculty, in line with guidelines from the Office of Educational Integrity; and

(b) complying with the requirements of this policy and the procedures.

(9) **Unit of study co-ordinators** are responsible for:

(a) developing and supporting the academic integrity of assessment within the units of study for which they are responsible;

(b) designing and reviewing the assessment matrix of a unit of study each time it is offered to:
   (i) embed academic integrity; and
   (ii) eliminate or minimise opportunities for plagiarism or academic dishonesty, in light of any breaches of academic integrity that occurred when the unit was previously offered.

(c) providing unit of study outlines, or sites on the University’s Learning Management System, for each unit of study which:
   (i) give clear information about the University’s policies and procedures on plagiarism and academic dishonesty; and
   (ii) where appropriate, provide discipline or subject specific examples;

(d) reporting instances of suspected plagiarism and academic dishonesty; and

(e) implementing the requirements for assessment specified in this policy and the procedures, including the use of similarity detection software.

(10) **Teachers, including examiners**, are responsible for:

(a) educating students about academic integrity consistently with the plans of faculties and unit of study co-ordinators;

(b) advising students on academic integrity;

(c) maintaining academic integrity in all activities relating to learning and assessment;

(d) distinguishing original from plagiarised work; and

(e) reporting breaches of academic integrity consistently with this policy.

(11) **Students** are responsible for ensuring academic integrity in all learning and work completed by them.

(a) Students undertaking group work who become aware of plagiarism or other academic dishonesty in their group’s work should make all reasonable attempts either:
   (i) ensure the work is correctly referenced prior to submission; or
   (ii) report the plagiarism or academic dishonesty to the unit of study co-ordinator.

(b) Failure to do so may amount to collusion in unacceptable conduct.
PART 7 – ADMINISTRATIVE MATTERS

23 Reporting to the faculty and the Academic Board

(1) Each Educational Integrity Co-ordinator must provide an annual report to the Faculty and other appropriate committees containing:

(a) the number of allegations of plagiarism and academic dishonesty received by the faculty during the previous year organised according to:
   (i) enrolment type (part time/full time);
   (ii) international or domestic status;
   (iii) gender;
   (iv) award course; and
   (v) year of award course;

(b) a de-identified summary table of the outcomes of the allegations following investigation.

(2) In March-April each year, faculties must report information specified in subclause 23(1) to the Academic Standards and Policy Committee of the Academic Board, along with a commentary on any further steps taken by the faculty to promote compliance with this policy and to ensure the academic integrity of its programs.

24 Rescissions and replacements

This document replaces the Academic Dishonesty and Plagiarism in Coursework Policy 2012 which is rescinded as from the date of commencement of this document.
NOTES

Academic Honesty in Coursework Policy 2015

Date adopted: 15 December 2015
Date commenced: 1 January 2016
Date amended: 25 October 2016
26 May 2017 (commencing 1 June 2017)
Administrator: Chair, Academic Board
Review date: 9 December 2020

Rescinded documents: Academic Dishonesty and Plagiarism in Coursework Policy 2012
Related documents: University of Sydney Act 1989 (as amended)
University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
University of Sydney (Student Discipline) Rule 2016
Coursework Policy 2014
Learning and Teaching Procedures 2015
Research Code of Conduct 2013
Academic Honesty Procedures 2016
Assessment Procedures 2011

AMENDMENT HISTORY

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<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tr>
<td>13</td>
<td>Addition of note, administrative amendment only</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>9(2)(b), 11(2), 11(3), 11(4), 11(5), 16(2), 16(3), 16(4)(c), 16(6), 16(7), 16(9)</td>
<td>Minor typographical corrections, administrative amendments only</td>
<td>27 January 2016</td>
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<td>Provision</td>
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<tr>
<td>16(10), 17(1), 20(2)(f), 20(3), 20(4), 22(5)(c), 22(5)(f), 23(1)</td>
<td>Correction to numbering. Previously there was no clause 7. This has been corrected and clauses renumbered accordingly. No change has been made to content. Cross references and references above in this table also updated.</td>
<td>18 April 2016</td>
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<td>7</td>
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<tr>
<td>6; 9A</td>
<td>Definition and clause relating to legitimate co-operation</td>
<td>25 August 2016</td>
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<tr>
<td>10(2)(b)</td>
<td>Addition of note. Administrative amendment only.</td>
<td>25 August 2016</td>
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<td>12; 16</td>
<td>Minor typographical corrections, administrative amendments only</td>
<td>25 August 2016</td>
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<tr>
<td>17(2) – 17(7); 18(1)(a); 18(1)(b); 18(1)(d); 19(2); 20(2)</td>
<td>Addition of new clauses.</td>
<td>25 August 2016</td>
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<td>11(5) - 11(8)</td>
<td>Deleted and moved to Academic Honesty Procedures 2016</td>
<td>25 August 2015</td>
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<tr>
<td>16(8) – 16(10)</td>
<td>Deleted and moved to Academic Honesty Procedures</td>
<td>25 August 2016</td>
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<tr>
<td>7</td>
<td>Correction to numbering. Previously there was no clause 7. This has been corrected and clauses 7-18 renumbered accordingly. No change has been made to content. Cross references and references above in this table also updated.</td>
<td>26 August 2016</td>
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<td>21-24</td>
<td>Correction to numbering. Previously 20, 23, 24, 25</td>
<td>29 August 2016</td>
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<tr>
<td>22(5)(c)</td>
<td>Minor typographical correction, administrative amendment only</td>
<td>25 October 2015</td>
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<tr>
<td>23(2)</td>
<td>Correction to numbering, administrative amendment only</td>
<td>25 October 2016</td>
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<tr>
<td>6</td>
<td>Amendments relating to organisational design changes</td>
<td>1 June 2017</td>
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<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>6; 9(5); 14(3)(d); 16(4)(d); 22(3); related documents</td>
<td>Replaced references to the <em>By-law</em> with <em>University of Sydney (Student Discipline) Rule 2016</em></td>
<td>1 June 2017</td>
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<tr>
<td>22(3)</td>
<td>Removed reference to Deputy Vice-Chancellor (Registrar) and replaced with reference to Registrar</td>
<td>24 March 2019</td>
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</table>

TO BE COMPLETED
ACADEMIC HONESTY PROCEDURES
2016

Issued by: Chair, Academic Board
Date approved: 17 August 2016
Date commenced: 25 August 2016
Last amended: 27 July 2017 (Administrative amendments)

Signature:
Name: Associate Professor Tony Masters

PART 1 - PRELIMINARY

1 Purpose and application

(1) These procedures are to give effect to the Academic Honesty in Coursework Policy 2015 and the Research Code of Conduct 2013 (jointly, “the policies”).

(2) These procedures apply to:
(a) staff;
(b) affiliates;
(c) all students enrolled in a coursework award course;
(d) all higher degree by research students; and
(e) non-award students, exchange students and study abroad students enrolled in a unit of study at the University.

2 Commencement

These procedures commence on 26 August 2016.

PART 2 - DEFINITIONS

3 Interpretation

Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policies.

Note: see clause 6 of each policy.
academic dishonesty has the meaning given in subclauses 8(1) and 8(2) of the Academic Honesty in Coursework Policy 2015. In relation to higher degree by research students, it refers to academically dishonest conduct by such a student undertaking a coursework unit of study.

administrative unit means the central University administrative unit responsible for the processes of candidature management.

Associate Dean means, as appropriate:

- the Associate Dean of a faculty or University school with authority for matters relating to higher degrees by research within the faculty;
- the Deputy Chairperson of a Board of Studies; or
- a person appointed by the Dean or Head of School and Dean (University school) to have authority for matters relating to higher degrees by research within a faculty or University school.

census date means the date on which a student’s enrolment in a unit of study becomes final.

code breach has the meaning given in clause 19 of the Research Code of Conduct 2019.

collusion means co-operation that is not legitimate co-operation.

contract cheating includes means doing any of the following, for payment or otherwise, without acknowledgement in the work or the permission of the examiner, as appropriate:

- engaging or enabling a third party to complete or contribute to all or part of an assessment;
- submitting work for assessment that has been completed by a third party, or to which a third party has made a contribution;
- engaging a third party to attend a required learning activity or complete a required assessment task in place of a student;
- completing or contributing to all or part of an assessment for a student;
- attending a learning activity or assessment in place of another student.

copy editing and proof reading means identifying errors in, and correcting, the presentation of a text so as to conform with standard usage and conventions, including:

- spelling
- quotations
- use of italics
Academic Honesty Procedures 2016 Page 3 of 27

- lists
- word usage
- punctuation
- graphs
- charts
- citations
- references
- heading hierarchies
- symbols and equations
- headers and footers
- style of numbers

**collusion** means co-operation that is not legitimate co-operation.

**course code** means a unique alpha-numeric code which identifies a University course.

**coursework student** means any student enrolled in any coursework award course or a non-award, exchange or study abroad student enrolled in a coursework unit of study.

**Note:** Higher Degree by Research students enrolled in coursework units of study are bound by the *Academic Honesty in Coursework Policy 2015*. See clause 13 of these procedures.

**Dean** means:

- in relation to a faculty, the Dean of the relevant faculty;
- in relation to a University school, the Head of School and Dean (University school) of the of the relevant University School.

**editor** means any person (whether or not accredited by an external organisation) undertaking paid or unpaid copy editing or proof-reading.

**faculty** means a faculty, University school or a board of studies as established in each case by its constitution.

**inappropriate academic practice** means a deviation (whether intentional or negligent) from accepted academic standards, including standards of:

- referencing and due acknowledgement of the work others;
- ethics guidelines and ethical practice; or
- data management.
It includes academic dishonesty, code breaches and research misconduct.

relevant decision maker means a person authorised to make decisions regarding academic honesty in the faculty.

- For coursework matters, this is the Educational Integrity Co-ordinator or a nominated academic.
- For higher degrees by research, this is the Associate Dean or a postgraduate co-ordinator.


Review Panel means a panel established to conduct a progress review in accordance with clause 11 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

submission check means a review of a higher degree by research thesis at the point of submission for examination, as required by clause 13 of the Thesis and Examination of Higher Degree by Research Students Policy 2015.

supervisor means, in relation to a higher degree by research student, any person appointed to discharge the responsibilities set out in clause 14 of the Supervision of Higher Degree by Research Students Policy 2013. This includes any or all of research supervisors, co-ordinating supervisors, and auxiliary supervisors.

suppression of academic record means that access to the student’s academic record is denied to the student and to anyone outside the University, in the absence of legal compulsion to provide it. This includes access to results, grades and evidence of awards.

PART 3 – COURSEWORK STUDENTS

4 Education in academic honesty and discipline specific requirements

(1) Faculties must provide education in the academic writing and referencing conventions of their discipline, as required by the Learning and Teaching Policy 2015, and consistently with this clause.

Note: See clause 20 of the Learning and Teaching Policy 2015 and clause 10 of the Academic Honesty in Coursework Policy 2015.

(2) All students commencing a coursework award course after 1 January 2016 must complete an online education module on academic honesty prior to the census date in their first semester of enrolment, unless they have completed the module or an equivalent course approved by the Office of Educational Integrity in the previous ten years.

(3) Students commencing a coursework award course include:

(a) students commencing a new award course;
(b) students transferring award courses within the University or from another institution;
(c) exchange students;
(d) students commencing honours, where honours has a different course code; and
(e) students in a combined degree program where the course code changes during candidature.

(4) If a student does not successfully complete the module by the last day of their first semester of enrolment, the student’s academic record will may be suppressed until the module is successfully completed.

(5) Students who successfully complete the module will have the date of completion recorded on their academic transcript.

(6) Faculties may do either or both of the following:
   (a) make successful completion of the module an assessment requirement in a unit of study or other component;
   (b) specify additional consequences of failure to complete the module.

5 Requirements for assessment tasks

(1) Where there is a possibility that ghost-writing or contract cheating (that is, commissioning another person to write all or part of an assessment) might occur, the unit of study co-ordinator must take reasonable steps to eliminate or minimise the opportunity to do so, so that examiners can be reasonably satisfied that the submitted work was written by the student without assistance except for legitimate co-operation. Such measures may include, but are not limited to:
   (a) requiring an oral presentation of the work as part of the assessment;
   (b) assessing outlines, drafts and other iterations of the written work as it is developed;
   (c) requiring that students demonstrate learning outcomes in a supervised examination, where the student is required to pass, or reach a reasonable threshold in, the examination in order to pass the unit of study;
   (d) conducting an oral examination.

(2) If a quiz or online assessment contributes significantly to the assessment mark for the unit, the unit of study co-ordinator must take appropriate steps to assure its academic integrity, consistently with the policies and these procedures.

(3) If a quiz or online assessment contributes a small percentage of the overall unit mark, academic integrity should still be considered as part of its design but assurance of the overall academic integrity of assessment for the unit may be through consideration of the complete assessment approach for the unit.

(4) If class tests and mid-semester or faculty or University school coordinated examinations contribute to the assessment mark, the unit of study co-ordinator must take active measures to provide seating arrangements which prevent copying. Where it is not possible to ensure students cannot see another student's paper one of the following techniques should be used:
   (a) sorted seating where students are sitting with adjacent students taking different examinations;
   (b) scrambling multiple choice questions between candidates; or
6 Reducing risk of educational dishonesty in assessments

(1) As part of reviewing and revising assessments, staff should consider the degree of risk to educational integrity inherent in each assessment type, and should implement appropriate mitigating measures.

(2) Staff should also consider the likelihood of the risk, measured against the contribution of that particular assessment to the overall mark.

(3) All faculties should develop guidelines for considering the degree of risk to educational integrity of the assessment types used within their faculty.

(4) The process used should include the following steps.

   (a) Unit of study co-ordinators complete a risk evaluation to determine the template using the assessment risks and relevant mitigation strategies to employ mitigation table and risk assessment matrix as set out in Schedule s One and Two.

   (b) If an assessment has a risk that is high or very high, the relevant faculty committee may wish to discuss the use of that particular assessment with the unit of study co-ordinators and the implementation of mitigating strategies.

   (c) Relevant faculty committees should follow-up at the end of semester to:

      (i) confirm the initial risk assessment;

      (ii) confirm the success of mitigating strategies; and

      (iii) discuss what may be implemented in the future if the initial strategy was not successful.

   (d) Faculties should report to the Academic Board on:

      (i) any issues that have been identified with particular assessments or assessment types;

      (ii) any consequential proposed changes to assessment or assessment types; and

      (iii) any further strategies to mitigate these issues.

7 Allowable assistance with work, including proof-reading and editing

(1) The unit of study co-ordinator may determine whether students are permitted to use editors (including proof-readers) in the preparation of written assignments.

(2) If a unit of study co-ordinator determines that editors or proof-readers are not to be used, this must be specified in the unit of study outline.

(3) Where not otherwise specified in the unit of study outline, editors and proof-readers are permitted in accordance with the Academic Honesty in Coursework Policy 2015 and these procedures.
(4) Students permitted to use an editor for anything more than proof-reading and correction of typographical errors should provide the editor with a copy of these procedures.

(5) Students permitted to use a professional editor must provide the editor with a copy of these procedures.

Note: Clause 8A of the Academic Honesty in Coursework Policy 2015 sets out the requirements for legitimate cooperation. As at the date of these procedures the Australian Standards for Editing Practice (ASEP) 2013 can be found at the website of the Institute of Professional Editors Limited.

(6) An editor may only be used for:

(a) copy-editing and proof-reading; and

(b) providing advice about:

(i) matters of structure (the need to structure and reword, deletions, additions);
(ii) conventions of grammar and syntax;
(iii) using clear language;
(iv) logical connections between phrases, clauses, sentences, paragraphs and sections;
(v) voice and tone; and
(vi) avoiding ambiguity, repetition and verbosity.

(7) Students must acknowledge any assistance provided in preparing work submitted for assessment, including, but not limited to:

(a) any feedback from other people (or for group work, people outside the group) on drafts of written work, whether or not that feedback resulted in changes;

(b) any copy-editing or proof-reading.

(8) Acknowledgement must:

(a) be made in writing on the front of the work submitted for assessment, or in an appropriate footnote or other reference; and

(b) state:

(i) the name of the person;
(ii) a brief description of the nature of the assistance, including whether it constituted editing or proof-reading; and
(iii) the person’s current or former area of academic specialisation or expertise if this is related to the topic of the assessment item.

8 Process after preliminary assessment of failure to understand referencing requirements

(1) This clause applies where the relevant decision maker has made a preliminary assessment that alleged conduct is likely to have been caused by a failure fully to understand referencing requirements rather than dishonesty.

Note: See clause 16 of the Academic Honesty in Coursework Policy 2015.
(2) If the relevant decision maker's preliminary view is that the alleged conduct is likely to have been caused by a failure fully to understand referencing requirements rather than dishonesty, they must check the student's record.

(3) If, after checking the student's record, the relevant decision maker still considers that the alleged conduct is likely to have been caused by a failure fully to understand referencing requirements and not dishonesty, they must:

   (a) direct the student to attend and successfully complete, within a specified time, an additional development course on academic integrity approved by the Office of Educational Integrity; and

   (b) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment:

      (i) within a specified time; and

      (ii) if appropriate, for a specified maximum mark or with a specified mark penalty;

   or

   (c) permit the student to undertake alternative assessment:

      (i) within a specified time; and

      (ii) if appropriate, for a specified maximum mark or with a specified mark penalty.

(4) The Office of Educational Integrity must record the student's completion of, and success or otherwise at, any University-wide additional development course.

   Note: See the University Recordkeeping Policy and Recordkeeping Manual.

(5) If a student who has been required to attend and successfully complete an additional development course:

   (a) successfully completes the course; and

   (b) satisfactorily resubmits corrected work or undertakes an alternative assessment in accordance with the requirements imposed;

the relevant decision maker must:

   (c) record 'development course completed' as the outcome;

   (d) make no formal determination in relation to the allegation; and

   (e) take no further action.

(6) If a student who has been required to attend and successfully complete an additional development course:

   (a) fails to do so; or

   (b) does not satisfactorily resubmit corrected work or undertake an alternative assessment in accordance with the requirements imposed;

the relevant decision maker must:

   (c) require the student to respond to the allegation and follow the process set out in clause 9.

(7) The relevant decision maker must inform the examiner and the unit of study coordinator of the outcome of the preliminary assessment process, and record that outcome on the student's file.
9 Process after preliminary assessment of potential impropriety but no failure to understand referencing requirements

(1) This clause applies where the relevant decision maker has made a preliminary assessment that alleged conduct contains potential impropriety but:

(a) is not likely to have been caused by a failure fully to understand referencing requirements rather than dishonesty; and

(b) is not required to be referred to either the Registrar or the Director, Research Integrity and Ethics Administration.

Note: See clause 16 of the Academic Honesty in Coursework Policy 2015.

(2) The relevant decision maker must provide the student with:

(a) a clear expression of the allegation in sufficient detail to enable them to understand the precise nature of the allegations and to properly consider and respond to them;

(b) any supporting material to be used in the determination of the matter;

(c) the opportunity to respond to the allegation within a specified reasonable time; and

(d) a copy of these procedures.

(3) Having given due consideration to procedural fairness, the relevant decision maker will determine the time and place for interviews.

(4) The relevant decision maker must inform the student in advance of any staff members who will attend an interview. This will usually include the decision maker and another member of professional staff.

(5) All participants in an interview should attend in person. However, if necessary, interviews may be held by telephone or other telecommunications method.

(6) The relevant decision maker may extend the time for a student to provide written responses to the allegations.

(7) The student is not required to provide written responses and may choose not to do so.

(8) The student may choose not to participate in an interview. However if a student who has been given reasonable notice fails to attend without good reason, the relevant decision maker may determine the matter in the student’s absence.

(9) Once:

(a) any scheduled interview has been held or the appointed time for interview has passed; and

(b) the student has responded to the allegations or the deadline to do so has passed;

then

(c) the relevant decision maker will make a determination in accordance with clause 17 of the Academic Honesty in Coursework Policy 2015.

(10) If the relevant decision maker determines that there is a credible allegation that:

(a) if proven, would warrant a penalty more serious than failure in the relevant unit of study; or
(b) may involves the commissioning or delivery of contract cheating, another person has been engaged to complete or contribute to an assessment instead of the student; or

(c) the student has accepted such an engagement from another student they must refer the matter to the Registrar for investigation under the University of Sydney (Student Discipline) Rule 2016.

(11) If the relevant decision maker determines that there is a credible allegation that, if proven, would constitute:

(a) a code breach; or

(b) research misconduct

they must refer the matter to the Director of Research Integrity and Ethics Administration for investigation under the Research Code of Conduct 2019.

10 Consequences - determination of no impropriety

If the relevant decision maker determines that the student has engaged in no impropriety:

(a) the decision maker must inform:

(i) the student;

(ii) the examiner;

(iii) the unit of study co-ordinator;

and

(b) if the work has not already been assessed, it must be returned to the examiner for assessment on its academic merit.

Note: The decision maker may inform the necessary parties using the online reporting form.

11 Consequences - determination of plagiarism or academic dishonesty

(1) If the relevant decision maker determines that the allegation of plagiarism or academic dishonesty is substantiated, they must inform the following:

(a) the student;

(b) the examiner;

(c) the unit of study co-ordinator; and

(d) if not the decision maker, the Educational Integrity Co-ordinator.

Note: The decision maker may inform the necessary parties using the online reporting form.

(2) If the relevant decision maker determines:

(a) that the work contains plagiarism but not dishonest plagiarism; and

(b) after consulting the student record, that the plagiarism is due to a failure fully to understand referencing requirements;
the decision maker must:

(c) direct the student to attend and successfully complete, within a specified period, an additional development course on academic integrity approved by the Office of Educational Integrity;

(d) inform the unit of study co-ordinator and, if not the decision maker, the Educational Integrity Co-ordinator, of the outcome; and

(e) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment:

(i) within a specified time; and

(ii) if appropriate, for a specified maximum mark or with a specified mark penalty;

or

(f) permit the student to undertake alternative assessment:

(i) within a specified time; and

(ii) if appropriate, for a specified maximum mark or with a specified mark penalty.

(3) The Office of Educational Integrity must record the student's successful completion of any University-wide additional development course.

Note: See the University Recordkeeping Policy and Recordkeeping Manual.

(4) If a student who has been required to undertake and successfully complete an additional development course fails to do so, the decision maker must:

(a) apply one or more of the actions specified in sub-clause 11(5); and

(b) inform the following of this decision:

(i) the student;

(ii) the Educational Integrity Co-ordinator, if not the decision maker;

(iii) the examiner; and

(iv) the unit of study co-ordinator.

(5) Subject to subclause 11(6), if the relevant decision maker concludes:

(a) that the work contains plagiarism which is not of the kind to which subclause 11(2) applies; or

(b) that the student has engaged in academic dishonesty;

the decision maker must either refer the matter to the Registrar for action under the University of Sydney (Student Discipline) Rule 2016 (if appropriate) or take one or more of the following actions:

(c) refer the matter to the Registrar for action under the University of Sydney (Student Discipline) Rule 2016 (if appropriate);

(d) provided that to do so would not confer an unfair advantage on any student, require the student to resubmit the work for assessment or undertake alternative assessment:

(i) within a specified time; and

(ii) for a specified maximum mark;
(d)(e) require the student to undertake other remedial action;
(e)(f) apply a fail grade, a mark penalty or a mark to the work which reflects its unsatisfactory standard (which may be a mark of zero); or
(f)(g) apply a fail grade or a mark penalty to the unit of study, which may be a mark of zero.

(6) If the conduct would, if proven, constitute academic misconduct, the decision maker must:
(a) refer the matter to the Registrar for investigation under the University of Sydney (Student Discipline) Rule 2016; and
(b) if satisfied that the conditions of subclause 9(10) have been met, may also:
   (i) apply a fail grade, a mark penalty or a mark to the work which reflects its unsatisfactory standard (which may be a mark of zero).

(6)(7) The decision maker must inform the original examiner, the student and the unit of study co-ordinator of any determination made under subclause 11(5), and any penalties, resubmission or other remedial action imposed.

PART 4 – HIGHER DEGREE BY RESEARCH STUDENTS

12 Higher degree by research students undertaking research activities

(1) The obligations of higher degree research students undertaking research activities are set out in the Research Code of Conduct 2019.

(2) Any allegation of code breach, research misconduct, academic dishonesty or other inappropriate academic practice by a higher degree by research student in relation to research activity will be managed according to the Research Code of Conduct 2019 and these procedures.

(3) Conduct that is found not to be research misconduct may still be found to be any or all of:
   (a) a code breach;
   (b) inappropriate academic practice;
   (c) academic dishonesty; or
   (d) other misconduct.

13 Higher degree by research students enrolled in coursework units of study

(1) A higher degree by research student enrolled in a coursework unit of study is subject to the Academic Honesty in Coursework Policy 2015 and Part 3 of these procedures in relation to work undertaken in, or in relation to, that unit of study.

(2) A suspected or alleged breach by such a student of the Academic Honesty in Coursework Policy 2015 will be managed according to that policy and these procedures

Note: See Part 3.
14 Reporting allegations

(1) Supervisors and Review Panels must report any suspected academic dishonesty, code breach, or research misconduct by students whom they supervise or review, using the online reporting form.

(2) Students or staff members who become aware of suspected academic dishonesty or research misconduct by a student must report the allegations, using the online reporting form.

15 Handling allegations not relating to the examination process

(1) The relevant decision maker must consider all reports and come to a preliminary view as to whether the reported conduct potentially constitutes:
   (a) no impropriety;
   (b) inappropriate academic practice, but not a potential code breach or potential research misconduct;
   (c) a potential code breach; or
   (d) potential research misconduct.

(2) If the relevant decision maker’s preliminary view is that the alleged conduct:
   (a) is potentially research misconduct;
   (b) relates to research work on a project funded by a research grant; or
   (c) relates to research findings that have been published or which are about to be published;

the decision maker must refer the matter to the Director of Research Integrity and Ethics Administration.

(3) If the relevant decision maker’s preliminary view is that the alleged conduct is:
   (a) potentially a code breach; but
   (b) not potential research misconduct;

the decision maker must
   (c) consult with the Director of Research Integrity and Ethics Administration; and
   (d) refer the matter to the Director of Research Integrity and Ethics Administration if requested.

(4) Matters referred to the Director of Research Integrity and Ethics Administration will be managed in the manner set out in the Research Code of Conduct.

(5) If the relevant decision maker’s preliminary view is that the alleged conduct is:
   (a) inappropriate academic practice; but
   (b) not a potential code breach; and
   (c) not potential research misconduct;

the decision maker must:
   (d) require the student to undertake additional education;
   (e) inform the supervisor through the online reporting form; and
(f) require the student to make corrections to data, findings, drafts, papers or other research work for appraisal by the supervisor as appropriate; and the decision maker may additionally:

(g) require the student to attend an additional progress review in accordance with the *Progress Planning and Review for Higher Degree by Research Students Policy 2015*.

(6) If the relevant decision maker is satisfied that there is evidence of persistent inappropriate academic practice by a student, they may treat the matter as a potential code breach.

(7) If:

(a) the relevant decision maker’s preliminary view is that the alleged conduct is potentially a code breach but not research misconduct; and

(b) the Director of Research Integrity and Ethics Administration has not requested that the case be referred;

the relevant decision maker must deal with the matter in accordance with subclauses (8) – (14) of this clause.

(8) In all other cases, the relevant decision maker must:

(a) set a time and place for an interview with the student; and

(b) provide the student with:

(i) a clear expression of the allegation in sufficient detail to enable them to understand the precise nature of the allegations and to properly consider and respond to them;

(ii) any supporting material to be used in the determination of the matter;

(iii) the opportunity to respond to the allegation within a reasonable time; and

(iv) a copy of these procedures.

(9) Having given due consideration to procedural fairness, the relevant decision maker will determine the time and place for interviews.

(10) The relevant decision maker must inform the student in advance of any staff members who will attend an interview. This will usually include the decision maker and a member of professional staff.

(11) All participants in the interview should attend in person. However, if necessary, interviews may be held by telephone or other telecommunications method.

(12) The relevant decision maker may extend the time for a student to provide written responses to the allegations.

(13) The student is not required to provide written responses and may choose not to do so.

(14) The student may choose not to participate in an interview. However, if a student who has been given reasonable notice fails to attend without good reason, the relevant decision maker may determine the matter in the student’s absence.

(15) Once:

(a) any scheduled interview has been held or the appointed time for interview has passed; and
(b) the student has responded to the allegations or the deadline to do so has passed;
then:
(c) the relevant decision maker will make one of the following available determinations:
   (i) potential research misconduct;
   (ii) potential code breach;
   (iii) inappropriate academic practice, but not a code breach or potential research misconduct;
   (iv) other misconduct; or
   (v) no impropriety.
(16) The relevant decision maker must inform the student and co-ordinating supervisor of the determination and consequent actions in writing.
(17) If the relevant decision maker makes a determination of potential research misconduct, they must refer the case to the Director of Research Integrity and Ethics Administration for investigation.
(18) If the relevant decision maker makes a determination of potential code breach but not potential research misconduct they:
   (a) must consult with the Director of Research Integrity and Ethics Administration; and
   (b) if requested by the Director of Research Integrity and Ethics Administration, refer the case for investigation.
(19) If the relevant decision maker makes a determination of:
   (a) potential code breach but not potential research misconduct, which is not requested to be referred to the Director of Research Integrity and Ethics Administration; or
   (b) inappropriate academic practice but not a potential code breach or potential research misconduct;
they must proceed in the manner specified in subclauses 15(5) (d)-(g).
(20) If the relevant decision maker makes a determination of other misconduct, the must refer the matter to the Registrar for investigation under the University of Sydney (Student Discipline) Rule 2016
(21) If the relevant decision maker makes a determination of no impropriety no further action will be taken.

16 Handling allegations relating to the examination process
(1) If, after conducting the checks required by the Thesis and Examination of Higher Degrees by Research Policy 2015, the administrative unit suspects possible inappropriate academic practice, code breach or research misconduct, the administrative unit will use the online reporting form to refer the matter to the relevant decision maker.
(2) Based on the evidence in the reports received from the administrative unit, the relevant decision maker will come to a preliminary view, and determine the required action according to this clause.
(3) If the preliminary view is that there is evidence of potential code breach or research misconduct, the relevant decision maker must refer the matter to the Director of Research Integrity and Ethics Administration.

Note: See the Research Code of Conduct 2019.

(4) If the preliminary view is that the apparent deficiencies in the thesis:
   (a) constitute minor inappropriate academic practice that could be satisfactorily addressed by emendations to the thesis; and
   (b) could not possibly constitute academic dishonesty, a code breach or research misconduct;

the relevant decision maker must:
   (c) forward the thesis to examiners for examination; and
   (d) lodge a report of any changes or emendations required to address deficiencies in the thesis using the online reporting form.

(5) If the preliminary view is that the apparent deficiencies in the thesis:
   (a) constitute inappropriate academic practice that could not be satisfactorily addressed by emendations to the thesis; but
   (b) could not constitute a code breach or research misconduct;

the relevant decision maker:
   (c) must lodge a report of any changes or emendations required to address deficiencies in the thesis using the online reporting form; and
   (d) must refer the thesis and report to the relevant faculty committee to consider whether the thesis is suitable to examine in the light of information discovered in the submission check; and
   (e) may make a recommendation to the relevant faculty committee that the faculty should decline to examine the thesis.

(6) If the preliminary view is that there is no impropriety in the thesis, the relevant decision maker must:
   (a) forward the thesis to examiners for examination; and
   (b) lodge a report of their investigation using the online reporting form.

(7) A report of the relevant decision maker’s findings, including any emendations or changes required to address deficiencies in the thesis, must be:
   (a) included on the student’s file; and
   (b) forwarded to the committee determining the examination outcome for their consideration.

Note: The committee determining the outcome for the examination will be either the relevant faculty committee or the HDR Examinations Subcommittee of the Academic Board. See the Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2015.

(8) If the relevant faculty committee is asked to consider whether the thesis is suitable to examine on the referral of the relevant decision maker or an investigation managed by the Director of Research Integrity and Ethics Administration, it must do one of the following:
   (a) decline to examine the thesis;
(b) forward the thesis to examiners for examination; or
(c) refer the matter to the Director of Research Integrity and Ethics Administration in accordance with clause 21(1) of the Research Code of Conduct 2019.

(9) A report of the findings of the relevant faculty committee, including any determination of inappropriate academic practice and any emendations or changes required to address deficiencies in the thesis, must be:
   (a) lodged using the online reporting form; and
   (b) considered by the committee determining the examination outcome for their consideration,

   **Note:** The committee determining the outcome for the examination will be either the relevant faculty committee or the HDR Examinations Subcommittee of the Academic Board. See the Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2015.

(10) Any cases referred to the Director of Research Integrity and Ethics Administration will be managed in accordance with the Research Code of Conduct 2019.

(11) Where the Director of Research Integrity and Ethics Administration determines either to:
   (a) dismiss a matter; or
   (b) refer it back to the faculty as a code breach but not research misconduct, the relevant faculty committee will determine the outcome and any consequent action consistently with this clause.

(12) If the relevant faculty committee declines to examine a thesis, it must:
   (a) report the circumstances and reasons for the decision to the HDR Examinations Subcommittee;
   (b) inform the student in writing of:
      (i) the reasons for declining to examine the thesis;
      (ii) any changes necessary to make the thesis acceptable for examination; and
      (iii) any other actions required to be completed prior to examination.
   (c) recommend to the Dean that the student be either:
      (i) permitted to re-enrol in order to complete the necessary actions and changes and resubmit the thesis; or
      (ii) be asked to show good cause why they should be permitted to re-enrol.

(13) If the relevant faculty committee declines to examine a thesis, the Dean will decide whether the student will be permitted to re-enrol or required to show good cause.

(14) If, during the examination process, there is a determination of any of:
   (a) inappropriate academic practice;
   (b) code breach; or
   (c) research misconduct
the committee determining the outcome of the examination must consider the reports of those determinations when forming its conclusion.

Note: See the Thesis and Examination of Higher Degree by Research Procedures 2015.

(15) If the committee determining the outcome of examination is the relevant faculty committee, the committee’s conclusion must be referred to the HDR Examinations Subcommittee for review.

(16) All reports by the Associate Dean, postgraduate co-ordinator, relevant faculty committee, or the Director of Research Integrity and Ethics Administration must be forwarded to the HDR Examinations Subcommittee.

(17) If the reports of the relevant decision maker or any subsequent decision maker require changes or emendations to address deficiencies in the thesis, these changes or emendations must be included in the emendations or changes required to be addressed under the Thesis and Examination of Higher Degree by Research Procedures 2015.

(18) If an examiner of a thesis reports allegations of potential code breach or research misconduct, the relevant faculty committee will refer these matters for consideration, as required by the policies and these procedures.

17 Proof-reading and editing of theses

Students are permitted to use editors or proof-readers in the preparation of their thesis for submission, as provided in the Thesis and Examination of Higher Degree by Research Policy 2015 and the Thesis and Examination of Higher Degree by Research Procedures 2015.

18 Rescissions and replacements

This document replaces the Academic Dishonesty and Plagiarism in Coursework Procedures 2012, which commenced on 1 January 2012, and which are rescinded as from the date of commencement of this document:
### Schedule One – Summary of assessment types, risks and mitigating strategies

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risks</th>
<th>Suggested Mitigating Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invigilated Quiz</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Non-exam room setting, or poor spacing in room</td>
<td>Multiple versions of same paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Randomisation of the question order</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Try to book bigger room or even 2 rooms to spread class out</td>
</tr>
<tr>
<td></td>
<td>Multiple quizzes run on different days with similar but not identical questions (may be electronic or paper based)</td>
<td>Questions with answers likely to be memorized and shared through social media – ensure no mobile phones, difficult to totally mitigate for, content should be retested in formal examination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Password protected entry to quiz if electronically accessed. Automatic closure of exam after time is completed</td>
</tr>
<tr>
<td>Formal Invigilated Exam</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Confidential papers removed from exam room</td>
<td>Maintain strict exam conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t use confidential papers if possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always change at least some questions</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Risks</td>
<td>Suggested Mitigating Strategies</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Questions from confidential papers memORIZED and then reproduced</td>
<td>Don’t use confidential papers if possible</td>
<td>Always change at least some questions</td>
</tr>
<tr>
<td></td>
<td>Give sample, practice or past papers/questions</td>
<td></td>
</tr>
<tr>
<td>Invigilated Oral Exam (vivas, OSCEs, patient examinations)</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Reuse of questions</td>
<td>Quarantine students before/after exam until all students with same questions have finished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-test work in a formal (preferably barrier) exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have a test bank of suitable questions/scenarios to reduce the likelihood of students been given “the same” question.</td>
</tr>
<tr>
<td>Non-invigilated Quiz</td>
<td>No assurance of identity of student at all</td>
<td>Impossible to assure identity, therefore ensure that it is a low weighted assessment and re-test work in a formal (preferably barrier) exam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider the use of technology such as Examity (22)</td>
</tr>
<tr>
<td></td>
<td>Identity of student completing work</td>
<td>Include an oral component with detailed questions</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Risks</td>
<td>Suggested Mitigating Strategies</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assignment (as above) with scaffolding or periodic submission of sections</td>
<td>Identity of student completing work</td>
<td>Include an oral component with detailed questions</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Identity of student of who prepared presentation and speech?</td>
<td>Include detailed oral questions about topic</td>
</tr>
<tr>
<td>Pre-lab/pre-tutorial work</td>
<td>Identity of student who completed work</td>
<td>Ensure that weighting of pre-class work is low, retest in formal (preferably barrier) exam</td>
</tr>
<tr>
<td>Lab class</td>
<td>Source of results were used for write up</td>
<td>Require students to submit results or product before leaving the class</td>
</tr>
<tr>
<td></td>
<td>Plagiarism of Lab report</td>
<td>Use Turnitin for submitted written work</td>
</tr>
<tr>
<td></td>
<td>If lab is a repeat no assurance of identity of person who obtained results</td>
<td>Include 5 min viva on lab experiment with detailed questions, and/or retest in final barrier exam</td>
</tr>
<tr>
<td>Practical exams</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Multiple exams run on different days with similar but not identical questions</td>
<td>Questions with answers likely to be shared through social media – ensure no mobile phones, difficult to totally mitigate for, ensure content is retested in formal barrier examination. Have a test bank of suitable questions/scenarios to reduce the likelihood of students been given “the same” question.</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Risks</td>
<td>Suggested Mitigating Strategies</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Participation</td>
<td>If repeat class no assurance of identity of person who prepared work.</td>
<td>Keep weighting low, ensure content is retested in formal barrier examination</td>
</tr>
<tr>
<td>Placement</td>
<td>Did student attend placement at all?</td>
<td>Visit or Skype call to placement site, at least once during course of placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have a mid-way “check” of student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Require student to produce ID card to placement site.</td>
</tr>
<tr>
<td></td>
<td>Plagiarism of report or reflective diary used to assess placement</td>
<td>Use Turnitin for submitted work</td>
</tr>
<tr>
<td></td>
<td>Forgery of signature of external educators on assessment reports or</td>
<td>All assessment pieces with educator signature to be duplicated and forwarded to University for</td>
</tr>
<tr>
<td></td>
<td>competency documents</td>
<td>cross check. Consider electronic submission of placement assessment reports. Keep a bank of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>authorized signatures for review. Use watermarked documents that allow alterations to be clearly</td>
</tr>
<tr>
<td></td>
<td>Identity of who completed report, reflective diary etc associated</td>
<td>Include short interview about placement activities, include preceptor if possible</td>
</tr>
<tr>
<td></td>
<td>with placement</td>
<td></td>
</tr>
<tr>
<td>Live Performances</td>
<td>Identity of student</td>
<td>Identity check</td>
</tr>
</tbody>
</table>
# UoS Assessment Integrity Risk Assessment and Mitigation Strategy

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risk</th>
<th>Mitigating Strategy</th>
<th>% Weighting of assessment</th>
<th>Overall Risk</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Assessment Type</td>
<td>Risk</td>
<td>Mitigating Strategy</td>
<td>% Weighting of Assessment</td>
<td>Overall Risk (low, medium, high, very high)</td>
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</tbody>
</table>

Reasons for not using a particular mitigating strategy

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## Schedule Two - Educational Integrity of Assessments Risk Assessment Matrix

<table>
<thead>
<tr>
<th>Potential Significance</th>
<th>Not Significant</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
<th>Highly Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp;</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>Teaching Activity</td>
<td></td>
<td></td>
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<tr>
<td>with low weighted</td>
<td></td>
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<tr>
<td>contribution to final</td>
<td></td>
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</tr>
<tr>
<td>mark. Content can be</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>retested in formal</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>exam</td>
<td></td>
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</tr>
<tr>
<td>Low weighted</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>assessment e.g. short</td>
<td></td>
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<tr>
<td>quiz. Content can be</td>
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<tr>
<td>retested in formal</td>
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</tr>
<tr>
<td>exam</td>
<td></td>
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</tr>
<tr>
<td>Assessment that</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>contributes to a</td>
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<tr>
<td>significant proportion of</td>
<td></td>
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<tr>
<td>marks (~30%). Content</td>
<td></td>
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<tr>
<td>can be retested in</td>
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<tr>
<td>formal exam</td>
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</tr>
<tr>
<td>Major assessment</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
</tr>
<tr>
<td>(~50%) but content can</td>
<td></td>
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<td></td>
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<tr>
<td>be retested in formal</td>
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</tr>
<tr>
<td>exam or OSCE.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Major assessment</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>e.g. final exam</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Honours thesis,</td>
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<tr>
<td>dissertation, test of</td>
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<tr>
<td>essential professional</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills. Cannot be</td>
<td></td>
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</tr>
<tr>
<td>further examined.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Likelihood**

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Expected to occur regularly</th>
<th>Expected to occur Likely</th>
<th>Moderately likely Possible</th>
<th>Not likely to occur Unlikely</th>
<th>May happen, but not often Rare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected to occur</td>
<td>Almost Certain</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Not likely to occur</td>
<td></td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>May happen, but not often</td>
<td></td>
<td>Very High</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
</tbody>
</table>
NOTES

Academic Honesty Procedures 2016

Date adopted: 17 August 2016
Date commenced: 25 August 2016
Date amended: 1 March 2017

27 July 2017 (administrative amendments)

Administrator: Chair, Academic Board
Review date: 25 August 2021
Related documents:
- University of Sydney Act 1989 (as amended)
- University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
- University of Sydney (Student Discipline) Rule 2016
- Research Code of Conduct 2019
- Academic Honesty in Coursework Policy 2015
- Coursework Policy 2014
- Learning and Teaching Policy 2015
- Progress Planning and Review of Higher Degree by Research Students Policy 2015
- Thesis and Examination of Higher Degrees by Research Policy 2015
- Assessment Procedures 2011

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(1) note; 7(5) note; 8(1) note; 9(1) note</td>
<td>Correction to cross-referencing to clauses in Academic Honesty in Coursework Policy 2015</td>
<td>29 August 2016</td>
</tr>
<tr>
<td>16(7) note; 16(9) note; 16(12(a); 16(15); 16(16)</td>
<td>Administrative amendment – references to PhD Award Sub-Committee changed to HDR Examinations Subcommittee</td>
<td>1 March 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>3; 5(4)</td>
<td>Consequential amendments arising from organisational design changes</td>
<td>27 July 2017</td>
</tr>
<tr>
<td>9(10); 11(5)(b); 11(6); 15(20); Related documents</td>
<td>Replace references to University of Sydney By-law with <em>University of Sydney (Student Discipline) Rule 2016</em></td>
<td>27 July 2017</td>
</tr>
</tbody>
</table>
### Attachment 3 - Summary of proposed changes

#### Academic Honesty in Coursework Policy 2015

<table>
<thead>
<tr>
<th>Clause</th>
<th>Change</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Definition of collusion added</td>
<td>Common type of dishonesty breach</td>
</tr>
<tr>
<td>5</td>
<td>Definition of contract cheating added&lt;br&gt;After meeting by circulation of ASPC (concludes 24 October), proposed new definition was amended to be inclusive</td>
<td>Requirement to define contract cheating due to rising occurrence and as recommended by TEQSA</td>
</tr>
<tr>
<td>5</td>
<td>Amended definition of Dean</td>
<td>Aligned to (Governance of Faculties and University Schools) Rule 2016</td>
</tr>
<tr>
<td>5</td>
<td>Amended decision of faculty</td>
<td>Aligned to (Governance of Faculties and University Schools) Rule 2016</td>
</tr>
<tr>
<td>7 (2)(b)-(h)</td>
<td>Expanded definitions of academic dishonesty&lt;br&gt;After meeting of ASPC on 15 October, 7(2)(g) updated to combine publication of assessment and University teaching or course material</td>
<td>To cover increasing range of behaviours associated with cheating</td>
</tr>
<tr>
<td>8A(1)</td>
<td>Amended wording</td>
<td>For clarity</td>
</tr>
<tr>
<td>13, 13(7)</td>
<td>Addition of “other forms of dishonesty”</td>
<td>To cover process for identifying other forms of dishonesty and use of similarity detection software</td>
</tr>
<tr>
<td>16(4)</td>
<td>Addition of investigation</td>
<td>Clarity of process</td>
</tr>
<tr>
<td>16(5)</td>
<td>Removal of defined conduct requiring mandatory referral and addition of involving the commissioning or delivery of contract cheating&lt;br&gt;After meeting of ASPC on 15 October, the word may removed</td>
<td>To reflect new definition of contract cheating</td>
</tr>
<tr>
<td>16(6)</td>
<td>Procedural change giving Educational Integrity Coordinators and nominated academics ability to make a determination and apply a penalty under the Policy and Procedures</td>
<td>In light of increasing number of contract cheating cases and to improve timeliness of handling cases</td>
</tr>
<tr>
<td>16(7)</td>
<td>Replaced references to the Research Code of Conduct 2019</td>
<td>Administrative</td>
</tr>
<tr>
<td>18</td>
<td>Amended available determinations</td>
<td>To reflect procedural change</td>
</tr>
<tr>
<td>21</td>
<td>Amended to clarify appeal process for cases referred as potential misconduct</td>
<td>To reflect procedural change</td>
</tr>
<tr>
<td>23(2)</td>
<td>Amended to April</td>
<td>Administrative</td>
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</table>
## Academic Honesty in Coursework Procedures 2016

<table>
<thead>
<tr>
<th>Clause</th>
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<tbody>
<tr>
<td>1(1), 3, 9(11), 12(1), 12(2), 15(4), 16(3), 16(8), 16(10)</td>
<td>Replaced references to the Research Code of Conduct 2019</td>
<td>Administrative</td>
</tr>
<tr>
<td>3</td>
<td>Updated reference to Academic Honesty in Coursework Policy and removed reference to higher degree by research students under academic dishonesty definition</td>
<td>Administrative. Unnecessary to refer to higher degree by research students</td>
</tr>
<tr>
<td>3</td>
<td>Addition of definition of contract cheating</td>
<td>For ease of interpretation</td>
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<td></td>
<td>After meeting by circulation of ASPC (concludes 24 October), the new definition was added to the Procedures</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Removed definition of Dean and Faculty</td>
<td>Defined in the policy. Reduces possibility of misalignment of definitions</td>
</tr>
<tr>
<td>4(4)</td>
<td>Amended to may for result suppression</td>
<td>To remove mandatory result suppression as not enforced</td>
</tr>
<tr>
<td>6(4)</td>
<td>Amended wording for risk evaluation task</td>
<td>In preparation of system-based solution for risk evaluation task to be implemented 2020</td>
</tr>
<tr>
<td>9(10)</td>
<td>Amended wording for mandatory referral in line with new definition of contract cheating</td>
<td>To reflect new definition of contract cheating</td>
</tr>
<tr>
<td>11(5) – 11(6)</td>
<td>Procedural change to enable Educational Integrity Coordinator and nominated academics to apply a mark to reflect the unsatisfactory standard of work</td>
<td>In light of increasing number of contract cheating cases and to improve timeliness of handling cases</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Removed question marks</td>
<td>Administrative error</td>
</tr>
<tr>
<td>Schedule 2</td>
<td>Removed to reflect new procedure to be implemented 2020</td>
<td>In preparation of system-based solution for risk evaluation task to be implemented 2020</td>
</tr>
</tbody>
</table>
Reviewer/Approver: Associate Professor Peter McCallum – Registrar and Academic Director (Academic Policy and Quality)

Paper title: Amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015

Recommendation: That the Committee approve changes to the Coursework Policy 2014 and the Learning and Teaching Policy 2015 as amended at the ASPC meeting of 15 October and recommend the changes to the Academic Board

Executive Summary

This proposal makes policy adjustments to accommodate:
1. The discontinuation of the Summer and Winter school in 2019
2. Governance of ICPUs by PVC Education- Enterprise and Engagement
3. Adjustments to accommodate changes required by the Government’s Admissions Transparency agenda and corresponding changes to UAC vocabulary
4. Other changes

Background

Discontinuation of the Summer and Winter School

The discontinuation of the Summer and Winter School in 2019 necessitated changes to the Coursework Policy 2014 and the Learning and Teaching Policy 2015 to remove reference to the Summer and Winter School and reframe other policy statements, including:
- Definition of Teaching Periods, Compulsory Teaching Periods, Semesters;
- Reframing of limitations on enrolments in terms of Teaching Periods;
- Reframing of progression triggers in terms of Teaching Periods;
- Description of standard mode and intensive mode teaching (Learning and Teaching Policy 14).

Under the proposed policy framework, the teaching year is divided into two six-month Teaching Periods, each containing a Semester and other teaching blocks. Enrolment restrictions and progression triggers now refer to teaching periods rather than semesters with an upper limit of 32 credit points per teaching block and a further 6 with permission of the Associate Dean (lower limits may be set in award course resolutions). In line with the National Code for Educational Services for Overseas Students (ESOS), (see Standard 9) a compulsory study period is defined as either a semester or as set out in a faculty-specific calendar approved by the Academic Board. Faculties must offer units such that it is possible for a student to complete all requirements in the minimum time by attending only in compulsory study periods. Students studying on an international student visa must normally enrol in 24 credit points in each teaching period with at least 6 credit points in a semester.
Governance of Industry and Community Project Units (ICPUs) by PVC Education-Enterprise and Engagement:

The management of interdisciplinary units involving students from different faculties requires changes to clarify responsibilities, including:

- definition of Industry and Community Project Unit (ICPU);
- delegating to project coordinators some of the responsibilities usually taken by unit coordinators;
- delegating to the PVC EEE some responsibilities around educational integrity and appeals;
- delegating to the Board of Interdisciplinary Studies responsibility for approving ICPU conditions (late penalties attendance).

The changes are necessary because ICPUs involve students enrolling in faculty-based shell units from different faculties. In order to ensure that all students within a project are subject to the same conditions, some governance and management responsibility for matters such as late penalties, attendance requirements, assessment, monitoring quality, managing educational integrity breaches and appeals needs to be moved from unit coordinators, associate deans and faculties to project coordinators, the PVC (Education – Enterprise and Engagement) and the Board of Interdisciplinary Studies.

Adjustments to accommodate changes required by the Government’s Admissions Transparency agenda and corresponding changes to UAC vocabulary

The Admissions Committee and Academic Board approved changes relating to the Government’s Admissions Transparency requirements in 2018, moving from a concession model, in which students who received an ATAR or equivalent below the published cut-off but within a concessional band, were made an offer, to an adjustment factor model, in which students received an adjustment factor to their ATAR or equivalent. In line with this change and with Government Admissions Transparency and corresponding definitions used by UAC the following policy adjustments were considered by the Admissions Committee at its meeting of 24 September and are recommended to the Academic Standards and Policy Committee:

- Removal of reference to ‘cut-off’;
- Definition of ‘adjustment factor’, ‘selection rank’, ‘guaranteed selection rank’, ‘admission rank’, ‘minimum ATAR’ and ‘minimum selection rank’;
- Replacement of ‘entry’ with ‘admission’ where appropriate (eg ‘Flexible admission scheme’ rather than ‘flexible entry scheme’);
- Reframing Clauses 25, 26, 26A, 27, 29, 30, 32 according to adjustment factor model rather than concession model;
- Change to 25 (4) indicate that a student may apply for more than one scheme but awarded benefit under only one, that being the one that confers the most benefit;
- Reference in notes to ‘minimum ATAR’ rather than notes that a student will receive a ‘lower ATAR than for mainstream admission;

Other changes

The following further policy adjustments are recommended.

- Changes necessitated by ATAR Excellence Scheme approved by Academic Board on 23 July;
- Clarification of distinction between embedded (requiring specific honours units) and integrated honours (based entirely on WAM);
- Documentation of requirements around Assessment Plans in line with decisions taken by the Academic Board in November 2018;
- Other changes (alignment of definition of student, clarification that a student must produce verifiable documentation or qualifications on request, Adjustment to accommodate the Joint and Dual Joint Degree Policy 2019, delegation changes).
Detailed changes (as originally proposed to the committee)

Details of the changes for each clause proposed to the ASPC meeting of 15 October are set out in Attachment 3: Summary of Policy Changes

Further changes requested by ASPC at the meeting of 15 October.

Coursework Policy 2014

1. Replaced “ATAR” with “ATAR or equivalent” where appropriate (the definition of ATAR states that an ATAR states it is the applicants rank in relation to the applicant’s secondary cohort as provided by the UAC or an equivalent result from another state or territory as provided by UAC: since the definition does not cover the full range of conversions (eg international marks) “or equivalent” is appropriate. Note the definition of “minimum ATAR” already contains “or equivalent” so this is not repeated where this term occurs.

2. Clause 38 and 38 (5) Delete “undergraduate” from title and from clause requiring re-audition for Conservatorium applicants (change in index also made).

3. Clause 51 (2) (see also Learning and Teaching Policy clause 21 (11). Removed the upper limit that an Associate Dean may approve above the 32 credit point maximum enrolment (without approval) in a teaching period

4. Clause 81 (3) “their” changed to “a” and inserted provision for credit prior to exclusion (in cases where a student returns to a new version of the award course)

Learning and Teaching Policy 2019

1. Clause 14 (1) Teaching Modes

Description of Standard Mode changed from:

(a) standard mode, which:
   (i) follows a weekly pattern of learning and assessment activities spread over a semester for six credit points or a shorter period for courses of less than six credit points; and
   (ii) usually requires 1.5 to 2 hours of student effort per credit point per week.

To:

(a) standard mode, which:
   (i) follows a weekly pattern of learning and assessment activities spread over a semester for six credit points; or
   (ii) follows a weekly pattern of proportionately less learning and assessment activities or for a proportionately shorter time for courses less than 6 credit points; and
   (iii) usually requires 1.5 to 2 hours of student effort per credit point per week.

2. Clause 13 (11) (b) “special” deleted.

3. Clause 26 (4) restore “admission, student recruitment” inadvertently deleted from responsibilities of Vice-Principal (External Relations) (note responsibilities of Vice-Principal (Operations) in 26 (5) are correct)

4. Clause 21 (11) (see also Coursework Policy Clause 51 (2)). Removed the upper limit that an Associate Dean may approve above the 32 credit point maximum enrolment (without approval) in a teaching period
<table>
<thead>
<tr>
<th>Attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attachment 1</strong>: Coursework Policy 2014 – proposed changes</td>
</tr>
<tr>
<td><strong>Attachment 2</strong>: Learning and Teaching Policy 2015 – proposed changes</td>
</tr>
<tr>
<td><strong>Attachment 3</strong>: Summary of Policy Changes</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Author</th>
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<tr>
<td>Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)</td>
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<tr>
<th>Requests for further information</th>
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<tr>
<td>Requests for further information may be directed to Peter McCallum Registrar and Academic Director (Education Policy and Quality).</td>
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</tbody>
</table>
COURSEWORK POLICY 2014

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 3 December 2014

Last amended: 27 November 2018 (commencing 1 January 2019)

[insert date]

Signature:

Position: Chair, Academic Board

CONTENTS

Contents ............................................................................................................................. 1

Part 1 Preliminary ..................................................................................................... 4

1 Name of policy .............................................................................................................. 4

2 Commencement ........................................................................................................... 4

3 Statement of intent ....................................................................................................... 4

4 Application .................................................................................................................... 5

5 Definitions ..................................................................................................................... 5

Part 2 Admission to award courses .................................................................. 18

6 Quotas .................................................................................................................... 18

7 Admission by Dean ................................................................................................ 18

8 General requirements ............................................................................................. 18

9 Admission and candidature .................................................................................... 20

9A Admission standards .............................................................................................. 20

Part 3 Eligibility for admission to undergraduate courses ............................. 20

10 Domestic applicants – secondary studies............................................................... 20

11 Domestic applicants – tertiary studies .................................................................... 21

12 Domestic applicants – other qualifications.............................................................. 22

12A Domestic applicants – transitional provisions ......................................................... 22

13 International applicants........................................................................................... 23

14 Domestic and international applicants – special admission requirements ............ 23

14A Domestic and international applicants – admission prerequisites .......................... 24

15 Approved preparation programs.............................................................................. 24

Part 4 Eligibility for admission to postgraduate courses ............................... 24

16 Graduate Certificate ............................................................................................... 24

17 Graduate Diploma .................................................................................................. 25

18 Masters Degree (Advanced Learning Masters degree) .......................................... 26

19 Masters degree (Professional Masters degree)...................................................... 26

20 Exemption from eligibility requirements in exceptional circumstances ........... 27

Part 5 English language requirements – undergraduate courses ................. 28

21 All applicants whose first language is English ...................................................... 28

21A All applicants whose first language is not English .............................................. 28
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>21B</td>
<td>Exceptional circumstances</td>
<td>288224</td>
</tr>
<tr>
<td>22</td>
<td>International applicants whose first language is not English</td>
<td>288224</td>
</tr>
<tr>
<td>23</td>
<td>All applicants whose first language is English</td>
<td>282324</td>
</tr>
<tr>
<td>23A</td>
<td>All applicants whose first language is not English</td>
<td>282324</td>
</tr>
<tr>
<td>24</td>
<td>Exceptional circumstances</td>
<td>282324</td>
</tr>
<tr>
<td>25</td>
<td>Application for a special admission program</td>
<td>299225</td>
</tr>
<tr>
<td>26</td>
<td>Flexible admission schemes</td>
<td>309226</td>
</tr>
<tr>
<td>26A</td>
<td>Future Leaders Scheme</td>
<td>319226</td>
</tr>
<tr>
<td>27</td>
<td>Broadway Scheme</td>
<td>329227</td>
</tr>
<tr>
<td>28</td>
<td>Cadigal Program</td>
<td>339227</td>
</tr>
<tr>
<td>29</td>
<td>Conditional Early Offers Schemes</td>
<td>349228</td>
</tr>
<tr>
<td>30</td>
<td>Principal’s Recommendation Conditional Offer Scheme (E12)</td>
<td>359229</td>
</tr>
<tr>
<td>31</td>
<td>Mature Age Applicants Scheme</td>
<td>369230</td>
</tr>
<tr>
<td>32</td>
<td>Elite Athletes or Performers Scheme</td>
<td>379231</td>
</tr>
<tr>
<td>33</td>
<td>Special Consideration for Admission Scheme</td>
<td>389232</td>
</tr>
<tr>
<td>34</td>
<td>Admission decisions and offers</td>
<td>409333</td>
</tr>
<tr>
<td>35</td>
<td>Basis for admission decisions</td>
<td>409333</td>
</tr>
<tr>
<td>36</td>
<td>Conditional offers</td>
<td>409333</td>
</tr>
<tr>
<td>37</td>
<td>Accepting an offer</td>
<td>409333</td>
</tr>
<tr>
<td>38</td>
<td>Deferred admission by commencing undergraduate applicants</td>
<td>419334</td>
</tr>
<tr>
<td>39</td>
<td>Change of residency</td>
<td>419334</td>
</tr>
<tr>
<td>40</td>
<td>International applicants changing from international to domestic status</td>
<td>419334</td>
</tr>
<tr>
<td>41</td>
<td>Recognition of prior learning</td>
<td>439335</td>
</tr>
<tr>
<td>42</td>
<td>Forms of recognition of prior learning</td>
<td>439335</td>
</tr>
<tr>
<td>43</td>
<td>Specific credit, non-specific credit and reduced volume of learning</td>
<td>439335</td>
</tr>
<tr>
<td>44</td>
<td>Awarding specific credit and non-specific credit for previous studies</td>
<td>449336</td>
</tr>
<tr>
<td>45</td>
<td>Awarding reduced volume of learning</td>
<td>459338</td>
</tr>
<tr>
<td>46</td>
<td>Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning</td>
<td>469339</td>
</tr>
<tr>
<td>47</td>
<td>Rescinding specific credit, non-specific credit and reduced volume of learning</td>
<td>469339</td>
</tr>
<tr>
<td>48</td>
<td>Limits on credit and reduced volume of learning</td>
<td>469339</td>
</tr>
<tr>
<td>49</td>
<td>Credit in embedded programs, including embedded honours</td>
<td>479340</td>
</tr>
<tr>
<td>50</td>
<td>Awarding waivers</td>
<td>489341</td>
</tr>
<tr>
<td>51</td>
<td>Units of study</td>
<td>489341</td>
</tr>
<tr>
<td>52</td>
<td>Students must enrol in units of study</td>
<td>499341</td>
</tr>
<tr>
<td>53</td>
<td>Assumed knowledge</td>
<td>499341</td>
</tr>
<tr>
<td>54</td>
<td>Enrolment restrictions</td>
<td>499341</td>
</tr>
<tr>
<td>55</td>
<td>Repeating a unit of study</td>
<td>509342</td>
</tr>
<tr>
<td>56</td>
<td>Concurrent enrolment</td>
<td>509343</td>
</tr>
<tr>
<td>57</td>
<td>Cross-institutional study</td>
<td>519343</td>
</tr>
<tr>
<td>58</td>
<td>Attendance</td>
<td>519343</td>
</tr>
<tr>
<td>68</td>
<td>Discontinuation and suspension of enrolment</td>
<td>529444</td>
</tr>
<tr>
<td>69</td>
<td>Discontinuation of enrolment</td>
<td>529444</td>
</tr>
<tr>
<td>70</td>
<td>Suspension of enrolment by student</td>
<td>529444</td>
</tr>
<tr>
<td>71</td>
<td>Suspension and termination of candidature for failure to enrol</td>
<td>529444</td>
</tr>
</tbody>
</table>
59 Return to candidature.................................................................................................. 535045

Part 14 Assessment................................................................................................... 535045

60 Statement of intent ................................................................................................. 535045
61 Assessment principles and their implementation.................................................. 535045
62 Principle 1 - Assessment practices must advance student learning.................. 546346
63 Principle 2 - Assessment practices must be communicated clearly to students and staff ................................................................................................................ 546346
64 Principle 3 - Assessment practices must be valid and fair .................................. 546346
65 Principle 4 - Assessment practices must be continuously improved and updated.. 556247
66 Common result grades .......................................................................................... 556247
66A Simple extensions ............................................................................................... 556247
67 Special consideration due to illness, injury or misadventure ............................... 566348
68 Students with a disability ..................................................................................... 566348
69 Special arrangements for assessments.................................................................... 576449
70 Responsibilities for implementation of this Part.................................................. 586550

Part 15 Progression.................................................................................................... 605751

71 Progression requirements ....................................................................................... 605751
72 Statement of intent ................................................................................................. 605751
73 Monitoring progression .......................................................................................... 615852
73A Early intervention strategies ................................................................................ 615852
74 Progression profile ............................................................................................... 615853
75 Triggers for identifying students who are not meeting academic progression requirements ...................................................................................................... 626853
76 Stage 1 - Students identified for the first time as not meeting academic progression requirements .................................................................................................. 626853
77 Stage 2 - Students at risk of being asked to show good cause .............................. 636954
78 Stage 3 - Being asked to show good cause ............................................................. 646355
79 Permission to re-enrol ........................................................................................... 656256
80 Actions that may be taken where a student does not show good cause ............... 656257
81 Applying for re-admission after exclusion for failure to meet progression requirements ........................................................................................................ 666357
82 Reversion ............................................................................................................... 666357

Part 16 Show good cause following failure, discontinuation or exclusion ....... 676358

83 Show good cause following failure, discontinuation or exclusion .......................... 676358

Part 17 Award course requirements ......................................................................... 676458

83A Award course requirements for all Bachelor degrees........................................ 686459
83B Award course requirements for the Liberal Studies Bachelor degree.............. 686459
83C Award course requirements for the Professional or Specialist Bachelor degree 696560
84 Masters by coursework........................................................................................... 696560
85 The capstone experience ....................................................................................... 696560
86 Award course requirements for the Advanced Learning Masters degree .......... 706661
87 Award course requirements for the Professional Masters degree ....................... 706661
87A Award course requirements for Research Pathway Masters degree ............... 716662
88 Award course requirements for the Graduate Diploma ...................................... 726963
89 Award course requirements for the Graduate Certificate ................................. 726963
90 Award course requirements for combined postgraduate coursework degrees and double degrees ........................................................................................................ 737066
91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree .................................................................. 747364
91A Award course requirements for vertically-integrated Bachelor and Masters degrees generally ........................................................................................................ 747364
91B Award course requirements for Research Pathway vertically-integrated Bachelor and Masters degrees ................................................................................................. 747365
91C Award course requirements for Professional or Specialist vertically-integrated Bachelor and Masters degrees .......................................................... 757366

Coursework Policy 2014 Page 3 of 100
PART 1  PRELIMINARY

1  Name of policy

This is the Coursework Policy 2014.

2  Commencement

This policy commences on the day after the day on which it is registered.
3 Statement of intent

This policy governs all coursework award courses leading to the following qualifications:

(a) Diplomas;
(b) Advanced Diplomas;
(c) Bachelor Degrees;
(d) Bachelor Honours Degrees;
(e) Graduate Certificates;
(f) Graduate Diplomas;
(g) Masters Degrees; and

Note: ‘Masters Degrees’ includes the following exceptions endorsed under the Issuance Policy of the Australian Qualifications Framework (AQF) relating to AQF level 9 qualifications that contain the word ‘doctor’ rather than ‘master’ in their title: Juris Doctor, Doctor of Dental Medicine, Doctor of Medicine and Doctor of Veterinary Medicine.

(h) Sydney Professional Certificate.

Note: These are the only coursework qualifications awarded or conferred by the University. See clause 1.3(2) of the Coursework Rule.

Note: The Sydney Professional Certificate is a qualification outside the Australian Qualifications Framework (AQF).

Note: These are the only coursework qualifications awarded or conferred by the University. See clause 1.3(2) of the Coursework Rule.

Note: ‘Masters Degrees’ includes the following exceptions endorsed under the Issuance Policy of the Australian Qualifications Framework (AQF) relating to AQF level 9 qualifications that contain the word ‘doctor’ rather than ‘master’ in their title: Juris Doctor, Doctor of Dental Medicine, Doctor of Medicine and Doctor of Veterinary Medicine.

4 Application

(1) Except to the extent that a contrary intention is expressed:

(a) this policy applies to:

(i) staff, affiliates, students and applicants for coursework award courses; and
(ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University;

(b) it is a condition of each student’s admission to candidature that the student complies with their obligations under this policy.

(2) Authorities and responsibilities set out in this policy are also defined in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.
5 Definitions

(1) In this policy:

- **academic adviser** means an academic employee nominated by the Dean of a faculty or Head of School and Dean of a University school to provide advice on student progression matters.

- **academic progression register** means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.

- **academic progression requirements** means the requirements for academic progression in an award course, set out in faculty resolutions, award course resolutions or this policy.

- **academic transcript** means a written statement setting out a student’s academic record at the University.

- **adjustment factor** means an adjustment made to an ATAR or equivalent under Part 7 of this policy.

- **admission** means admission to candidature in a coursework award course at the University.

- **advanced standing** means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the form of a reduced volume of learning, or credit points that count towards the requirements of an award course.

- **appended honours course** means a course that leads to an award of a degree with honours where the honours component is undertaken after the student has met the course requirements for the degree (without honours).

- **applicant** means an applicant for admission to a coursework award course at the University.

- **assessment** means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.

- **Associate Dean** means the Associate Dean of a faculty or University school with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.
Australian Tertiary Admissions Rank (ATAR) for an applicant, means:

- the applicant’s rank in relation to the applicant’s secondary cohort, as provided to the University by UAC;

- the applicant’s results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.

Guaranteed ATAR Selection Rank cut off for a course, means the Selection Rank ATAR established fixed by the relevant faculty and approved by the DVC (Education) and Chair of the Academic Board such that an applicant applying on the basis of secondary study who achieves the guaranteed selection rank or higher is guaranteed an offer of a place at the minimum ATAR that an applicant must achieve to be eligible for admission to the course, unless the applicant is eligible for admission to the course through an educational access scheme.

Australian citizen has the meaning it has under the Australian Citizenship Act 2007 (Cth).

Australian Qualifications Framework (AQF) means the national framework for recognition and endorsement of education qualifications.

Authentic assessment means assessment tasks that relate the application of knowledge to problems, skills and performances that are found in general or disciplinary practices or professional contexts. It includes but is not limited to projects, investigations and report writing.

Award course means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate, including a Sydney Professional Certificate.

Award course resolutions means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

Note: See clause 2.3 of the Coursework Rule.
Bachelor degree means an undergraduate degree that:

- achieves at least the outcome specified for level seven of the AQF;
- is a program of liberal, professional or specialist learning and education; and
- builds on prior secondary or tertiary study.

The University offers two types of Bachelor degrees:

- Liberal Studies Bachelor Degrees; and
- Professional or Specialist Bachelor Degrees

Note: See clause 83A.

Bachelor of Advanced Studies means the Bachelor degree available as a combined degree with all Liberal Studies and specified Professional or Specialist Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor degree.

Note: See clause 83C.

barrier unit of study means a unit of study that the faculty has determined must be passed before a student is permitted to progress.

candidature means the period during which a student is eligible to enrol in units of study in a coursework award course at the University.

capstone experience means a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation, and intellectual and professional growth.

census date means the date on which a student’s enrolment in a unit of study becomes final.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of credit points towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course and vertically integrated combined degree course.

Commonwealth supported place means a place in an award course in respect of which the student and the Commonwealth government both contribute towards the cost of the student’s education.
compulsory unit of study means a unit of study that must be completed before the award of a degree, but which does not constitute a barrier unit of study.
course means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.
course requirements means the requirements for an award course set out in any relevant faculty resolutions and the award course resolutions.
coursework award course means a course approved by the Academic Board and endorsed by the Senate, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and Sydney Professional Certificates, graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

Coursework Rule means the University of Sydney (Coursework) Rule 2014.

credit means advanced standing based on previous attainment in another award course at the University or at another institution, or in a non-award course approved by the Academic Board. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.

credit point means a measure of value indicating the contribution that each unit of study provides towards meeting award course completion requirements, stated as a total credit point value.
criteria means statements that identify the key characteristics or qualities of student performance in an assessment task.
cross-credited unit of study means a unit of study that, on completion, is credited towards the requirements of two awards, or two component parts of a combined award.
cross-institutional study means enrolment by a student in a unit or units of study at another university or institution.

CSAM_ means a mark, used for progression purposes, in the Dalyell stream which averages results from all units undertaken across a 48 credit point period, regardless of whether this includes semesters, or teaching blocks.

Dean means, as appropriate, the Dean of the relevant faculty or the Head of School and Dean of the relevant University school.
delegate means an officer, employee or committee of the University to whom Senate has made a delegation of power.
department means an academic disciplinary grouping established within a school.

disability has the meaning prescribed in Section 4 of the Disability Discrimination Act 1992 (Cth). At the date of this policy the definition is:

disability, in relation to a person, means:

(a) total or partial loss of the person’s bodily or mental functions; or
(b) total or partial loss of a part of the body; or
(c) the presence in the body of organisms causing disease or illness; or
(d) the presence in the body of organisms capable of causing disease or illness; or
(e) the malfunction, malformation or disfigurement of a part of the person's body; or
(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
(g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(a) presently exists; or
(b) previously existed but no longer exists; or
(c) may exist in the future (including because of a genetic predisposition to that disability); or
(d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

domestic applicant means an applicant who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

domestic student means a student who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.
double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

early intervention strategy means a study plan to support students who identify themselves as being at risk of not meeting progression requirements, as provided in clause 73A.

educational access scheme means an admission entry scheme approved by the Academic Board in accordance Part 7 of this policy.

embedded honours course means a course that leads to an award of a degree with honours where the honours component:

- is undertaken as a program of study of 36-48 credit points;
- requires the completion of specified honours units of study within the same credit point requirement as for the pass degree; and
- leads to an honours class award based on an honours mark.

embedded program means a sequence of linked courses in closely related academic or professional areas that:

- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
- allows credit points for a unit of study to count towards more than one of the linked awards.

English Language Proficiency Standards means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

enrolment means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.

exchange student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University has an exchange agreement; and
- enrolled in one or more units of study at the University under the terms of the exchange agreement.

exemption means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a
particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

faculty means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.

feedback means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

flexible entryadmission pathway scheme means an entryadmission pathway scheme for Australian recent school leavers, approved by the Academic Board in accordance with clause 26 of this policy.

Graduate Certificate means an advanced program of study that builds on prior undergraduate study or, where approved by the faculty, prior experience that is considered by the faculty to demonstrate the required knowledge and aptitude.

Graduate Diploma means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.

graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. At the date of this policy, for undergraduate award courses, Part 2 of Learning and Teaching Policy 2015 details these as:

(a) depth of disciplinary expertise;
(b) broader skills:
   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy;
   (iv) inventiveness;
(c) cultural competence;
(d) interdisciplinary effectiveness;
(e) an integrated professional, ethical and personal identity;
(f) influence.

group work means a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

Higher School Certificate (HSC) means a Higher School Certificate granted by the NSW Board of Studies under the Education Act 1990.

hHonours means a program of study in an undergraduate degree leading to an honours class of award, indicating high academic achievement and completion of preparatory education in
research. Honours courses may be appended, embedded or integrated.

Appended Honours is a program of study of an additional 48 credit points, undertaken after fulfilling requirements for a pass degree and leading to an honours class award based on an honours mark.

Embedded Honours is a program of study of 36-48 credit points requiring the completion of specified honours units of study within the same credit point requirement as for the pass degree and leading to an honours class award based on an honours mark.

Integrated Honours is a program of study leading to an honours class award where the class of honours is based on achieving a specified weighted average mark.

**industry and community project unit (ICPU)** means a unit of study in which students complete a project managed by the Pro-Vice Chancellor (Education – Enterprise and Engagement).

**integrated honours course** means a course that leads to an award of a degree with honours where the honours component based on achieving a specified weighted average mark.

**International English Language Testing System (IELTS)** means the test jointly administered by British Council, IDP Education Pty Ltd and the University of Cambridge.

**integrated honours course** means a course that leads to the award of a degree with honours that is not an appended honours course. The honours component of the course is integrated within the overall course without extending the time for completion of the course.

**international applicant** means an applicant who is not:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

**International Baccalaureate** means the diploma awarded to a person who successfully completes the International Baccalaureate program, developed and administered by the International Baccalaureate Organisation.

**international student** means a student who is not:

- an Australian citizen;
- a permanent resident of Australia; or
• a New Zealand citizen.

**learning outcomes** means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, stream, award course, or other curriculum component.

**Liberal Studies Bachelor degree** means a degree of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

**Note:** See clause 83B.

**major** means a defined sequence of units of study taken by a student which develops depth of expertise in a field of study.

**Note:** See Part 3 of the *Learning and Teaching Policy 2015*

**Masters degree by coursework** means a program of advanced learning and professional training that builds on undergraduate study, achieves at least the learning outcomes specified for level 9 of the AQF and normally leads to a capstone experience. The University offers four types of Masters degree by coursework:

- **Advanced Learning Masters**: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline;
- **Professional Masters degree**: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline;
- **Research Pathway Masters degree**: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy;
- **Masters Degree (Extended)**: a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as ‘Masters Degree (Extended)’.
**minimum ATAR**
means the lowest ATAR or equivalent determined by the Dean required to gain admission to a course.

**minimum selection rank**
means the lowest ATAR or equivalent plus any relevant adjustment factors required to gain admission to a course.

**minor**
means a defined sequence of units of study taken by a student which develops expertise in a field of study.

**Note:** See Part 3 of the Learning and Teaching Policy 2015

**misadventure**
means an unforeseen accident, mishap or personal misfortune.

**moderation**
means the process by which the validity and reliability of assessment marks are verified.

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

**non-specific credit**
means a ‘block credit’ for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

**New Zealand Qualifications framework (NZQF)**
means the New Zealand national framework for recognition and endorsement of education qualifications.

**open learning environment**
means a shared pool of units of study which are:

- of zero, two or six credit points value;
- approved by the Board of Interdisciplinary Studies; and
- available to all students according to the award course resolutions applicable to the award course in which they are enrolled.

**postgraduate award course**
means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

**principal examiner**
means the designated person responsible for the assignment of final marks and grades in a unit of study.

**Professional or Specialist Bachelor degree**
means a degree that develops disciplinary or professional expertise for a specific profession or career specialisation, and graduate qualities.

**Note:** See clause 83C.

**program**
means a combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes at least one recognised major.
Note: See Part 3 of the Learning and Teaching Policy 2015

program director means the person responsible at a stream, program, major or
degree level for managing the curriculum and providing
coordination and advice to staff and students.

progression profile means the record of all relevant documentation relating to a
student's academic progression, including correspondence and
interview records.

progression rate means the rate at which a student accrues credit in their award
course over a defined period, measured as a credit point
progression rate and a unit of study progression rate.

progression requirements means the requirements for academic progression set out in the
faculty resolutions, award course resolutions and this policy.

recent school leaver means a person who completed the HSC or equivalent in the
year immediately prior to admission or proposed admission to
an award course, or who completed their HSC in the year
immediately prior to that if the person has not undertaken any
tertiary study.

selection rank means the ATAR or equivalent that an applicant has achieved
plus any adjustment factors awarded in accordance with Part 7.
of this policy.

semester means the first part/main teaching (longest) block of teaching of
each teaching period, as provided in Part 3 of the Learning and
Teaching Policy 2019.

semester average mark means the average mark obtained by a student for all units of
study attempted in a semester, weighted according to credit
point value.

simple extension means an informal arrangement between a student and a unit of
study co-ordinator to permit late submission of work, as
provided in clause 66A of this policy.

special admission program means a flexible entryadmission pathway scheme or an
educational access scheme approved by the Academic Board
and listed in Part 7 of this policy.

specialisation has the meaning given in the Learning and Teaching Policy
2015, which at the date of this policy is:

- the disciplinary or professional expertise
developed for a profession or career in a
Professional or Specialist Bachelor degree or
postgraduate degree; or

- the research specialisation developed in a
Research Pathway Masters degree.

specific credit means the recognition of previously completed studies as
directly equivalent to specific units of study.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying on Track information session</td>
<td>means an information session held intensively, for a full week in each semester, to assist students who are failing to meet academic progression requirements.</td>
</tr>
<tr>
<td>Staying on Track survey</td>
<td>means a self-reflective survey designed to assist students to identify why they are having difficulties meeting academic progression requirements.</td>
</tr>
<tr>
<td>stream</td>
<td>means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.</td>
</tr>
<tr>
<td>student</td>
<td>means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.</td>
</tr>
<tr>
<td>study abroad student</td>
<td>means a person who is:</td>
</tr>
<tr>
<td></td>
<td>• not an Australian citizen;</td>
</tr>
<tr>
<td></td>
<td>• not admitted to an award course at the University;</td>
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<tr>
<td></td>
<td>• admitted to a formally approved program of study at an overseas institution with which the University does not have an exchange agreement; and</td>
</tr>
<tr>
<td></td>
<td>• enrolled in units of study at the University but not under the terms of an exchange agreement.</td>
</tr>
<tr>
<td>Sydney Professional Certificate</td>
<td>means a qualification outside the AQF, obtained upon completion of an advanced program of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the University of Sydney (Coursework) Rule 2014.</td>
</tr>
<tr>
<td>teaching period</td>
<td>has the meaning given in the Learning and Teaching Policy 2019. At the date of this policy, that is:</td>
</tr>
<tr>
<td></td>
<td>means one of two periods each year, each consisting of a six-month period and including a semester, during which teaching is delivered in coursework courses, as provided in Part 3 of the Learning and Teaching Policy 2019.</td>
</tr>
<tr>
<td>Summer School</td>
<td>means the intensive teaching period (split into three separate sessions) between December and January of each year, in which students may elect to undertake one or more units of study.</td>
</tr>
<tr>
<td>teaching block</td>
<td>means a period of time within a teaching period during which a unit of study may be delivered, and which includes a Census Date.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Technical and Further Education college (TAFE)</td>
<td>means a college operated by TAFE NSW.</td>
</tr>
<tr>
<td>testamur</td>
<td>means a certificate or award provided to a graduate, usually at a graduation ceremony.</td>
</tr>
<tr>
<td>Test of English as a Foreign Language (TOEFL)</td>
<td>means the test administered by Educational Testing Service or its licensees.</td>
</tr>
<tr>
<td>undergraduate award course</td>
<td>means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma or Bachelor degree or Bachelor (Honours) degree.</td>
</tr>
<tr>
<td>undergraduate degree</td>
<td>means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcomes specified for AQF level 7.</td>
</tr>
<tr>
<td>unit of study</td>
<td>means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points, except where approved by the Academic Board.</td>
</tr>
<tr>
<td>Note:</td>
<td>See also Part 3 of the <a href="#">Learning and Teaching Policy 2015</a>.</td>
</tr>
<tr>
<td>unit of study co-ordinator</td>
<td>means the academic staff member with overall responsibility for the planning and delivery of a unit of study.</td>
</tr>
<tr>
<td>Universities Admission Centre (UAC)</td>
<td>means the Universities Admissions Centre (NSW &amp; ACT) Pty Limited, which processes applications for admission to most undergraduate courses at the University of Sydney and other participating institutions.</td>
</tr>
<tr>
<td>university</td>
<td>means a body that is established as a university or recognised as a university, by or under a law of the Commonwealth or a State or Territory, and meets nationally agreed criteria for a university.</td>
</tr>
<tr>
<td>University</td>
<td>means the University of Sydney, established under the <a href="#">University of Sydney Act 1989</a>.</td>
</tr>
<tr>
<td>vertically-integrated combined degree</td>
<td>means a combined degree across two AQF levels, for example Bachelor and Masters, or Masters and Doctorate.</td>
</tr>
<tr>
<td>waiver</td>
<td>means an exemption given by a faculty to a student from the requirement to complete a prescribed unit of study.</td>
</tr>
<tr>
<td>Winter-School</td>
<td>means the intensive teaching period in July of each year, in which students may elect to undertake one or more units of study.</td>
</tr>
</tbody>
</table>
working day means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University’s Christmas shutdown period.

(3) A heading to a Part or Schedule is a provision of this policy. Other headings are not provisions of this policy, but the number of a section or subsection is a provision of this policy even if it is in a heading.

(4) A note, marginal note, footnote or endnote is not a provision of this policy.

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

On the recommendation of the Dean, the Deputy Vice-Chancellor (Education) may determine:

(a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;
(b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;
(c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and
(d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

Note: The Dean is responsible for the admission of candidates to courses within their faculty. See clause 2.5 of the Coursework Rule and Part 8 of this policy.

(1) Subject to and in accordance with the Coursework Rule and this policy, the relevant program director may permit any person to enrol as a non-award student in a specified unit of study within that Faculty.

(2) Subject to anti-discrimination legislation, the Dean may decline to admit an applicant, or to offer to admit an applicant, to an award course if, in the opinion of the Dean, appropriate and satisfactory provision cannot be made for the applicant.

8 General requirements

(1) A person is eligible for admission to an award course only if:

(a) the person meets the requirements in the Coursework Rule, this policy and the relevant award course resolutions for admission to the award course;
(a) the person has not made a material misrepresentation in applying for admission to the award course; and
(b) if the person is an international applicant who will study in Australia, the person holds a visa enabling them to undertake courses of study in Australia.

A person must, on request, provide verifiable documentary evidence that they meet the requirements of subclauses 8(1)(a) and 8(1)(c).

(a) A person who cannot or does not provide such evidence upon request is deemed to be unable to meet the relevant requirements.

9 Admission and candidature

(1) The admissions process commences when an applicant accepts the University’s offer of admission to an award course.

(2) A person is admitted to candidature on the date on which they complete the admissions process.

(a) Domestic students are admitted to candidature on the date of their first enrolment.

(b) International students are admitted to candidature on the date on which they:

(i) complete their acceptance online, or complete their acceptance of offer form;

(ii) pay the applicable fees to the University; and

(iii) enrol for the first time.

(3) Enrolment may be deferred in accordance with clause 38 of this policy.

(4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.

9A Admission standards

Except as determined by the Academic Board, the admission standards set by the Academic Board will apply to all applicants for an award course from 2020.
PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:

(a) a NSW Higher School Certificate examination, leading to the calculation of an *ATAR*, in accordance with procedures prescribed by the NSW Vice-Chancellor’s Conference from time to time;

(b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or

(c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.

(2) Students will be admitted on the basis of achieving:

(a) a selection rank, comprised of an ATAR or equivalent and any relevant adjustment factors described in Part 7, which is equal to or higher than the minimum selection rank for the course; and

(b) also the minimum ATAR for the course as specified determined by the Dean.

(3) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

Note: The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors’ Conference.

(4) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.

(5) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:

(a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;

(b) if the applicant achieved a lower ATAR or equivalent than originally awarded:

(i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student’s first semester; and

(ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR or equivalent.

(6) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Deputy Vice-Chancellor (Education).
Note: In giving approval under subclause (5), the Deputy Vice-Chancellor (Education) will take into account whether it is too late in the year for the student to commence studies in a new course effectively.

11 Domestic applicants – tertiary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of tertiary studies, a domestic applicant must have successfully completed the equivalent of at least one full-time year of tertiary study at Bachelor level or higher.

Note: For subclause (1), one full-time year of tertiary study means 48 credit points of study at the University, or the part-time equivalent.

(2) Subject to the award course resolutions, consideration will be given to the applicant’s record of both tertiary and secondary studies, with the better of either record being used to determine their eligibility for admission.

(3) Where the applicant does not have recognised secondary qualifications, only the tertiary record will be considered.

(4) Where the applicant has made more than one attempt at tertiary study, only the best attempt at tertiary study will be considered.

(5) Subject to clause 81, an applicant who:

(a) has been excluded from a diploma or degree program for failure to meet progression requirements; and

(b) following the exclusion, passes at least one semester of study at degree level; or

(c) provides to the Associate Dean a satisfactory explanation of the circumstances for the exclusion;

is eligible for admission on the basis of tertiary studies.

(6) Subject to clause 81, an applicant who:

(a) has a record of failure and exclusion from tertiary study; and

(b) believes that their studies have been affected by circumstances beyond their control;

may apply for special consideration for admission by the relevant faculty.

Note: For information on the Special Consideration for Admission Scheme see clause 34.

Note: Clause 81 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

12 Domestic applicants – other qualifications

To be eligible for admission to candidature in an undergraduate award course on the basis of other qualifications, a domestic applicant must have successfully completed:

(a) a preparation program approved by the Academic Board in accordance with clause 15 that was commenced by the applicant as an international student;
(b) the Diploma of Tertiary Preparation offered through the University's Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;

(c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;

(d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC;

or

(e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

(1) A domestic applicant who commenced an AQF diploma between 1 January and 25 March 2015 is eligible for admission to candidature in an award course on the basis of that diploma.

(2) Other applicants with an AQF diploma completed during 2015 are eligible for admission to candidature in an award course on the basis of that diploma only with approval of the Chair of the Admissions Committee, the Chair of the Academic Board and the Deputy Vice-Chancellor (Education).

13 International applicants

(1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:

(a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or

(b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.

(2) Subject to approval by the Academic Board, international applicants may be admitted on the basis of forecast scores.

(3) International applicants, other than exchange students, will be considered for admission on a fee-paying basis only. Local student quotas will not apply.

14 Domestic and international applicants – special entry admission requirements

(1) Faculties may, with the approval of the Academic Board, impose special entry admission requirements.

(2) Domestic and international applicants for admission to an undergraduate award course must meet any special entry admission pathway requirements approved by the Academic Board and prescribed in the award course resolutions.
14A Domestic and international applicants – admission prerequisites

(1) The Academic Board may determine standards which set prerequisites for admission to particular award courses.

(2) Such standards will be published on the Academic Board standards website.

15 Approved preparation programs

(1) The preparation programs approved by the Academic Board for international students are:

(a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;

(b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and

(c) the Advanced International Certificate of Education, University of Cambridge.

(2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:

(a) the courses offered in Australia are accredited under the AQF at Certificate IV level or above; and

(b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.

(3) The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students on a case-by-case basis.

(4) The preparation program approved by the Academic Board for domestic students is the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education (see also clause 12(b) above).

(5) Unless otherwise specified in a particular course resolution, admission standards for foundation and preparation programs that are recognised for admission by the Academic Board will be set in accordance with the relevant UAC schedule.

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

15A Sydney Professional Certificate

To be eligible for admission to a Sydney Professional Certificate, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director; or
have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree or award mentioned in subclause (a); or

c) where specified in the course resolutions, qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; or

d) meet other requirements specified in the faculty resolutions and award course resolutions.

16 Graduate Certificate

To be eligible for admission to a Graduate Certificate, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director; or

(b) have a Sydney Professional Certificate from the University in a relevant discipline, as determined by the program director; or

(c) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree or award mentioned in subclause (a); and

(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

17 Graduate Diploma

To be eligible for admission to a Graduate Diploma, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director; or

(b) have a Graduate Certificate from the University in a relevant discipline, as determined by the program director;

(c) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree, award or certificate mentioned in subclause (a) or (b); or

(d) if the applicant does not satisfy subclauses (a) - (c), have completed the requirements for an award course leading to:

(i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the program director; or

(ii) a program at another tertiary institution that the program director determines to be the equivalent of such a course; without graduating from the course; and
(d)(e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

18 Masters Degree (Advanced Learning Masters degree)

To be eligible for admission to an Advanced Learning Masters degree, an applicant must:

(a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours), or a Bachelor degree (Pass) with a credit average, from the University in a relevant discipline, as determined by the program director;

(b) have a degree, diploma or award from another university or institution that the program director determines to be equivalent to a degree or diploma mentioned in subclause (a); or

(c) if the applicant does not satisfy subclauses (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the program director; or
   (ii) a program at another tertiary education institution, being a program that the program director determines to be the equivalent of an embedded course mentioned in subclause (i);

   without graduating from the course; and

(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

19 Masters degree (Professional Masters degree)

To be eligible for admission to a Professional Masters degree, an applicant must:

(a) have a Masters degree, a Bachelor degree, or a Graduate Diploma from the University in a relevant discipline, as determined by the program director;

(b) have a degree from another university or institution that the program director determines to be equivalent to a degree or award mentioned in subclause (a); or

(c) if the applicant does not satisfy subclause (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the program director; or
   (ii) a program at another tertiary education institution that the program director determines to be the equivalent of an embedded course mentioned in subclause (i);

   without graduating from the course; and

(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

Note: The Masters Degree (Extended) is a form of Professional Masters degree – see the definition of Masters degree by coursework.
20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission to:

(a) a Graduate Certificate;
(b) a Graduate Diploma; or
(c) a Professional Masters degree.

(2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:

(a) has qualifications and experience equivalent to those eligibility requirements; and
(b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and graduate qualities equivalent to those gained by applicants who meet the eligibility requirements.

Note: For subclause (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is English

All applicants whose first language is English must provide evidence of:

(a) citizenship or permanent residency of an English speaking country; and
(b) completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the English Language Proficiency Standards.

Note: The English Language Proficiency Standards are available from the Academic Board website.

21A All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to an undergraduate award course.

(2) Any applicant for admission to an undergraduate award course whose first language is not English, must meet the requirements of the English Language Proficiency Standards.

(3) If the Academic Board has prescribed qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified
countries, an applicant who holds the prescribed qualifications will be considered to have met the minimum English language requirements for all undergraduate courses.

Note: A conversion table for English Language Skills Tests is set out in the English Language Proficiency Standards available on the Academic Board website. [Link](http://sydney.edu.au/secretariat/governance-instruments.shtml)

21B Exceptional circumstances

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:

(a) if they are satisfied that exceptional circumstances apply; and

(b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record any exemption in writing on the student file, including:

(a) the proof of proficiency in English provided; and

(b) the Dean’s reasons for granting the exemption.

Note: See [Recordkeeping Policy 2017](#).

22 International applicants whose first language is not English

Where an international applicant:

(a) is required by the Commonwealth government to provide IELTS or TOEFL results in order to obtain a student visa; and

(b) does not have a record of satisfactory achievement in secondary or tertiary studies in an English speaking country;

the University will use the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.

PART 6 ENGLISH LANGUAGE REQUIREMENTS – POSTGRADUATE COURSES

23 All applicants whose first language is English

(1) All applicants whose first language is English must provide evidence of:

(a) citizenship or permanent residency of an English speaking country; and

(b) completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the English Language Proficiency Standards.
Note: The English Language Proficiency Standards are available from the Academic Board website.

23A All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University's English language requirements to be eligible for admission to a postgraduate award course.

(2) Subject to this Part, any applicant for admission to a postgraduate award course whose first language is not English, must meet the requirements of the English Language Proficiency Standards.

24 Exceptional circumstances

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:
   (a) if they are satisfied that exceptional circumstances apply; and
   (b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record any exemption in writing on the student file, including:
   (a) the proof of proficiency in English provided; and
   (b) the Dean’s reasons for granting the exemption.

Note: See Recordkeeping Policy 2017.

PART 7 SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

(1) While eligibility for admission to the University is based on academic merit, the University recognises that, for many reasons, some domestic applicants are unable to demonstrate their full potential for success at tertiary level study through the normal qualifying processes. The University has established flexible entry admission schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.

(2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions or award course resolutions or in this policy.

(3) Applicants eligible for special admission programs will be granted adjustment factors resulting in a selection rank which may be higher than their ATAR or equivalent.

(4) Domestic applicants may apply for admission under more than one flexible special entry admission scheme and educational access scheme as set out in this part.
provided that their ATAR or equivalent ATAR or equivalent is equal to or greater than the minimum ATAR or equivalent for the course.

(5) Applicants applying for more than one flexible special admission scheme:

(a) and will be eligible for adjustments for one scheme only; and

(b) will be granted adjustment for the scheme which gives them the greatest benefit lies within the approved eligibility band for each scheme.

(3)(6) Except for Conditional Early Offers Schemes, the Cadigal Program and the Future Leaders Scheme, no applicant will be admitted to a course if their ATAR or equivalent is more than five ten rank points below the relevant minimum cut-off ATAR for the course. For the Future Leaders Scheme, no applicant will be admitted to a course if their ATAR is below the Minimum Eligibility Score for that course.

(4)(7) Despite anything in this Part, flexible admission schemes and educational access schemes are subject to any quota set in accordance with clause 6 of this policy.

26 Flexible admission schemes

(1) The Academic Board may by resolution, on the recommendation of a faculty, establish or amend a flexible admission scheme for an undergraduate award course.

(2) A flexible admission scheme must set a flexible admission adjustment band for ATARs or equivalent, and otherwise be consistent with this clause.

(3) Flexible admission schemes for specified courses are available to domestic applicants who:

(a) are eligible Australian recent school leavers, including applicants who hold an International Baccalaureate;

(b) have an ATAR or ATAR equivalent that lies below the minimum selection band ATAR cut-off for that course; and

(c) do not have a tertiary record.

(4) Flexible admission schemes comprise two components:

(a) a flexible entry ATAR flexible admission adjustment band factor, of no lying between the ATAR cut-off and a lower limit that is not more than 5 rank points below the ATAR cut-off; and

(b) a flexible admission criterion or criteria, selected from the list approved by the Academic Board in consistently with subclause 26(5), that defines the circumstances under which flexible admission adjustment factors are granted, award allows admission of eligible applicants whose ATAR lies within the flexible entry band.

(5) Applicants will be considered under approved flexible admission schemes are considered on the basis of their a selection rank, comprising the applicant’s ATAR or equivalent plus flexible admission adjustment factors.

(6) The relevant Associate Dean may admit an applicant to an undergraduate award course under an approved flexible admission scheme only if the applicant has:
(a) a selection rank equal to or greater than the minimum selection rank for the
course; and
(b) an ATAR or equivalent equal to or greater than the minimum ATAR for the
course.

The Academic Board approved flexible entry admission criteria are:

(a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant
to the course;
(b) satisfactory performance in extra-curricular academic activities relevant to
the course;

Note: For subclause (5)(b), extra-curricular activities might, for example, include Science
Olympiads.

(c) aptitude for the award-course, demonstrated by:
   (i) relevant work or other experience;
   (ii) submission of a portfolio; or
   (iii) submission of a statement of interest in the course.

Note: For subclause (5)(c), faculties may use written submissions, interviews or other
methods to obtain information about aptitude.

A flexible entry admission scheme in force at the commencement of this policy
continues in force. It may be terminated by resolution of the Academic Board, but
must not be amended if the scheme, as amended, would be inconsistent with this
clause.

26A Future Leaders Scheme

(1) The University recognises that appointment to certain school leadership roles
indicates abilities in a student, beyond those identified by their ATAR, that are also
relevant to the university environment. In recognition of this, school leaders may
be admitted to a course with an ATAR below that required for normal admission to
that course.

(2) Future leaders adjustment factors may be granted, for specified courses, to
domestic and international applicants who:
   (a) are eligible current school leavers attending a secondary school registered
      with the relevant state or territory Department of Education, including
      applicants who hold an International Baccalaureate;
   (b) are nominated by their school principal or nominee as dux or captain of the
      school; and
   (c) meet all other applicable course admission requirements.

(3) Students admitted under the Future Leaders Scheme are awarded a Future Leader Adjustment Factor of no more than ten points.

(4) The Associate Dean may admit an applicant to an undergraduate award course
under the Future Leaders Scheme only if the applicant has:
(a) a selection rank equal to or greater than the minimum selection rank for the course; and

(b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

The Future Leaders Adjustment Factors may be awarded to domestic and international applicants who:

(a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;

(b) are nominated by their school principal or nominee as dux or captain of the school; and

(c) have an ATAR or ATAR equivalent that lies between the previous year’s ATAR cut-off for that course and a lower limit determined by the faculty for that course; and

(d) meet all other applicable course entry admission requirements.

27 Broadway Scheme

(1) The purpose of the Broadway Scheme is to help domestic applicants who have experienced educational disadvantage to gain admission to undergraduate award courses.

Domestic applicants who are eligible for admission under the Broadway Scheme are granted a Broadway Adjustment Factor of up to ten points.

Students admitted under the Broadway Scheme are admitted on the basis of a selection rank comprising an ATAR or equivalent plus a Broadway Adjustment Factor permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(a) The Associate Dean may admit an applicant to an undergraduate award course under the Broadway Scheme only if the applicant has a selection rank equal to or greater than the minimum selection rank for the course and an ATAR equal to or greater than the minimum ATAR for the course.

(2) The Broadway Scheme is available to domestic applicants who:

(a) have successfully completed Year 12 or equivalent interstate or overseas secondary education (including at a high school or a technical and further education college, or an equivalent education institution); and

(b) have suffered:

(i) long-term educational disadvantage; or

(ii) severe disadvantage during the final two years of their secondary education.

(3) The Broadway Scheme is not available to applicants who have a record of tertiary study.

(4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:

(a) whether the home environment or conditions for study for the applicant were adverse;
(b) any chronic illness, disability or personal trauma, the applicant suffered;
(c) whether the applicant’s schooling or family life has been disrupted;
(d) whether the applicant has English language difficulties;
(e) whether the applicant’s family responsibilities are or were excessive;
(f) any financial hardship affecting the applicant;
(g) whether the applicant was in a remote or isolated location;
(h) whether the applicant has suffered physical or psychological abuse.

5 Domestic applicants who are eligible for admission under the Broadway Scheme may be granted a Broadway Adjustment Factor of up to ten points.

6 The Associate Dean may admit an applicant to an undergraduate award course under the Broadway Scheme only if the applicant has:

(a) a selection rank equal to or greater than the minimum selection rank for the course; and
(b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

28 GCadigal Program

1 The purpose of the GCadigal Program is to address the educational disadvantage experienced by Aboriginal and Torres Strait Islander people, by facilitating and supporting their participation in University courses. It comprises:

(a) provision of preparatory studies for Aboriginal or Torres Strait Islanders who want to undertake degree courses at the University;
(b) provision for reduced academic eligibility requirements for admission to courses for Aboriginal or Torres Strait Islander applicants;
(c) provision for a reduced first year load for Aboriginal or Torres Strait Islander students; and
(d) a continuing support program for Aboriginal and Torres Strait Islander students.

2 The GCadigal Program involves a commitment by the University that up to 5% of student places will be available to Aboriginal or Torres Strait Islander applicants.

3 The GCadigal Program is available to applicants of Aboriginal or Torres Strait Islander descent.

4 An applicant will be taken to be of Aboriginal or Torres Strait Islander descent only if they comply with the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015.

5 Selection of applicants for admission under the GCadigal Program will be on the basis of application and academic assessment.

6 Students admitted under the GCadigal Program who have an ATAR or equivalent will be awarded a GCadigal Adjustment Factor determined jointly for the award course by the faculty and the administrator of the GCadigal Program.
The selection rank for applicants who have an ATAR or equivalent and been awarded a GCadigal Adjustment Factor will be the ATAR or equivalent plus the GCadigal Adjustment Factor.

The Associate Dean of a faculty may admit an applicant to an undergraduate award course under the GCadigal Program only if:

(a) where the applicant will be under 21 years old on 31 March in the academic year after the year in which the application is made:

(i) the applicant has a selection rank equivalent to the applicable minimum selection rank for the course, ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Cadigal Program; or

(ii) the applicant has demonstrated to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level;

(b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:

(i) the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;

(ii) the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or

(iii) the applicant has demonstrated to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level.

An Associate Dean may, for a maximum period of one year, place requirements and restrictions on the enrolment of a student who is offered admission to an undergraduate award course under the Cadigal Program, including:

(a) requiring a student to complete a unit or units of study within a specified time;

(b) prohibiting enrolment by the student in a unit or units of study;

(c) restricting the maximum unit of study load in which a student can enrol.

Note: For subclause 6(a)(i): the minimum ATAR will be lower than that required for mainstream entry.

29 Conditional Early Offers Schemes

The purpose of a Conditional Early Offers Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students with academic promise who have suffered educational disadvantage and would benefit from additional support and early engagement with the University.

The Associate Dean of a faculty may, under a Conditional Early Offers Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course at the end of Year 10, or during year 11 or 12.

For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:
whether the home environment or conditions for study for the applicant were adverse;
(b) any chronic illness, disability or personal trauma, the applicant suffered;
(c) whether the applicant’s schooling or family life has been disrupted;
(d) whether the applicant has English language difficulties;
(e) whether the applicant’s family responsibilities are or were excessive;
(f) any financial hardship affecting the applicant;
(g) whether the applicant was in a remote or isolated location;
(h) whether the applicant has suffered physical or psychological abuse.

(4) For the purposes of determining whether an applicant has demonstrated early academic promise, the Associate Dean may, with the approval of the Academic Board, consider:

(a) evidence provided by the Principal of the applicant’s school;
(b) performance in the Record of School Achievement;
(c) performance in a test approved by the Academic Board;
(d) other measures of promise approved by the Academic Board, including an interview or portfolio.

Note: For subclause 3(a): the minimum ATAR will be lower than that required for mainstream entry.

(5) Students admitted under a conditional Early Offers Scheme will be granted an adjustment factor determined jointly by the faculty and the administrator of the Conditional Early Offers Scheme.

(6) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if the applicant:

(a) has a selection rank equivalent to the relevant minimum selection rank; and
(b) the student has maintained the level of academic performance demonstrated in accordance with subclause (6) below.

30 Principal’s Recommendation Conditional Offer Scheme (E12)

(1) The purpose of the Principal’s Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.

(2) The Associate Dean of a faculty may, under the Principal’s Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.

(3) Domestic applicants are eligible for the Principal’s Recommendation Conditional Offer Scheme if:

(a) they have a written recommendation from their Principal; and
they are completing their HSC in the year immediately prior to the year in which admission to an undergraduate award course at the University is sought; and

c) they attend a school that is identified by the State or Commonwealth government as disadvantaged; or

d) they are from a low socio-economic status background, as determined by the Academic Board from time to time.

(4) For their application for admission under the Principal’s Recommendation Conditional Offer Scheme to be considered, applicants must complete the application form, including a statement of motivation demonstrating:

(a) their interest in and motivation for applying for one of the undergraduate award courses offered by the University; and

(b) their reasons for applying to the University.

(5) Applicants may be required to attend an interview.

(6) Applicants will be assessed against the following criteria:

(a) demonstrated interest in and motivation for the course of study;

(b) ability to set and meet long term goals;

(c) undertaking any prerequisite subjects;

(d) likelihood of meeting the required minimum ATAR cut-off score and succeeding in their studies at the University; and

(e) demonstrated leadership or citizenship skills.

(7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Associate Dean.

(8) On receipt of a recommendation from the assessment panel, the Associate Dean may authorise a conditional offer of admission to an award course to be made to an applicant.

(9) Students admitted under the Principal’s Recommendation Scheme will be awarded an Adjustment Factor determined jointly for the award course by the faculty and the administrator of the Principal’s Recommendation Scheme. The selection rank for applicants to a Principal’s Recommendation Scheme will be the ATAR plus any Adjustment Factors awarded under the scheme.

(10) The Associate Dean may admit an applicant to an undergraduate award course under the Principal’s Recommendation Conditional Offer Scheme only if the applicant has:

(a) a selection rank equal to or greater than the minimum selection rank for the course; and

(b) an ATAR of equal to or higher than the rank specified by the faculty for admission to the award course under the Scheme.

Note: The minimum ATAR will be lower than that required for mainstream entry.

(10) Applicants who are admitted under the Principal’s Recommendation Conditional Offer Scheme will receive academic and other support.
31 Mature Age Applicants Scheme

(1) The purpose of the Mature Age Applicants Scheme is to help domestic applicants who are over 21 years of age, and who would not normally meet the academic eligibility requirements, to gain admission to undergraduate courses.

(2) The Dean of the relevant faculty may determine that the Mature Age Applicants Scheme does not apply to a specified undergraduate course.

(3) Domestic applicants who are eligible for admission under the Mature Age Applicants Scheme are permitted to compete for admission, provided that they meet the minimum level of academic merit set by the faculty for the relevant undergraduate award course.

(4) Applicants are eligible for admission under the Mature Age Applicants Scheme if:

(a) they are at least 21 years old on 1 March of the year of admission to the University;

(b) they do not have an ATAR or equivalent that would enable them to compete for mainstream admission;

(c) they have not completed at least one year of study (or part-time equivalent) in a Bachelor degree or higher level qualification at a recognised tertiary institution; and

(d) they have, within the previous two years, completed one of the following approved preparation courses:

(i) a preparation course offered by the University’s Centre for Continuing Education;

(ii) the Tertiary Preparation Certificate Course offered at a NSW TAFE college;

(iii) an HSC that does not lead to an ATAR;

(iv) the Open Foundation Course or NEWSTEP Program offered by the University of Newcastle;

(v) the University Preparation Program offered by the University of New South Wales;

(e) for admission to the Bachelor of Nursing, they have completed enrolled nursing qualifications; or

(f) they have completed an AQF Diploma or Advanced Diploma at a recognised tertiary institution that satisfied the University’s requirements for admission, or at least one year of study (or part-time equivalent) in an approved Associate Diploma or Diploma at a recognised tertiary institution that satisfied the University’s requirements for admission.

(5) Deans will determine the minimum level of academic merit required for admission to an undergraduate course under the Mature Age Applicants Scheme.

(6) Applicants may be required to:

(a) attend an interview;

(b) provide a work portfolio; or

(c) successfully complete a practical examination.
(7) When deciding whether to make an offer of admission under the Mature Age Applicants Scheme, the relevant Associate Dean may take into account:

(a) the applicant’s personal qualities;
(b) whether the applicant is likely to complete the course successfully;
(c) the applicant’s work experience;
(d) any relevant TAFE or AQF courses successfully completed by the applicant.

(8) Levels of assumed knowledge specified for each award course or equivalent are normally considered as prerequisites for applicants for admission through the Mature Age Applicants Scheme.

### 32 Elite Athletes or Performers Scheme

(1) The training that elite athletes and performers have to undertake, and their competitive and performance commitments, can detrimentally affect their secondary school studies. The purpose of the Elite Athletes and Performers Scheme is to address that detriment.

Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme are considered on the basis of a selection rank, comprising the applicant’s ATAR or equivalent plus elite athletes or elite performers adjustment factors of up to five points.

(a) The Associate Dean may admit an applicant to an undergraduate award course under the elite athletes or performers scheme only if the applicant has a selection rank equal to or greater than the minimum selection rank for the course and an ATAR or equivalent equal to or greater than the minimum ATAR for the course. Applicants are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(2) The Elite Athletes and Performers Scheme is available to domestic applicants who:

(a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and

(b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

(3) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.

(4) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.

(5) The Elite Athletes Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite athlete, and will seek advice about each applicant from referees and appropriate experts.

(6) The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.
The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.

Where the Elite Athletes and Performers Selection Committee endorses an assessment of an applicant, the Committee will forward the application to the relevant faculty for consideration.

Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme may be granted an adjustment factor of up to five points.

The Associate Dean may admit an applicant to an undergraduate award course under the elite athletes or performers scheme only if the applicant has:

(a) a selection rank equal to or greater than the minimum selection rank for the course; and

(b) an ATAR or equivalent ATAR or equivalent equal to or greater than the minimum ATAR for the course.

34 Special Consideration for Admission Scheme

The purpose of the Special Consideration for Admission Scheme is to help applicants who have experienced serious disadvantage during secondary study, or a previous attempt at tertiary study, to gain admission to undergraduate courses.

Applicants who are eligible for admission under the Special Consideration for Admission Scheme may receive a special consideration adjustment factor of are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the relevant cut-off for the award course.

Applicants considered under the special consideration admission scheme are considered on the basis of a selection rank, comprising the applicant's ATAR or equivalent plus flexible admission adjustment factors.

The Associate Dean may admit an applicant to an undergraduate award course under the special consideration scheme only if the applicant has a selection rank equal to or greater than the minimum selection rank for the course and an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

The Special Consideration for Admission Scheme is available to applicants who:

(a) have successfully completed Year 12 or equivalent secondary education (including at a high school or a technical and further education college, or an equivalent educational institution); or

(b) have a record of previous tertiary study; and

(c) have suffered serious disadvantage during the course of those studies.

Applicants who are eligible for admission under the Special Consideration for Admission Scheme may be granted a special consideration adjustment factor of up to five points.

The Associate Dean may admit an applicant to an undergraduate award course under the special consideration scheme only if the applicant has:

(a) a selection rank equal to or greater than the minimum selection rank for the course; and
PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

(1) Admission decisions must be made in accordance with the Coursework Rule and this policy.

(2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicant's academic merit.

(3) For admission to undergraduate award courses, applicants' academic merit is to be measured principally by their secondary or tertiary results.

(4) The University may make more than one round of offers to applicants for an award course. The minimum selection rank ATAR cut-off points may be different for different rounds of offers.

Note: See also clause 2.5 of the Coursework Rule and clause 7 of this policy.

36 Conditional offers

(1) An offer of admission to an award course may be made subject to specified conditions.

(2) Examples of conditions that might be imposed include conditions relating to:

- health screening of the applicant;
- criminal record checks;
- child protection checks;
- verification of the applicant's academic record;
- visa requirements;
- English language requirements; and
- completion of prior study.

37 Accepting an offer

(1) An offer of admission to an award course can be accepted only in the manner described in the offer.

(2) An applicant is not considered to be admitted to an award course at the University until they have completed, to the satisfaction of the University, all requirements for enrolment in the course.
An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:

(a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;

(b) a place is available in the course;

(c) all available places are offered on the basis of merit; and

(d) the offer is made and accepted before the commencement of teaching in the new course.

**PART 9  DEFERRAL**

38 **Deferred admission by commencing undergraduate applicants**

(1) An applicant offered a place in an award course may defer admission to that course, but only as provided in this Part.

(2) The University may permit an applicant to defer admission provided that the offer of admission has not lapsed or been withdrawn by the University due to the applicant’s actions prior or subsequent to the offer being made.

(3) Subject to subclause (4) below, the maximum period of deferral is one year.

(4) The Associate Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.

(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music may be required to undertake a further satisfactory audition prior to admission.

(6) The Associate Dean of the relevant faculty may decline to allow deferral for a particular course.

**PART 10  CHANGE OF RESIDENCY**

39 **International applicants and students changing from international to domestic status**

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and:

(a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will be transferred to a Commonwealth supported place.
(2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and either or both of the requirements in subclauses 39(1)(a) and (b) are not met, the applicant’s offer of admission will be cancelled and withdrawn.

(3) If an international undergraduate student changes from international to domestic status prior to the census date for their course and:
   - their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   - there are places available in the course;
the applicant will be transferred to a Commonwealth supported place.

(4) If an international undergraduate student changes from international to domestic status prior to the census date for their course and either or both of the requirements in clauses 39(3)(a) and (b) are not met, the applicant will be transferred to a domestic fee-paying place.

(5) If an international undergraduate student changes from international to domestic status after the census date for their course and:
   - their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   - there are places available in the course;
the applicant will continue as an international fee-paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

(6) If an international undergraduate student changes from international to domestic status after the census date for their course and either or both of the requirements in clauses 39(5)(a) and (b) are not met, the applicant will continue as an international fee-paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(7) Subject to this clause, if an international postgraduate applicant changes from international to domestic status prior to enrolling in their course, the applicant will be transferred to a domestic fee-paying place.

(8) If an international postgraduate student changes from international to domestic status before the census date for their course, the student will be transferred to a domestic fee-paying place.

(9) If an international postgraduate student changes from international to domestic status after the census date for their course, the student will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(10) International students who are transferred to a domestic fee-paying place are permitted to compete for any available Commonwealth supported places in subsequent semesters.

(11) International applicants for the Doctor of Medicine will not be transferred to a domestic fee-paying place in accordance with subclause (7).
PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

(1) The University recognises that students commence courses with different levels, areas and forms of prior learning.

(2) The University may recognise prior learning by granting:
   
   (a) credit, which may take the form of:
       
       (i) specific credit;
       
       (ii) non-specific credit;
       
       (iii) reduced volume of learning for an award course; or
   
   (b) a waiver of a requirement to undertake a compulsory or a pre-requisite unit of study.

41 Specific credit, non-specific credit and reduced volume of learning

(1) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.

(2) Subject to this policy and the award course resolutions, specific credit may be granted for a unit of study where there is a substantial overlap of skills, knowledge and experience at a level deemed by the Associate Dean to be equivalent to a specific University of Sydney unit of study.

(3) Non-specific credit is ‘block credit’ given for a specified number of credit points at a particular level, in accordance with the award course resolutions. These credit points may be in a particular subject area but are not linked to a specific unit of study.

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete their award course, in recognition of the student’s:

   (a) level and subject area of qualifications completed prior to admission; or

   (b) equivalent professional experience.

Note: An example of specific credit is credit given for Physics 1 [PHYS1001] at the University of Sydney for Physics 1 undertaken at the University of Adelaide.

Note: Examples of non-specific credit are: the University of Sydney does not teach Russian but a student may be granted credit for a full first year of study in Russian undertaken at the University of New South Wales, as 12 junior credit points; a student may be granted 48 junior credit points for the first year of an Arts degree completed at another Australian university.

Note: Where possible, the University will assess credit before making an offer of admission. Where possible, the University will make an offer of credit to an applicant concurrently with their offer of admission. If accepted, credit offered to an applicant prior to enrolment will be granted at the time they are admitted to the award course. See the Coursework Credit Procedures 2015.
42 Awarding specific credit and non-specific credit for previous studies

(1) An Associate Dean may, in accordance with this policy, the faculty resolutions and the award course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) in another award course at the University;
(b) in an award course at another Australian tertiary institution;
(c) at a recognised overseas tertiary institution;
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

(2) Factors to be taken into account by an Associate Dean when evaluating a program for the purposes of subclause (1) include:

(a) the general educational practices and standards of the institution or system;
(b) the objectives of the particular course and the methods adopted to achieve those objectives;
(c) the duration of the course;
(d) the breadth, depth and balance of the course material;
(e) the methods of assessment in the course;
(f) the teaching staff conducting the course, including the numbers of teachers, and their professional qualifications, experience and educational expertise; and
(g) the accommodation and facilities offered to students undertaking the course, including equipment, library, laboratories, workshops and other instructional or research resources.

(3) Admission to the University’s courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.

(4) Credit will not be granted:

(a) for units of study completed more than:
   (i) 10 years ago; or
   (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;

   prior to admission to candidature in the course that the credit is applied to;

(b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;

(c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;
(d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or

(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

(5) When granting credit, an Associate Dean may impose requirements on a student with respect to:

(a) progression to more advanced units of study within a particular course; and

(b) time limits for completion of the course.

(6) Regardless of any credit granted, a student must meet any pre-requisite or co-requisite requirements for an award course, unless the unit of study co-ordinator gives the student a waiver for those requirements.

(7) Regardless of any credit granted, a student must achieve and demonstrate the learning outcomes for the award course.

Note: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

(1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete their award course, in recognition of:

(a) a prior qualification in the same discipline as the award course;

(b) a prior qualification in a cognate discipline deemed by the a program director to provide comparable preparation to subclause (a);

(c) relevant professional experience deemed by the program director to provide comparable preparation to subclause (a); or

(d) a prior qualification in an appropriate discipline at AQF level 8 or above.

(2) Factors to be taken into account for the purposes of subclause (1) include:

(a) the factors set out in subclause 42(2) above;

(b) whether the student’s experience is documented;

(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.

(3) The onus will be on the student to provide appropriate documentation or other evidence.

(4) Reduced volume of learning will not be granted, except with the permission of the program director:

(a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or

(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.
43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

(1) The University may make offers to grant specific credit, non-specific credit and reduced volume of learning prior to enrolment or during candidature.

(2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:
   (a) prior to enrolment, on or before the date of their first enrolment in the award course for which credit is being offered;
   (b) during candidature, within twelve months of the date of the offer of credit.

(3) If an applicant or student does not accept or decline the offer of credit within the timeframe specified in subclause (2), the credit will not be processed and the University will regard the offer as having lapsed.

(4) The University may vary any offer to grant credit made to an applicant prior to enrolment, if the Associate Dean has authorised a period of deferral of greater than one year.

Note: See clause 38 regarding deferral.

43B Rescinding specific credit, non-specific credit and reduced volume of learning

(1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, rescind any specific credit, non-specific credit or reduced volume of learning previously granted to the student in accordance with this policy.

(2) Except with the permission of the program director, once any specific credit, non-specific credit or reduced volume of learning has been rescinded in accordance with this clause, a student may not seek to have it reinstated.

44 Limits on credit and reduced volume of learning

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in order to qualify for an award:
   (a) an undergraduate student must complete a minimum of:
       (i) one year (or part-time equivalent) of the award course at the University; and
       (ii) 48 credit points of the award course at the University;
   (b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and
   (c) a student enrolled in a Masters degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.

(2) The Associate Dean may vary the requirements in subclause (1) where the work was completed:
(a) as part of an embedded program at the University;
(b) as part of another award course undertaken at the University; or
(c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.

(3) Except with the approval of the Academic Board at course level, credit granted on the basis of work completed at an institution other than a university will not exceed one third of the course requirements.

(4) Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for undergraduate units of study.

(5) Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for previously completed postgraduate awards, except:
   (a) for a Sydney Professional Certificate;
   (b) in an embedded program at the University; or
   (c) in a program completed at another university or institution deemed by the relevant Associate Dean to be the equivalent of a University of Sydney embedded program.

(6) Despite subclauses (4) and (5), a program director may grant credit in the form of a reduced volume of learning in recognition of completed undergraduate and postgraduate award courses in accordance with clause 43 and the award course resolutions.

(7) A program director may grant a graduate a limited amount of credit for a completed undergraduate course. Subject to this policy and the award course resolutions, a graduate who is admitted to candidature for the degree of Bachelor with credit for units of study in the completed course must complete a minimum of two years (or part-time equivalent) in the award course, unless additional credit from an uncompleted course or courses has also been granted.

Note: The provisions for granting credit in an award course offered as part of an approved conjoint venture are prescribed in the award course resolutions and the relevant faculty resolutions.

45 Credit in embedded programs, including embedded honours

Note: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the award course resolutions or faculty resolutions conditions for transfer from one award in the embedded program to another.

(1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:
   (a) may transfer their enrolment to the longer award course; and
   (b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and
   (c) will not be permitted to graduate from the shorter award course.

(2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award
course in the same embedded program may be granted credit for units of study completed in the shorter award course.

(3) Students enrolled in an embedded program who have completed the requirements for any award course in that embedded program may elect to discontinue their enrolment and graduate from that award course.

(4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:

(a) receive credit for completed units of study; and

(b) enrol in the same Bachelor degree award course at honours level.

Note: For information on admission to a Bachelor degree award course at honours level, see clause 93.

46 Awarding waivers

(1) A program director may, having regard to a student’s previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.

(2) A program director may waive the requirement that a student meet a prerequisite requirement or a co-requisite requirement for a unit of study.

(3) A waiver given under subclause (1) or (2) may be subject to conditions set out in the waiver.

Note: For subclause (1): as the student will not have passed the compulsory unit of study, the student will have to make up the credit points by undertaking other units of study.

47 Units of study

(1) In this Part, ‘table of units’ means a table of the units of study, as set out in the award course resolutions.

(2) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.

(3) A student must pass a unit of study to acquire the credit points for that unit of study.

(4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.

(5) Subject to this policy, a student completes a unit of study if the student:

(a) participates in the learning experiences for the unit of study;

(b) meets the standards required by the University for academic honesty;
(c) meets all examination, assessment and attendance requirements for the unit of study; and

(d) demonstrates learning outcomes for the unit of study to a standard equivalent to a pass level or higher.

(6) A program director may, subject to the award course resolutions and with the approval of the relevant program director in the faculty in which the unit of study is offered, permit a student to enrol in and obtain credit for a unit of study that is not listed in the table of units for the course.

48 Students must enrol in units of study

1. Subject to this policy, each student must, for each semester teaching period, enrol in units of study offered in their award course.

2. Students who hold international student visas (International Student Visa holders must enrol in at least 6 six credit points within the semester period).

3. The enrolments must be consistent with the requirements of this policy, the faculty resolutions and the award course resolutions.

Note: See also Part 13 and Learning and Teaching Policy 2015, clause 13.

49 Assumed knowledge

1. The University assumes that students enrolling in some first year units of study have successfully acquired a certain level of knowledge, expressed in terms of program studies and performance achieved in the HSC or equivalent.

2. The Academic Board may, on the recommendation of the relevant faculty, specify assumed knowledge and recommended study areas for undergraduate courses.

3. Students who have not acquired the assumed knowledge may enrol in any unit of study in their award course, but should undertake any recommended supplementary work before the unit of study commences.

Note: For the current list of assumed knowledge and recommended study areas for undergraduate courses, see the Academic Board standards website.

50 Prerequisite and co-requisite requirements

1. Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.

2. Subject to subclause 46(2), a student may not enrol in a unit of study unless they have met the prerequisite requirements for the unit of study.

3. Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrolls in or has already completed the co-requisite unit of study.

Note: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.
51 Enrolment restrictions

(1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:

(a) enrol in a unit of study that they have already completed towards the requirements for an award course;

(b)(a) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;

(c)(b) enrol in units of study additional to award course requirements; or

(d) enrol in units of study with a total credit point value exceeding 32 credit points in any one teaching period.

(2) An Associate Dean may approve an enrolment of more than 32 credit points an additional 6cp per in any one teaching period. An Associate Dean may be approved by the Associate Dean.

(i) for enrolments in the Summer School any one post-semester period — 12 credit points;

for enrolments in the Winter School — six credit points; or

enrol in a prohibited unit of study.

Note: The Associate Dean will specify prohibited units of study in the table of units. The award course resolutions may prescribe a lower credit point value limit.

52 Repeating a unit of study

(1) Unless granted an exemption by the unit of study co-ordinator, a student who repeats a unit of study must:

(a) participate in the learning experiences provided for the unit of study; and

(b) meet all the examination, assessment and attendance requirements for the unit of study.

(2) Except with the permission of the unit of study co-ordinator, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

53 Concurrent enrolment

(1) A student may not enrol in more than one award course at any level, except:

(a) with the permission of the relevant Associate Deans; or

(b) as part of an approved combined degree, or double degree, or dual degree program.

Note: This includes courses offered by other institutions.

(3) The same unit of study cannot be counted towards the requirements for two different courses, except:
(a) for combined degrees;
(b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and
(c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

(1) A student may, with the permission of the program director, enrol in a unit or units of study at another university or institution and have those units of study credited to the student’s award course.

(2) The program director may impose conditions on any cross-institutional study approved in accordance with subclause (1).

55 Attendance

(1) A faculty may specify the attendance and participation requirements for its courses and units of study.

(2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:
   (d) attendance at and participation in lectures, seminars and tutorials; and
   (e) participation in practical work.

(3) A program director may specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or award course.

(4) A unit of study co-ordinator may, having regard to the student’s previous studies, exempt a student from a requirement mentioned in subclause (1).

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

(1) Subject to this clause, a student may discontinue their enrolment in an award course or in one or more units of study.

(2) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of discontinuation, unless they produce evidence that there was good reason why the application could not be made at an earlier time.

(3) If a student who holds an International Student Visa discontinues enrolment:
(a) within a teaching period; and
(b) after completing units available in a teaching block within that teaching period; then their enrolment will be determined to have lapsed from the last date of the teaching block.

A student who discontinues enrolment in a course during their first year of enrolment in the course will not be permitted to re-enrol in that course unless:

(a) the Associate Dean granted prior permission to re-enrol; or
(b) the student is later re-selected for admission to the course.

A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause (2).

(2) A student who discontinues enrolment in a unit of study is to be awarded a grade set out in Schedule 1.

57 Suspension of enrolment by student

(1) All provisions of this clause are subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders.

(2) An undergraduate student may suspend their enrolment in a course:

(a) on up to two separate occasions during their candidature; and
(b) for a maximum period of one year.

(3) A postgraduate student may suspend their enrolment in a course for a maximum period of one year on each occasion.

(4) The suspension must be notified to the University in a manner approved or accepted by the faculty.

(5) The Associate Dean must approve:

(a) a third or subsequent period of suspension for an undergraduate student; or
(b) a suspension of more than one year by any student.

(6) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student despite anything to the contrary in the award course resolutions.

58 Suspension and termination of candidature for failure to enrol

(1) If a student is not enrolled in any unit of study by the last of the census dates for that semester, and the student has not discontinued or suspended enrolment, the student’s candidature is automatically suspended.

(2) If a student’s candidature is automatically suspended, then, despite any contrary provision in this policy, the procedures for the student to re-enrol in the course are to be as the relevant Associate Dean determines.
(3) If a student fails to re-enrol in that and the subsequent semester, their candidature will be terminated automatically.

59 Return to candidature

(1) If a student returns to candidature after a discontinuation or suspension, the course requirements in force at the time of the student’s return to candidature apply to the student’s candidature.

(2) Despite subclause (1), the Associate Dean may, in writing, modify the application of the course requirements in a particular case.

PART 14 ASSESSMENT

60 Statement of intent

(1) The purpose of this Part is to:
   (a) set out the principles that underpin the University’s approach to assessment;
   (b) support students’ development and progressive demonstration of graduate qualities;
   (c) inform curriculum and teaching quality assurance programs; and
   (d) underpin accountability for achievement of graduate outcomes.

(2) Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.

(3) This part applies to any coursework unit of study undertaken by a higher degree by research student.

61 Assessment principles and their implementation

(1) The following principles apply to assessment at the University.
   (a) Assessment practices must advance student learning.
   (b) Assessment practices must be communicated clearly to students and staff.
   (c) Assessment practices must be valid and fair.
   (d) Assessment practices must be continuously improved and updated.

(2) The University’s assessment principles will be implemented in accordance with the implementation statements set out in this policy.

(3) The procedures for operation of the implementation statements are set out in the Assessment Procedures 2011.
62  **Principle 1 - Assessment practices must advance student learning**

This principle requires that:

1. Assessment practices align with goals, context, learning activities and learning outcomes.
2. A variety of assessment tasks are used while ensuring that student and staff workloads are considered.
3. Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.
4. Constructive, timely and respectful feedback develops students' skills of self and peer evaluation and guides the development of future student work.

63  **Principle 2 - Assessment practices must be communicated clearly to students and staff**

This principle requires that:

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

64  **Principle 3 - Assessment practices must be valid and fair**

This principle requires that:

1. Assessment tasks are authentic and appropriate to disciplinary and or professional context.
2. Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.
3. Students’ assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.
4. Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.
65 Principle 4 - Assessment practices must be continuously improved and updated

This principle requires that:

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

(2) Assessments are regularly updated to ensure alignment with program learning outcomes or graduate qualities.

(3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

Note: A student does not have a right to a merits review by the Student Appeals Body under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006, and cannot appeal against an academic decision on the ground that the student believes that the academic decision was made in a manner that was inconsistent with the Assessment Principles.

66 Common result grades

(1) The University will award common result grades as set out in Schedule 1.

(2) The grades of high distinction, distinction and credit indicate work of a standard higher than that required for a pass.

(3) A student who completes a unit of study for which only a pass or fail result is available will be recorded as having satisfied requirements.

66A Simple extensions

(1) A unit of study co-ordinator, who is satisfied that it is appropriate to do so, may permit a student to submit a non-examination task up to two working days after the due date with no penalty.

(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:
   (a) affect the student’s entitlement to apply for special consideration under this policy;
   (b) alter any time limits or other requirements relating to applications for special consideration; or
   (c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note: Any faculty resolution or local provision forbidding the granting of simple extensions is inconsistent with this policy.

(3) In Industry and Community Project Units, the project supervisor will have the responsibilities of the unit of study coordinator specified in paragraphs (1) and (2) subclauses 66(1) and (2).
67 Special consideration due to illness, injury or misadventure

(1) Generally, an illness, injury or misadventure will be taken into account when considering a student’s performance in a course or unit of study.

(2) Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a semester or at the time of an examination. It is an academic judgement which depends on the nature of the illness, misadventure or injury and its impact in relation to assessment or examination.

(3) Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness, injury or misadventure on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.

(4) Special consideration is also available to non-award students.

(5) Students who are granted special consideration must nonetheless be required to demonstrate achievement of designated learning outcomes.

(6) Rescinded.

(7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.

(8) All requests for special consideration must be genuine and made in good faith.

   (a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.

   (b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

(9) A request for special consideration does not guarantee that the request will be granted.

(10) Special consideration must not be granted for:

   (a) balancing workloads from other units of study, disciplines or faculties;

   (b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or

   (c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

(11) Special consideration granted to one or more students should not disadvantage other students.

68 Students with a disability

(1) Students with a permanent or temporary disability who have registered with the University’s Disability Services, and have satisfied the University’s requirements for supporting documentation, may be eligible for reasonable adjustments and or accessible examination and assessment arrangements.

   Note: See the University’s Disability Services website.

(2) Disability Services will determine the student’s eligibility for adjustments and inform the student and faculty of the required reasonable adjustments.
(3) Students wishing to apply for accessible examination and assessment conditions must make their application through Disability Services within specified timeframes.

(4) Accessible examination and assessment conditions include, but are not limited to:
   (a) extra time for reading, writing, resting or toilet breaks;
   (b) use of a scribe;
   (c) examination papers in alternative formats;
   (d) use of assistive technology;
   (e) ergonomic furniture;
   (f) using a designated room and experienced supervisors;
   (g) using a separate room with a scribe or assistive technology;
   (h) rescheduling and or spacing of examinations into the deferred examination period.

69 Special arrangements for assessments

(4) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:
   (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
   (b) compulsory legal absence (such as jury duty or court summons);
   (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
   (d) birth or adoption of a child;
   (e) Australian defence force or emergency service commitments (including Army Reserve);
   (f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.

(5) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(6) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.
70 **Responsibilities for implementation of this Part**

(1) **The Academic Board** is responsible for:
   
   (a) ensuring that assessment practices comply with this policy; and
   
   (b) ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.

(2) The Executive Director, Student Administrative Services is responsible for:
   
   (a) overseeing the release of results to students; and
   
   (b) overseeing the conduct of examinations.

(3) **The Pro Vice-Chancellor (Education – Enterprise and Engagement)** is responsible for managing the management of Industry and Community Project Units, including:
   
   (a) developing and implementing assessment consistently with this policy and associated procedures;
   
   (b) consulting and coordinating with faculties to ensure consistency with curriculum assessment plans;
   
   (c) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
   
   (d) ensuring that assessment requirements for are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
   
   (e) monitoring and reflecting on student assessment outcomes and student survey data to make appropriate changes to the assessment strategy, for the unit in light of the review, as appropriate.

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(4)(2) **Deans and Associate Deans** are responsible for:
   
   (a) ensuring that this policy is contextualised and implemented in all programs and units for which the faculty is responsible;
   
   (b) ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and
   
   (c) appointing a responsible head where the teaching of a unit of study is shared by more than one department.

(4)(3) **Heads of Schools and Deputy Heads of Schools** are responsible for:
   
   (a) appointing principal examiners; and
   
   (b) appointing program directors.

(4)(4) **Program directors** are responsible for:
   
   (a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;
   
   (b) fostering a whole of program or major approach to assessment;
ensuring program or major learning outcomes and standards are made clear to students;

(d) monitoring overall assessment loads for both staff and students;

(e) ensuring program or major learning outcomes are assessed at appropriate points throughout the degree;

(f) ensuring that assessment tasks reflect increasing levels of complexity across the program or major; and

(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

45. (7) **Unit of study co-ordinators and or principal examiners** are responsible for managing the assessment in units of study (except Industry and Community Project Units), including:

(a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;

(b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;

(c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and

(d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.

46. (8) **Unit of study lecturers and tutors** are responsible for:

(a) assessing student work fairly, consistently and in a timely manner;

(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and

(c) advising students in relation to expectations relevant to specific assessment tasks.

47. (9) **Students** are responsible for:

(a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;

(b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);

(c) actively engaging with and acting on feedback provided;

(d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and

(e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

1. The Pro Vice-Chancellor (Education – Enterprise and Engagement) is responsible for the management of Industry and Community Project Units, including:
(a) developing and implementing assessment consistent with this policy and associated procedures;
(b) consulting and coordinating with faculties to ensure consistency with curriculum assessment plans;
(c) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
(d) ensuring that assessment requirements for are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
(e) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.

PART 15 PROGRESSION

71 Progression requirements

Note: A student enrolled in an award course must meet the progression requirements and all the course requirements for an award course within the time limits for the course.

See Part 4 of the Coursework Rule.

Subject to this policy, a faculty will prescribe in the faculty resolutions or the award course resolutions the progression requirements for coursework award courses in that faculty.

72 Statement of intent

(1) The University is committed to early identification and support of students who are not meeting progression requirements, and may therefore be at risk of exclusion from their award course.

(2) Associate Deans will assist and promote the progression of students who are not meeting progression requirements by:

(a) regularly and effectively advising students of progression requirements;
(b) identifying and alerting students who are not meeting progression requirements;
(c) providing assistance to students who are not meeting progression requirements; and
(d) tracking the progress of students after they are identified as not meeting progression requirements.

(3) Associate Deans will ensure that they have clear and transparent internal processes for handling students who are not meeting progression requirements, consistent with this policy.
73 Monitoring progression

(1) Associate Deans will monitor each student’s progression, including through reports generated by the student record keeping system.

(2) When monitoring each student’s progression, the Associate Dean may take into account:
   (a) whether the student has attended compulsory teaching and assessment components of a unit of study;
   (b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and
   (c) whether there are significant variations in the student’s academic performance.

(3) Where the attendance record of a student is deemed by the Associate Dean to be unsatisfactory, that information will be recorded in the student record keeping system.

73A Early intervention strategies

(1) Students who believe themselves to be at risk of not meeting progression requirements, may apply to their faculty for an early intervention strategy.

(2) A faculty may implement an early intervention strategy by developing a study plan with the student based on the student’s academic performance or personal circumstances.

(3) Study plans should specify:
   (a) a study timetable;
   (b) an enrolment pattern; and
   (c) an estimated completion date for the degree.

(4) The faculty must record in the student’s electronic file:
   (a) the application for an early intervention strategy;
   (b) evidence of the specific circumstances; and
   (c) the study plan.

(5) Students with an early intervention strategy must consult with the faculty about any proposed variations to the study plan.

(6) A student who fails to follow their study plan must contact the faculty for a reassessment of the study plan.

74 Progression profile

(1) Associate Deans will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.

(2) The progression profile will include all documents relating to a student’s academic progression, including correspondence and interview records.

(3) The progression profile will be attached to the student’s file.
75 Triggers for identifying students who are not meeting academic progression requirements

(1) At the end of each semester teaching period, relevant Associate Deans will identify the students in courses offered by their faculty who are not meeting academic progression requirements.

(2) A student will be identified as not meeting academic progression requirements in a semester teaching period if:

(a) the student received a Fail, Discontinued - Fail or Absent Fail grade in more than 50% of the total credit points allocated to the units of study in which they were enrolled for the semester teaching period;

(b) the student’s semester average mark for the teaching period was less than 50;

(c) the award course resolutions stipulate that:

   (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and

   (ii) alternative enrolment is available; and

   the student’s average mark for all the units of study in which they were enrolled for the semester-semester or other specified period was less than the required average mark required by the award course resolutions;

(d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;

(e) the student has failed twice to pass the same unit of study (excluding Summer School and Winter School units of study);

(f) the student’s attendance record during the semester teaching period was unsatisfactory; or

(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

(1) The Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.

(2) The letter will advise each student:

(a) that they have been identified as not meeting academic progression requirements;

(b) why they have been identified as not meeting academic progression requirements;

(c) that they are advised to:

   (i) complete a Staying on Track survey; and

   (ii) attend a Staying on Track information session;
(d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and

(e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:

(i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and

(ii) they are recommended to consult an academic adviser in their faculty.

(3) Associate Deans may require students to consult an academic adviser.

(4) The Staying on Track survey will:

(a) assist students to identify why they are having difficulties meeting academic progression requirements;

(b) advise students to avail themselves of, and include details of, student support services available at the University, including:

(i) the Counselling Service;

(ii) the Learning Centre;

(iii) the University Health Service; and

(iv) the student representative bodies.

(5) The Staying on Track information session will:

(a) provide information on study skills; and

(b) introduce students to the student support services in subclause (4) (b).

Note: See clause 78 for information on the show cause process.

77 Stage 2 - Students at risk of being asked to show good cause

(1) Students who:

(a) are enrolled in an award course whose normal full-time duration is two years or less; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:

(a) are enrolled in an award course whose normal full-time duration is more than two years; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82

will be sent a warning letter and a Staying on Track survey by the faculty.

(3) The letter will advise each student:
that they have been identified as not meeting academic progression requirements;
(b) why they have been identified as not meeting academic progression requirements;
(c) that they are advised to:
   (i) complete a Staying on Track survey; and
   (ii) attend a Staying on Track information session, if they have not already done so;
(d) that they are required to consult an academic adviser in their faculty; and
(e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.

(4) The Staying on Track survey will:
(a) assist students to identify and explain why they are having difficulties meeting academic progression requirements; and
(b) require students to consult with their year adviser or Associate Dean, who will ask them to provide information about any support services they have consulted or other remedial action they have taken since they were first identified as not meeting academic progression requirements.

(5) The Associate Dean will record whether the student has consulted an academic adviser.

Note: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.

78 Stage 3 - Being asked to show good cause

(1) The relevant Associate Dean may require a student who has not met the progression requirements or other standards set out in applicable faculty local provisions to show good cause why they should be allowed to re-enrol.

(2) For the purposes of this policy, ‘good cause’ means:
(a) circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and
(b) reasonable prospects of meeting progression requirements in the following semester.

(3) Students will be asked to show good cause where:
(a) they are enrolled in an award course whose normal full-time duration is two years or less, and they have been identified as not meeting progression requirements for that award course twice, without an intervening period of satisfactory progress as prescribed in clause 82;
(b) they are enrolled in an award course whose normal full-time duration is more than two years, and they have been identified as not meeting progression requirements for that award course three times, without an intervening period of satisfactory progress as prescribed in clause 82; or
A student's response to a request to show good cause should:

(a) outline the circumstances that have negatively affected the student's study performance;

(b) explain the specific effects or impacts of those circumstances;

(c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student's study performance in the future;

(d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and

(e) attach any relevant documentary evidence.

(7) In all cases the onus is on the student to provide the Associate Dean with satisfactory evidence to establish good cause.

(8) The Associate Dean will provide reasons for their decision, which will be recorded on the student's progression profile.

Note: Documentary evidence for subclause (6)(e) may include medical certificates, police reports, statutory declarations or academic transcripts. The Associate Dean may take into account relevant aspects of a student's record in other courses or units of study within the University, and relevant aspects of academic studies at other institutions, provided that the student presents this information to the Associate Dean.

Note: A response to a request to show good cause is not a substitute for a special consideration or special arrangement application, which should be lodged as appropriate in accordance with this policy.

79 Permission to re-enrol

(1) The Associate Dean will permit a student who has shown good cause to re-enrol.

(2) Subject to clause 82, a student who is permitted to re-enrol will remain at Stage 3 of the process set out in this Part.

80 Actions that may be taken where a student does not show good cause

(1) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:

(a) exclude the student from the relevant course; or

(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
(i) passing a unit or units of study within a specified time;
(ii) exclusion from a unit or units of study; and
(iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(2) The Associate Dean may not exclude a student who subsequently does not meet any restrictions on enrolment imposed under subclause (1)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

81 Applying for re-admission after exclusion for failure to meet progression requirements

(1) A person who has been excluded from an award course may apply for re-admission to the award course after at least two years.

(2) Re-admission will not be permitted without the approval of the Associate Dean.

(3) With the written approval of the Associate Dean, a person who is re-admitted to the award course may be given credit for any work completed prior to exclusion, and elsewhere in the University or at another institution during a period of exclusion.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note: For information on applying for admission to other courses at the University after exclusion, see clause 11.

82 Reversion

(1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, their name will be removed from the academic progression register.

(2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, they will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the Associate Dean's discretion, be required to consult an academic adviser about their progress.
PART 16  SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why they should be permitted to re-enrol in a unit of study that they have failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:

(a) has had their candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and

(b) has subsequently been admitted or re-admitted to an award course at the University;

...to show good cause why they should be permitted to re-enrol in a year of candidature or a unit of study that they have failed or discontinued in the year immediately following the admission or re-admission.

(3) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:

(a) exclude the student from the relevant course; or

(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:

(i) completion of a unit or units of study within a specified time;

(ii) exclusion from a unit or units of study; and

(iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(4) The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under subclause (3)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

PART 17  AWARD COURSE REQUIREMENTS

Note: To qualify for the award of a degree, diploma or certificate, a student must:

- complete the award course requirements prescribed in any relevant faculty resolutions and the award course resolutions; and
- satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

Note: See clause 102(3) for commencement dates of clauses 83A to 83C inclusive.
Note: See also clauses 18(1)–(10) of the Learning and Teaching Policy 2015.

83A Award course requirements for all Bachelor degrees

(1) The Bachelor degree:
   (a) offers liberal, professional or specialist learning and education; and
   (b) builds on prior secondary or tertiary study.

(2) All Bachelor award courses must meet:
   (a) the requirements for either:
       (i) a Liberal Studies Bachelor degree; or
       (ii) a Professional or Specialist Bachelor’s degree;
   and
   (b) the applicable award course resolutions.

83B Award course requirements for the Liberal Studies Bachelor degree

(1) Any Liberal Studies Bachelor degree will have a requirement of 144 credit points of study as specified in the award course resolutions, including the requirement to complete:
   (a) core units of study as specified, to a maximum of 24 credit points;
   (b) a major or a program from the list specified;
   (c) a minimum of 12 credit points of elective units from the open learning environment; and
   (d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.

(2) Every Liberal Studies Bachelor degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.

(3) Every Liberal Studies Bachelor degree must offer the opportunity for students to complete:
   (a) a second major in place of the minor required in subclause 83B(1)(d) above from a shared pool of majors common to Liberal Studies Bachelor degrees;
   (b) a program from a pool of the degree’s list of available programs;
   (c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);
   (d) elective modules from the open learning environment;
   (e) in addition to the Liberal Studies Bachelor degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.
83C Award course requirements for the Professional or Specialist Bachelor degree

(1) Any Professional or Specialist Bachelor degree must:
   (a) have a requirement of not less than 144 credit points of study as specified in the award course resolutions;
   (b) support the development of the graduate qualities; and
   (c) require all students to demonstrate those qualities.

(2) Professional or Specialist Bachelor degrees may offer the opportunity for students to complete, in addition to the Professional or Specialist Bachelor degree, a Bachelor of Advanced Studies.

84 Masters by coursework

The Masters by coursework degree:

   (a) is a program of either or both of advanced learning and professional training;
   (b) builds on prior undergraduate study; and
   (c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional or Specialist Masters degrees culminate in a capstone experience.

(2) The capstone experience:
   (a) is a unit of study designed to provide students with an opportunity to:
      (i) draw together the learning that has taken place during the award course;
      (ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
      (iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;
   (b) will be integrative, foster student autonomy and, where appropriate, a trans-disciplinary perspective;
   (c) will contribute to award course aims and graduate qualities;
   (d) is taken towards the end of the award course, with the result captured in a mark or the component of a mark;
   (e) may take the form of:
      (i) a long essay;
      (ii) a thesis;
      (iii) a project;
(iv) a professional placement;
(v) a comprehensive or oral examination;
(vi) a portfolio with commentary;
(vii) a performance;
(viii) an exhibition;
(ix) a public presentation;
(x) a law moot; or
(xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-time advanced study culminating in a capstone experience.

(2) Advanced Learning Masters degrees contain optional opportunities for interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
   (b) professional or industry experience.

(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline], Master of Science in [discipline], or a title specified in the relevant award course resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum of 48 credit points of study, or such higher number as specified in the award course resolutions, including:
   (a) core advanced units of study as specified in the award course resolutions;
   (b) a capstone experience;
   (c) elective advanced units of study, including:
      (i) an optional 12 credit points of research, as prescribed in the award course resolutions;
      (ii) optional units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
   (d) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
   (e) where appropriate and specified in the award course resolutions, optional inter-institutional units of study.

87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.
(2) Where appropriate to professional requirements, Professional Masters degrees will include:

(a) a capstone experience;
(b) opportunities for interdisciplinary study;
(c) research;
(d) inter-institutional study; and
(e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the award course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:

(a) core units of study as specified in the award course resolutions;
(b) where appropriate, a capstone experience;
(c) elective advanced units of study including, where appropriate and feasible:
   (i) an optional 12 credit points of research as set out in the award course resolutions;
   (ii) optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
   (iii) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
   (iv) where specified in the award course resolutions, optional exchange units.

87A Award course requirements for Research Pathway Masters degree

(1) The Research Pathway Masters degree builds on a prior undergraduate degree and develops advanced knowledge and skills necessary to undertake research in a Doctor of Philosophy.

(2) The usual Research Pathway Masters degree is the Master of Advanced Studies [specialisation].

(3) The volume of learning in a Research Pathway Masters degree will depend on the student's prior undergraduate and postgraduate study, but will normally be:

(a) 48 credit points, for a student who has taken a major or specialisation in a 192 credit point undergraduate degree or AQF level 8 qualification at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree;

(b) 72 credit points, for a student who has taken a major or specialisation in a 144 credit point undergraduate degree at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree; or

(c) 96 credit points, for a student who has not taken a major or specialisation in the area of specialisation of the Masters degree at a standard accepted by the faculty.
The course resolutions for each Research Pathway Masters degree must:

(a) require a maximum of 96 credit points; and
(b) include:
   (i) a research project of 24 – 36 credit points;
   (ii) advanced coursework which develops knowledge and research skills in the discipline of the specialisation at 4000- and – 5000 level;
   (iii) a minimum of 72 credit points at or above -4000 level;
   (iv) a minimum of 36 credit points at or above -5000 level;
   (v) a minimum of 6 credit points and a maximum of 12 credit points from the open learning environment at -5000 level.

The course resolutions for a Research Pathway Masters degree may also provide for a maximum of 24 credit points at or above -3000 level for students admitted without an undergraduate major or specialisation as provided in subclause 87A(3)(c).

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

88 Award course requirements for the Graduate Diploma

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.

(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

(1) The Graduate Certificate is an advanced program of study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.
(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
   
   (a) an identifier that is unique within the faculty; and
   
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
   
   (a) core units of study as specified in the award course resolutions; and
   
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89A Award course requirements for the Sydney Professional Certificate

(1) The Sydney Professional Certificate is an advanced program of postgraduate study outside the AQF. It builds on:
   
   (a) prior undergraduate study; or
   
   (b) with faculty approval, prior experience 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 study at 4000-level or above, comprising a disciplinary pathway.

(3) The title of the Sydney Professional Certificate is “Sydney Professional Certificate in (name of disciplinary pathway)”.

(4) The Sydney Professional Certificate is governed by the Board of Interdisciplinary Studies.

(5) Disciplinary pathways within the Sydney Professional Certificate are governed and managed by faculties and University schools.

90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.

(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees must not exceed a value of 12 credit points in each degree.
(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:

(a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and

(b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant program directors.

91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:

(a) a credit level; or

(b) such higher level as is set out in the award course resolutions.

91A Award course requirements for vertically-integrated Bachelor and Masters degrees generally

(1) This section applies to vertically-integrated Bachelor and Masters degrees approved after 1 January 2018.

(2) All vertically-integrated Bachelor and Masters degrees must meet:

(a) the applicable course resolutions for each of the integrated award courses; and

(b) the requirements for:

(i) Research Pathway vertically-integrated Bachelor and Masters degrees specified in clause 91B; or

(ii) Specialist or Professional vertically-integrated Bachelor and Masters degrees specified in clause 91C.

91B Award course requirements for Research Pathway vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:

(a) a total of 216 credit points;

(b) 72 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(2);
(c) a minimum of 72 credit points at or above -4000 level;
(d) a minimum of 36 credit points at or above -5000 level; and
(e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(2) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
   (a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
   (b) a research project of 24-36 credit points; and
   (c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

(3) The course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
   (a) a total of 240 credit points:
   (b) 48 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(4);
   (c) a minimum of 48 credit points at or above -4000 level;
   (d) a minimum of 36 credit points at or above -5000 level; and
   (e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(4) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
   (a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
   (b) a research project of 24-26 credit points; and
   (c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

91C Award course requirements for Professional or Specialist vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
   (a) a total of 216 credit points;
   (b) 72 credit points from the Master of Advanced Studies (discipline) degree, including:
      (i) a project of 12 -36 credit points;
      (ii) a minimum of 72 credit points at or above -4000 level;
      (iii) a minimum of 36 credit points at or above -5000 level; -and
(iv) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(2) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:

(a) a total of 240 credit points;
(b) 48 credit points from the Master of Advanced Studies (discipline) degree, including:
   (i) a project of 12-36 credit points;
   (ii) a minimum of 48 credit points at or above – 4000 level; and
   (iii) a minimum of 36 credit points at or above – 5000 level; and
   (iv) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

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PART 18 AWARDS

Note: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.

Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

See clause 6.1 of the Coursework Rule.

Awards outside the AQF are awarded only at pass grade.

92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University will receive an academic transcript upon application and payment of any required fees.

Note: For information on the circumstances in which the University will apply sanctions for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) Testamurs and transcripts will provide the information specified in the Learning and Teaching Policy 2015 and the Learning and Teaching Procedures 2016.

92A Aegrotat and posthumous awards

The Deputy Vice-Chancellor (Education) may, on the recommendation of the relevant Dean, authorise the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the death of a student.
PART 19  AWARDS WITH HONOURS

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of School or program director, an Associate Dean may admit a student to an appended honours course, if the student has:

(a) met the requirements for a pass degree in the course;
(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(c) met any additional requirements set by the faculty resolutions or award course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of School or program director, an Associate Dean may admit a student to an integrated honours course:

(a) if the student has:

(i) met the requirements for a pass degree in the course;
(ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(iii) met any additional requirements set out by the faculty resolutions or award course resolutions; or

(b) from the commencement of the award course if:

(i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
(ii) the award course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this policy.

(3) On the recommendation of the relevant Heads of Schools or program directors of faculties that offer and administer the proposed honours courses, an Associate Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies if the student has:

(a) completed:

(i) 144 credit points in the combined degree program;
(ii) a Liberal Studies undergraduate degree program at the University; or
(iii) a program of study deemed by the relevant Heads of Schools or program directors to be the equivalent of such study;

(b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;

(c) completed:
(i) requirements for a major in the intended area of honours specialisations; or
(ii) study of equivalent depth in the intended area as set out in the award course resolutions; and
(d) met any additional requirements for admission to the honours courses set by the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:
(a) may not graduate with the pass degree; and
(b) may not enrol part-time except in accordance with the award course resolutions.

(5) A student who fails or discontinues an appendedhonours year may not re-enrol in it, except with the approval of the Associate Dean.

94 Principles for the award of honours

The principles for the University's offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;
(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;
(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;
(d) honours awards are in classes, to recognise and reward outstanding academic ability;
(e) an honours course:
   (i) will provide the foundations of research training within the relevant discipline; and
   (ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and
(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and award course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:

(a) for appended honours and for honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies - by an honours mark; or
(b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:
   (a) an appended honours course; and
   (b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>
(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.

97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and

(b) the requirements for the combined degree as set out in the award course resolutions.

(6) The honours mark will be:

(a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and

(b) based on results from 36-48 credit points of work as specified in subclause 97A(3).

(7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>
A student who achieves a mark of less than 65 is not awarded honours.

The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.

Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the title of the combined degree, consistently with the following examples:

(a) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy);
(b) Bachelor of Science / Bachelor of Advanced Studies (Mathematics) ( Philosophy Honours);
(c) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) ( Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:

(a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;

(b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of
Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

(c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

**PART 21 TERMINATION OF CANDIDATURE**

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

**Note:** The candidature of a student who discontinues their enrolment in a course during their first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this policy.

**Note:** The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student’s candidature be terminated;

(b) inform the student that they may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student’s candidature.
(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:
   (a) consider the student’s submissions within 10 working days of receiving them; and
   (b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:
   (a) the disqualifying circumstances specified in the notice exist; and
   (b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:
   (a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and
   (b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and
   (c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:
   (a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
   (b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
   (c) Assessment Policy 2011, which commenced on 9 November 2011;
   (d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
   (e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
   (f) Student Academic Progression Policy, which commenced on 13 December 2006.
(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to
   (a) all new courses approved after 25 July 2016; and
   (b) all other courses from 1 January 2018.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/ at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AF</td>
<td>Absent fail</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>2 CA</td>
<td>Credit (Aegrotat)</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>3 CN</td>
<td>Cancelled</td>
<td>No mark</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>4 CR</td>
<td>Credit</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>5 DA</td>
<td>Distinction (Aegrotat)</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>6 DF</td>
<td>Discontinue - fail</td>
<td>No mark</td>
<td>Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
</tbody>
</table>
of classes for the unit of study and where a faculty has not determined that a grade of DC is warranted.

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>Description</th>
<th>Range</th>
<th>WAM</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>DI</td>
<td>Distinction</td>
<td>Range from 75 to less than 85</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DC</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>Not to count as failure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may determine that the result of DC is warranted after this date if the student has made out a special case based on illness or misadventure (see clause 14(13)(a)(v) of the Assessment Procedures 2011).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>Included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>No impact on progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: (a) by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or (b) automatically to an AF grade by the third week of the immediately subsequent academic session or in the case of Semester 2, by mid-February.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included</td>
</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included</td>
</tr>
<tr>
<td>16</td>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td>Not included</td>
</tr>
<tr>
<td>17</td>
<td>RI</td>
<td>Result incomplete</td>
<td>No mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td>Not included</td>
</tr>
<tr>
<td>18</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Not included</td>
</tr>
<tr>
<td>19</td>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>No mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td>Not included</td>
</tr>
<tr>
<td>20</td>
<td>WD</td>
<td>Withdrawn</td>
<td>No mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td>Not included</td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

1 University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

2 Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

3 Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;

(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;

(c) strong skills and insight in the interpretation of results, data and appropriate information sources;

(d) a capacity for illuminating critical analysis and self-evaluation;

(e) outstanding skills in written and oral communication and in organisation and documentation;

(f) exceptionally innovative, creative and imaginative thinking; and

(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

4 Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, their research within the chosen academic discipline at an expert level;

(b) autonomy in thinking and motivation;

(c) imagination, originality and insight;

(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:

(a) advanced or professional skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.
4 Second Class Honours, Division I

(1) **Knowledge:** A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.

(2) **Skills:** A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip them to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize their work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 Second Class Honours, Division II

(1) **Knowledge:** A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) **Skills:** A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip them to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and

(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.
(3) Application of knowledge and skills: A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and

(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip them to understand problems;

(b) some understanding of the methods, techniques and subject matter of the field studied;

(c) cognitive skills to understand the interpretation of results and data with supervision;

(d) communication skills that are able to articulate a problem and an approach taken to its solution; and

(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES

Coursework Policy 2014

Date adopted: 3 December 2014
Date commenced: 18 December 2014
Date amended: 27 November 2018 (commencing 1 January 2019)
8 February 2019 (administrative amendments only)
24 March 2019
Date registered: 17 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019

Rescinded documents:

Admission: Advanced Standing, Credit and Exemption Policy
Admission to Undergraduate Courses Policy
Assessment Policy 2011
Academic Board Policy on Awards with Honours
Postgraduate English Language Requirements Policy
Student Academic Progression Policy

Related documents:

Australian Citizenship Act 2007 (Cth)
Disability Discrimination Act 1992 (Cth)
Education Act 1990 (NSW)
Education Services for Overseas Students Act 2000 (Cth)
University of Sydney Act 1989 (NSW)
Disability Standards for Education (Cth)
University of Sydney (Delegations of Authority - Academic Functions) Rule 2016
University of Sydney (Student Discipline) Rule 2016
University of Sydney (Coursework) Rule 2014
University of Sydney (Student Appeals against Academic Decisions) Rule 2006
Academic Honesty in Coursework Policy 2015
Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015
Learning and Teaching Policy 2015
Assessment Procedures 2011
Recordkeeping Manual
## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tbody>
<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>78 (Note)</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
</tr>
<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
</tr>
<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
</tr>
<tr>
<td>38</td>
<td>Deferment replaced by Deferral.</td>
<td>1 January 2016</td>
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<tr>
<td>5(1), 41 (Note 22), 42, 43, 43A, 43B, 67, 69</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>25</td>
<td>Amendment to include reference to Dux EntryAdmission Scheme</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>38, 39, 43A, 57, 60, 101, Schedule 1</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
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<tr>
<td>101 (8) (a), 101 (8) (b)</td>
<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
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<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes; References to course changed to award course.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>8(a); 8(b); 11(2); 14(2); 16(c); 17(e); 25(2); 42(1); 43(1); 43B(1); 44(6); 44(7); 45(4); 47(1); 47(4); 47(6); 48(2); 51(1); 55(2); 57(3); 71; 75(2); 86(3); 86(4); 87(3); 88(4); 88(5); 89(4); 89(5); 91(3); 93(1); 93(2); 93(4); 95(1); 96(1); 97(1); 97(3)</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
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<td>20(2); 65(2); 85(2)(c)</td>
<td>References to Dux EntryAdmission Scheme changed to Future Leaders Scheme.</td>
<td>25 July 2016</td>
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<td>26A(1); 26A(2)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>44(1)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>44(7) note</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
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<tr>
<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>83A; 83B; 83C</td>
<td>New clauses added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>93(3)</td>
<td>New subclause (3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<td>Provision</td>
<td>Amendment</td>
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<tr>
<td>97A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(2)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
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<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
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<tr>
<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97</td>
<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
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<tr>
<td>33</td>
<td>Deleted</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Administrative amendment to remove reference to obsolete grades.</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
</tr>
<tr>
<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment - updated references to <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Administrative amendment - updated hyperlink to <em>University of Sydney Act 1989</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Deleted reference to <em>University of Sydney By-law 1999 (as amended)</em></td>
<td>18 September 2017</td>
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<tr>
<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
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<tr>
<td>Notes</td>
<td>Administrative amendment – replaced “<em>University of Sydney By-law</em>” with <em>University of Sydney (Student Discipline) Rule 2016</em></td>
<td>18 September 2017</td>
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<tr>
<td>7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c); 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii);</td>
<td>Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (9); 31(7); 31(2) 31(6); 38(4); 38(6); 42(6); 43(1) – 43(4); 43A(4); 43B(1) – (2); 44(7); 46(1) – (2); 47(6); 52(1)- (2); 54(1)-(2); 55(3); 55(4); 56(3)(a); 58(2); 72(2)- (3); 59(2); 70(3); 73(1) – (3); 74(1); 75(1); 76(1); 76(3); 77(2); 77(5); 82(2); 90(4)(b); 93(1); 93(2); 93(3); 93(3)(a)(iii); 93(5); 100 note; 5; 21(7); 21(8); 70(3)(c); 70(4); 70(4)(a); 70(5)</td>
<td>Consequential amendments arising from organisational design change</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>12A(2); 92A</td>
<td>Replacing Deputy Vice-Chancellor (Registrar) with Registrar – for consistency within document</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>24(2)</td>
<td>Insert “Chair of the” before Graduate Studies Committee</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6; 83A(2)(a)(i); 83B; 83B(1) – (3); 83C; 83C(1)-(2)</td>
<td>Replacing “Degree” with “degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>2; 3; 6; 7note; 8(a); 9(3); 24(1)(a)(1)- (ii); 24(1)(b); 24(4)(b); 26(b); 35(4) note; 41(2);</td>
<td>Replacing “Policy” with “policy”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
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</tr>
<tr>
<td>41(1); 47(5); 71; 100 notes</td>
<td>Replacing “he or she” with “they” or “their” and matching associated verbs – gender equity requirements.</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>4(1)(b); 9(2); 11(6)(b); 25(3); 28(4); 28(6)(a)(ii); 37(2); 39(1)–(8); 41(4) and note; 43(1); 43A(2)(a); 48(1); 50(2); 51(1)(a); 56(2)-(3); 57(1); 58(3); 77(4)(b); 78(1); 78(8); 80(1); 81(3); 82(1)-2(2); 83(1)-(3); 100 notes; 101(3)(b); Schedule 2 2(3)(a); 2(4)(a); 4(2)(a); 4(3)(c); 5(2)(a); 6(2)(a)</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>30(9) note</td>
<td>note moved from after 30(10) to after 30(9)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>58(3)</td>
<td>“automatically terminated” now reads “terminated automatically”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>“as defined in the Learning and Teaching Policy 2015” deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>79(2)</td>
<td>Delete “outlined” after process and replace with “set out”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------</td>
</tr>
<tr>
<td>Part 17 note</td>
<td>Clause reference now reads “see also clauses 18(1)-(10) of the Learning and Teaching Policy 2015”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>87A; 91A; 91B; 91C</td>
<td>New clauses inserted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>90(4)</td>
<td>Delete “will”; replace with “must not”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)-(3)</td>
<td>Clauses deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)</td>
<td>New clause added to replace clauses 92(2)-(3)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>5 early intervention strategy definition amended and English Language Proficiency Standards definition added</td>
<td>1 January 2019</td>
<td></td>
</tr>
<tr>
<td>9A, 14A</td>
<td>Amendments to provide clarity of admission standards</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>21; 21A; 21B; Amendments to English Language Requirements – Undergraduate Courses – update links</td>
<td>1 January 2019</td>
<td></td>
</tr>
<tr>
<td>23; 23A; 24</td>
<td>Amendments to English Language Requirements – Postgraduate Courses</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>57</td>
<td>Amendment to provide clarity of suspension of enrolment</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>73A</td>
<td>Amendment to early intervention strategies</td>
<td>1 January 2019</td>
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<td>5</td>
<td>Removed definition of Registrar</td>
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<td>6;10(5);12A(2)</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
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<td>70(2)</td>
<td>Removed reference to Registrar and replaced with Executive Director, Student Administrative Services</td>
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<td>92A</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
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**TO BE COMPLETED**
LEARNING AND TEACHING POLICY

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 2 December 2015
Amended: 27 November 2018, commencing 1 January 2019

Signature:
Position: Chair, Academic Board

Contents

Part 1 Preliminary ............................................................................................................ 24

1 Name of policy .................................................................................................... 24
2 Commencement .................................................................................................. 24
3 Policy is binding .............................................................................................. 25
4 Statement of intent .......................................................................................... 25
5 Application .......................................................................................................... 25
6 Definitions ........................................................................................................... 35

Part 2 The nature of education at the University ....................................................... 912

7 Graduate qualities and learning outcomes ....................................................... 912
8 Educational excellence ................................................................................... 1113
9 Engaged enquiry ............................................................................................ 1114
10 Academic integrity ...................................................................................... 1215
11 Collegial governance .................................................................................... 1215
12 Equality of opportunity ................................................................................ 1316

Part 3 – Teaching periods and modes ........................................................................ 1417

13 Teaching periods ............................................................................................ 1417
14 Teaching modes ............................................................................................. 1518

Part 4 – Curriculum structure .................................................................................... 1518

15 Statement of intent .......................................................................................... 1518
16 Learning outcomes .......................................................................................... 1518
17 Award courses ................................................................................................ 1619
18 Curricula generally ......................................................................................... 1719
19 Curriculum framework for undergraduate education ...................................... 1720
20 Curriculum framework for postgraduate coursework education other than the
Sydney Professional Certificate ............................................................................. 1824
20A Curriculum framework for the Sydney Professional Certificate ................. 2023
21 Components of award courses ........................................................................ 2124
22 Assessment framework .................................................................................. 2528
22A Assessment plans ......................................................................................... 2529
23 Academic integrity in the design of curricula ................................................ 2630
24 Third party learning technologies .................................................................. 2730

Part 5 Management of learning and teaching ......................................................... 2731
PART 1 PRELIMINARY

1 Name of policy
This is the Learning and Teaching Policy 2015.

2 Commencement
This policy commences on 1 January 2016.

3 Policy is binding
Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent
This policy:
describes the nature of education at the University;
sets out the manner in which curricula are structured;
provides for the effective management of learning and teaching; and
establishes quality assurance processes for learning and teaching.

5 Application
Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.
6 Definitions

(1) In this policy:

**academic unit** means a faculty, board of studies, school, centre or interdisciplinary committee of the University.

**assessment** means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.

**Associate Dean – Education** means:

- the Associate Dean of a faculty or University school with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

**Australian Qualifications Framework (AQF)** means the national framework for recognition and endorsement of education qualifications.

**award course** means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate, including a Sydney Professional Certificate.

**Note:** See clause 18.

**award course resolutions** means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

**Note:** See clause 2.3 of the Coursework Rule 2014.
Bachelor degree has the meaning given the Coursework Policy 2014, which at the date of this policy is:

- an undergraduate degree that:
  - achieves at least the outcome specified for level seven of the AQF;
  - is a program of liberal, professional or specialist learning and education; and
  - builds on prior secondary or tertiary study.

The University offers two types of Bachelor degrees.

- Liberal Studies Bachelor degrees; and
- Professional or Specialist Bachelor degrees

Note: See clause 83A of the Coursework Policy 2014

Bachelor of Advanced Studies has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

the Bachelor degree available as a combined degree with all Liberal Studies Bachelor degrees and specified Specialist or Professional Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.

capstone experience has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation and intellectual and professional growth.

Note See clause 18.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course.

Note: See clause 18.

core means a set of units of study that develops required knowledge and skills for an award course.

course means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.
coursework award course means a course approved by the Academic Board and endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and Sydney Professional Certificates, graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

**Note:** See clauses 15 - 17.

Dean means:

- in relation to a faculty, the Dean of the relevant faculty.
- in relation to a University school, the Head of School and Dean of the relevant University school.

See: University of Sydney (Governance of Faculties and University Schools) Rule 2016

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

faculty means a faculty, University school or appropriate board of studies and in this policy refers to the faculty, faculties or University schools responsible for the relevant award course.

See: University of Sydney (Governance of Faculties and University Schools) Rule 2016

faculty office means the professional staff led by a faculty manager or faculty general manager that support learning and teaching within a faculty.

graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.

graduation statement means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript.
Group of Eight (Go8) means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.

Note: See https://go8.edu.au/

Head of School means the head of a school within a faculty with responsibility for approving arrangements for teaching and appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the chair of a board of studies or interdisciplinary committee.)

honours units means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the Coursework Policy 2014.

Industry and Community Project Unit (ICPU) has the meaning given in the Coursework Policy 2014. At the date of this policy this is:

means a unit of study in which students complete a project managed by the Pro-Vice Chancellor (Education – Enterprise and Engagement).

LMS means learning management system, which is the online learning system used by the University to host unit of study websites.

learning outcomes means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

Liberal Studies Bachelor degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

major means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study.

Note: See clause 18.

minor means a defined sequence of units of study taken by a student, which develops expertise in a field of study.

Note: See clause 18.
open learning environment has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

- a shared pool of units of study which are:
  - of zero, two or six credit points value;
  - approved by the Board of Interdisciplinary Studies; and
  - available to all students according to the award course resolutions applicable to the award course in which they are enrolled.

postgraduate award course means an award course leading to the award of a Sydney Professional Certificate, Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

program means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major.

Note: See clause 18.

Program Director means the person responsible, at a program, major or degree level, for managing the curriculum and providing coordination and advice to staff and students.

Professional or Specialist Bachelor degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

- a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.

Research Pathway Masters degree has the meaning given in the Coursework Policy 2014 which at the date of this policy is:

- a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy

semester means the main block of teaching in a teaching period as provided in Part 3
shared pool means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

specialisation means:

- the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree; or
- the research specialisation developed in a Research Pathway Masters Degree.

stream means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules.

Note: See clause 18.

student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

Sydney Professional Certificate means an award, outside the Australian Qualifications Framework, obtained upon completion of an advanced course of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the University of Sydney (Coursework) Rule 2014.

Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

supervisor means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

teacher means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.

teaching block means a period of time within a teaching period during which a unit of study may be delivered and which includes a Census Date

teaching period means one of two periods each year, each consisting of a six months duration period and including a semester, during which teaching is delivered in coursework courses.

Note: See clause 13.
third party learning technologies means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.

undergraduate award course means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.

undergraduate degree means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.

unit of study means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board.

Note: See clause 18.

unit of study co-ordinator means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

(1) All undergraduate award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.

(2) Graduate qualities consist of:

depth of disciplinary expertise;
broader skills:
critical thinking and problem solving;
oral and written communication;
information and digital literacy; and
inventiveness;
cultural competence;
interdisciplinary effectiveness;
an integrated professional, ethical and personal identity; and
influence.
(3) These qualities should be embedded in the curriculum in a way that enables students to:

- excel at applying and continuing to develop disciplinary expertise;
- learn and respond effectively and creatively to novel problems;
- work productively, collaboratively and openly in diverse groups and across cultural boundaries;
- work effectively in interdisciplinary (including inter-professional) settings;
- build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;
- build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and
- be effective in exercising professional and social responsibility and making a positive contribution to society.

(4) The graduate qualities adopted by the University for undergraduates, and their purposes, are set out in the following table (Table 1):

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

Note: See also Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills and Implementation Guidelines.
8 Educational excellence

(1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.

(2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:

educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;

educational experience, as shown through:

the impact of teachers and their capacity to engage students productively in the teaching and learning process; and

students’ mastery of the meta-cognitive skills that form the basis for self-directed learning;

and

educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:

facilitates excellent outcomes and experience;

fosters innovation; and

seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:

curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;

students:

are actively engaged in learning;

are challenged, guided and supported to reach a high standard of learning; and

become increasingly aware of, and responsible for, their learning;

and

students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

(1) Learning programs must be designed to:

enable students to acquire and apply knowledge and skills through engaged enquiry;

challenge students with novel problems; and

enable students to demonstrate increasing awareness of, and responsibility for, their learning.
(2) Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

(3) Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.

(4) Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.

(5) Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.

(6) Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

(1) Academic honesty by staff and students is an underlying ethos of all education.

(2) Policy and procedures relating to academic honesty in coursework are set out in the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016.

11 Collegial governance

(1) The purpose of collegial governance is to provide a vehicle for:

continuous improvement and innovation;

an effective framework to achieve educational excellence; and

the achievement of graduate qualities and learning outcomes to a high standard by each student.

(2) All award course programs must be overseen by a course committee or standing committee of the relevant faculty or board of studies.

Note: A standing committee may have oversight of more than one award course, or of a category of award courses: for example, all undergraduate awards or all postgraduate coursework awards.

(3) All committees with responsibility for oversight of award course programs must include:

representatives of the academic disciplines responsible for teaching;

representatives of students enrolled in the award course program; and

the relevant Associate Dean - Education.

(4) Committees responsible for award courses may:

make recommendations to the faculty or Head of School and Dean on:

learning outcomes;

curricula;

units of study;

assessment;
educational excellence;
academic integrity; and
program review;
and
take such decisions on these and other matters related to learning and teaching within
award courses as delegated by the faculty,

provided that the faculty retains oversight and responsibility for the outcomes,
quality and review of award courses.

(5) Faculties, or their relevant standing committees, may also establish such other
program committees (including, if appropriate, unit of study committees) as are
necessary for ensuring excellence in outcomes, experience and environment.
Program committees must include:
representatives of teachers within the program; and
students enrolled in the program.

(6) Faculties, or their relevant standing committees, must ensure that award courses
receive a comprehensive review including external referencing or other
benchmarking at least every seven years and must forward a report of the review
to the Academic Board.

(7) Award course review committees must include:
representatives of the academic disciplines responsible for teaching in the award course;
students enrolled in, or recently graduated from the award course; and
relevant stakeholders from professions or industry, as determined by the committee
responsible for oversight of the award course.

(8) The faculty and award course committees are responsible for obtaining approval of
units of study, programs and award courses consistently with Part 4.

(9) Learning programs must be developed and managed through a collegial process
which must:
be evidence based (using academic expertise, research, benchmarking, and, where
appropriate, market appraisal); and
build on consultation with stakeholders listed in subclause 11(7).

Note: See clause 23 for specific authorities, roles and responsibilities for the
management of learning and teaching.

121A Equality of opportunity

(1) The University is committed to equality of opportunity in education and gives effect
to that commitment through:

(a) special admission schemes, which make allowance for educational
disadvantage through alternative pathways;

Note: See Coursework Policy 2014

support programs to assist certain students admitted under special admissions schemes
to succeed;
accessible examination and assessment arrangements, supported by the Disability Services unit;
special consideration and special arrangements for examinations;

**Note:** See *Coursework Policy 2014* and *Assessment Procedures 2011*
support programs for Aboriginal and Torres Strait islander students; and
counselling and psychological services.

**PART 3 – TEACHING PERIODS AND MODES**

13 **Teaching periods**

(2) There will be two teaching periods for coursework award courses each year:
Teaching Period 1; and

**Teaching Period 2.**

(3) Each teaching period will consist of:

a semester period (called Semester 1 or Semester 2); and

other teaching blocks, such as where units are delivered in intensive mode.

(4) **Teaching Period 1 will commence on 1 January and end on 30 June.**

**Note:** See *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016* for delegate.

(5) **Teaching Period 2 will commence on 1 July and end on 31 December.**

**Note:** See *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016* for delegate.

(6) Teaching and learning must take place within a semester or other approved
teaching block, or as set out in a faculty calendar determined by a facultyies or
University Schools and approved by the Academic Board.

(7) A semester comprises 13 weeks of programmed learning, one study week and one
two weeks for examination and assignment preparation.

(8) Except as provided for in this clause Semester 1 and Semester 2 will be
compulsory study periods.

(9) If a faculty wishes to designate compulsory study periods other than Semester 1
and Semester 2 it must:

(a) obtain the approval of the Academic Board for the relevant variations; and

(b) clearly specifyed the compulsory study periods for each course in a faculty
calendar; and.

(b) obtain the approval of the Academic Board for the calendar and relevant
variations; and

determined by a faculty and approved by the Academic Board.
(10) All award courses should be scheduled so that a student may complete the requirements for the course by attending only during the compulsory study periods for the course.

(11) Units offered outside the compulsory study period for a course may include:
- repeated compulsory components;
- special electives; or
- optional units and experiences.

(12) Dates for teaching periods, semester periods, other teaching blocks and faculty calendars must be approved by the Academic Board.

14 Teaching modes

(1) Coursework teaching may be delivered in one of two modes:

standard mode, which:
- follows a weekly pattern of learning and assessment activities spread over a semester for six credit points; or
- follows a weekly pattern of proportionately less learning and assessment activities or for a proportionately shorter time for courses less than six credit points; and
- usually requires 1.5 to 2 hours of student effort per credit point per week.

intensive mode, which:
- compresses learning and assessment activities into a shorter teaching block and
- requires a higher commitment of student effort per credit point per week than is required for standard mode;

(2) Intensive mode teaching may take place in either teaching period, and can occur at the same time as a semester.

PART 4 – CURRICULUM STRUCTURE

15 Statement of intent

This part:

(a) prescribes the structure of the curriculum for award courses and units of study; and

articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

16 Learning outcomes

(1) Learning outcomes articulate the specific achievements in skill, knowledge and application necessary to demonstrate graduate qualities in a particular discipline.
They must be aligned with graduate qualities and must be assessed as part of the curriculum.

(2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, majors, programs and specialisations.

(3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.

17 Award courses

(1) An award course must enable students to demonstrate graduate qualities through defined learning outcomes.

(2) Titles for awards in the Australian Qualifications Framework (AQF) must be consistent with the AQF Issuance Policy.

(3) The title of an award course must include:

the qualification type; and

Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2011.

the discipline.

(4) The title of an award course may include one or more optional components, such as a stream.

(5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

(6) Award courses must have defined outcomes which:

specify the relevant graduate qualities;

specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and

demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.

(7) Award courses must follow a curriculum which:

takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;

is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and

Note See clause 11.

incorporates the components of the curriculum framework set out in clauses 15 - 20.
18 Curricula generally

(1) Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:

- specified knowledge and skills, expressed as learning outcomes;
- the learning experiences and inquiry processes by which they are acquired;
- how they are applied; and
- an orderly and methodical assessment process through which they are demonstrated to a high standard.

(2) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.

Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a program, major, through the completion of components, or through the completion of a stream.

Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.

(3) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.

19 Curriculum framework for undergraduate education

(1) The curriculum framework for new and revised undergraduate awards must include the following components:

- a program, major, stream or specialisation in at least one field of study;
- a structured approach to the development of knowledge and skills;
- collaborative and group-based learning activities and assessments;
- interdisciplinary and inter-professional learning experiences;
- authentic problems and assessments;
- an open learning environment for the extension of knowledge and skills; and
- project-based learning.

(2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.

(3) The following table (Table 2) sets out the graduate qualities associated with each of these components.

**Note:** The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6)
### Table 2

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

### 20 Curriculum framework for postgraduate coursework education other than the Sydney Professional Certificate

(1) This clause applies to graduate certificates, graduate diplomas, Masters degrees and Doctoral degrees at level 9 of the AQF. It does not apply to the Sydney Professional Certificate.

**Note:** The Sydney Professional Certificate is an award outside the AQF. See clause 89A of the [Coursework Policy 2014](#).
(2) The curriculum framework for postgraduate coursework awards must include:
advanced specialisation in a field of knowledge;
research skills;
a structured approach to the development of knowledge and skills;
a capstone experience in research, scholarship or professional project.
(3) The curriculum framework for postgraduate coursework units may include one or
more of the following:
a major;
a minor;
interdisciplinary study;
exchange and work based projects;
professional or industry experience;
authentic problems and assessments;
elective units; and
project-based learning.
(4) The following table (Table 3) sets out the graduate qualities associated with each
of the above components of a coursework postgraduate award course.

**Table 3**

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Exchange and work based projects</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional</td>
<td>• Broader skills</td>
</tr>
<tr>
<td>learning experiences</td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Professional or industry experience</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
</tbody>
</table>
Component | Graduate qualities
--- | ---
Authentic problems and assessments | • Depth of disciplinary expertise  
• Broader skills  
• Interdisciplinary effectiveness  
• Integrated identity  
• Influence
Research | • Broader skills
Project-based learning | • Depth of disciplinary expertise  
• Broader skills  
• Integrated identity  
• Influence

Note: See Part 17 of the Coursework Policy 2014 for the requirements for different postgraduate award types.

20A Curriculum framework for the Sydney Professional Certificate

(1) This clause applies to courses offered within the Sydney Professional Certificate

(2) The curriculum framework for courses within the Sydney Professional Certificate must include:
advanced specialisation in a field of knowledge;
a structured approach to the development of knowledge and skills to achieve the learning outcomes for the course.

(3) The curriculum framework for courses within the Sydney Professional Certificate may include one or more of the following:
interdisciplinary study;
authentic problems and assessments;
core and elective units; and
project-based learning.
21 Components of award courses

Note: See Clause 26(2) for commencement dates of sub clauses 18(1) - (8) inclusive.

(1) Only faculties or the Board of Interdisciplinary Studies may offer award courses, streams, programs, majors, minors and units of study, which must be approved consistently with this policy.

(2) Streams:
can be conceptualised as separate pathways within an award course;
are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;
consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;
are identified by the name of the stream of the award in parentheses after the name of the award course of which they are a stream;
are recorded on the student's transcript;
apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as specified in the award course resolutions; and
are not restricted to a specific number of credit points.

(3) Programs:
are a combination of units of study that develop expertise in a multi-disciplinary domain or a professional or specialist field and include a recognised major in a field of study;
must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and
in undergraduate degrees, comprise:
a minimum of 12 and a maximum of 24 credit points at 1000-level;
a minimum of 12 and a maximum of 24 credit points at 2000-level;
a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;

Note: Three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

Note: Four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).

an embedded major;
at least 12 credit points of the degree core, if a degree core is specified for the degree; and
are recorded on the student's transcript.
(4) **Majors:**

   (a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;

must have intellectual and educational coherence and specified learning outcomes as required in clause 13;

in all undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;

in Liberal Studies Bachelor degrees, and undergraduate degrees of 144 credit points, must include:

- exactly 12 credit points at 1000-level units of study;
- a minimum of 12 and a maximum of 18 credit points at 2000-level; and
- a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);

in Professional or Specialist Bachelor degrees of 192 credit points or more, must include:

- a minimum of 12 credit points at 1000- or 2000-level;
- a minimum of 18 credit points and a maximum of 36 credit points at or above 3000-level;

in undergraduate degrees, must include at the 3000-level (or, for 192 credit point Professional or Specialist degrees, at the 3000 level or higher):

- 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
- 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

are recorded on the student transcript.

   **Note:** the requirements of sub clauses (4)(f)(i) and (4)(f)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (4)(f)(i) or (4)(f)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 4(f)(i) or 4(f)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.

Guidelines for majors are set out in Schedule 4 of the *Learning and Teaching Procedures 2014.*

(5) **Minors:**

   (a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;

in undergraduate degrees, comprise units to the value of exactly 36 credit points including:

- exactly 12 credit points at 1000-level;
- a minimum of 12 and a maximum of 18 credit points at 2000-level;
- a minimum of 6 and a maximum of 12 credit points at 3000-level;

and

are recorded on the student's transcript.
(6) **A degree core:**

is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;

in Liberal Studies Bachelor degrees, comprises no more than 24 credit points at 1000- or 2000-level.

(7) **A capstone experience** should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.

**Note:** See Coursework Policy 2014

(8) **Combined degrees and double degrees** must meet the learning outcomes of both component award courses.

All Liberal Studies, and specified Specialist or Professional, Bachelor degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

(9) **Award courses may achieve depth and breadth of learning by the specification of core units and elective units.**

Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, stream, program, major, minor or specialisation. Core units must be completed by all students enrolled in the award course or relevant curriculum component or specialisation.

Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(10) **Units of study**

Units of study:

follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and

must be completed over one or two teaching sessions.

Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.

Except in the case of ‘shell’ units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.

Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.

1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.
2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.

3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

(11) **Credit points and student workload**

Credit points measure the relative quantitative contribution of a unit of study to an award course.

The full time credit point load for undergraduate and postgraduate coursework award courses is **48 credit points per calendar year**.

This will normally consist of **24 credit points during each semester period**, or **12 credit points for summer session and six credit points for the winter session** per post-semester period and may include a **maximum of 32 credit points per teaching period or more than 32 -credit points with the approval of the Associate Dean**.

A full time **load of 48 credit points per year** equates to a student workload of 1350 -1800 hours per year including class time, private study, assessment and assessment preparation.

The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.

The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.

Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.

The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.

Faculties must consider overall student workload in assigning credit point value as follows:

24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.

A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.

Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.
Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.

(12) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

(13) Teaching sessions

Teaching and learning in award courses must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.

The standard teaching sessions are first semester, second semester, summer session and winter session.

A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.

(14) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

### 22A Assessment framework

1. Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.

2. Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

3. The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

4. Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.

5. Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.

6. The University’s policy and procedures on assessment are set out in Part 14 of the Coursework Policy 2014 and in the Assessment Procedures 2011.

### 22A Assessment plans

1. Assessment plans:
   
   (a) articulates the pedagogical approach to assessment for a curriculum;

   (b) map curriculum learning outcomes and graduate qualities against units and assessment tasks; and

   (c) provides a whole-of-curriculum overview of the assessment framework.
(2) For liberal studies degrees, assessment plans apply to:
- majors;
- streams;
- programs; and
degrees.
Where appropriate, an assessment plan for a component may also serve as the assessment plans for embedded components or for components or for a degree of which it is a component, provided that, for each component and degree there is a plan which demonstrates where the learning outcomes and graduate qualities are assessed.

(3) For professional and specialist degrees, assessment plans apply to:
- streams; and
degrees; and, optionally, for majors.
(4) Where appropriate, an assessment plan for a degree or a component of a degree may also serve as the assessment plan for other embedded components or for the entire degree itself, provided that there must be a clear plan which demonstrates where the learning outcomes and graduate qualities are assessed for each part. Where appropriate, an assessment plan for a stream may serve as the assessment plans for a degree or the assessment plan for a degree may serve as the assessment plan for a stream, provided that, for each stream and degree there is a plan which demonstrates where the learning outcomes and graduate qualities are assessed.

(5) Assessment plans must be approved by the Academic Board when the major, program, stream or degree is initially approved.

(6) Changes to assessment plans must be:
aproved by the relevant faculty or University School Board; and
reported to the next meeting of the Academic Board.

23 Academic integrity in the design of curricula

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.

This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.

(3) Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the Academic Honesty in Coursework Policy 2015 and associated procedures.

Note: See clause 12 of the Academic Honesty in Coursework Policy 2015.
24 Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:

(a) Policy on the Use of University Information Communications Technology Resources; Privacy Policy 2017; and

(2) Staff members and academic units:

are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and

must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice-Chancellor (Education).

(4) Where a third party learning technology is introduced by the University, the University must:

develop and communicate an appropriate strategy for support of the technology; and

establish and implement appropriate mechanisms for:

retrieving and storing records of student activity generated by the technology; and

trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:

develop and communicate an appropriate strategy for support of the technology; and

establish and implement appropriate mechanisms for:

retrieving and storing records of student activity generated by the technology; and

trialling and evaluating the use of the technology.

PART 5 MANAGEMENT OF LEARNING AND TEACHING

25 Statement of intent

The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

26 Roles and responsibilities in managing learning and teaching

(1) Delegations of authority for the management of learning and teaching are set out in:
University of Sydney (Delegations of Authority – Academic Functions) Rule 2016; and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(2) The Academic Board

subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty;

approves requirements and other elements of award courses as set out in the Coursework Policy 2014, award course resolutions and tables of units of study, including:
determining the type of degree;

Note: For Bachelor degrees, types are: Liberal Studies, or Specialist or Professional.
For Masters degrees types are: Advanced Learning by coursework, Professional by coursework (including masters Degree (Extended)), Research Pathway by coursework, or research.

the inclusion of degree core, streams, programs, majors and minors in award course requirements;

the inclusion of mandatory units, and barrier assessments;

the table of units of study for an award course;

the curriculum of streams within an award course;

approves faculty resolutions;

approves admission requirements and pre-requisites for award courses;

approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:

addition and deletion of award courses, streams, programs, majors, minors; and

changes to the degree core;

approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

approves courses and units of study for Sydney Professional Certificates on the recommendation of the Board of Interdisciplinary Studies;

approves changes to the mode of delivery or method of instruction of a course or unit of study;

determines deadlines for submitting proposals for new, amended and deleted award courses;

determines teaching periods and their component parts, and commencement and conclusion dates of the academic year and, if appropriate, variations from standard teaching sessions requested by faculties;

is responsible for:

aligning the range of the University’s academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

reviewing education programs within faculties in a seven year cycle;

monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;
monitoring processes within faculties to support the academic integrity of the University’s programs and assessment;

monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

considering and, if appropriate, approving the name and abbreviation used for each award course; and

developing and maintaining quality and educational excellence as set out in Part 5.

(3) **The Deputy Vice-Chancellor (Education)** is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):

develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience;

develops and maintains quality and educational excellence as set out in Part 5; and

endorses proposals for new, amended and deleted courses for forwarding to:

- the University Executive Curriculum and Course Planning Committee; and
- the Academic Board.

(4) **The Vice-Principal (External Relations):**

is responsible for developing and maintaining institutional strategy to achieve excellence and innovation throughout the University.

develops and maintains institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(4)(5) **The Vice-Principal (Operations):**

is responsible for the institutional systems and processes that support educational excellence; and

develops and maintains institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(5)(6) **The University Executive Curriculum and Course Planning Committee:**

reviews the business case for new course proposals from faculties; and

advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.

(6)(7) **The Board of Interdisciplinary Studies** approves:

- units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;
- units of study that are not under a faculty’s direction;
- the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;
- units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree;
- units of study for Sydney Professional Certificates; and

- conditions applying to Industry and Community Project Units including:
(7)(8) Faculties

Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:

- establish a standing committee or committees with responsibility for excellence in outcomes and experience in award courses;
- consider and, if appropriate, approve curriculum for all units of study, minors, and majors and programs in an award course;
- approve learning outcomes for units of study, majors and programs;
- approve assessment for units of study and other curriculum components as appropriate;
- approve pre-requisites and co-requisites for units of study and honours components;
- determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;
- determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;
- determine faculty resolutions relating to award courses of the faculty;
- develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
- where appropriate, monitor alignment with standards set by professional and accrediting bodies;
- advise the Academic Board of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to tables of units of study;

   **Note:** Course proposal and amendment requirements can be found on the Academic Board website.

- ratify assessment results;
- monitor and maintain standards in the quality of assessment practices and academic integrity;

   **Note:** See the [Coursework Policy 2014](#), the [Assessment Procedures 2011](#) and the [Academic Honesty in Coursework Policy 2015](#).

- review and act on educational quality data each semester as set out in Part 5;
- monitor breaches of academic integrity within the faculty;
- review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;
- report breaches of academic integrity to the Academic Board as required by the [Academic Honesty in Coursework Policy 2015](#); and
monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.

**Note:** See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(8)(9) **Deans**

Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans:

- exercise strategic oversight of faculties and their committees, the Associate Dean – Education and Heads of School to develop and maintain alignment with faculty strategy and operations;
- consistently with the *Coursework Policy 2014*, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;
- make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 4 and Part 5;
- direct the appropriate allocation of resources for educational excellence;
- direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees;
- direct faculty or school offices to keep current and available relevant documentation relating to the faculty's academic programs, including documentation for units of study;
- appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the *Academic Honesty in Coursework Policy 2015*; and
- consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres, or delegate this authority to a Head of School.

(9)(10) **Associate Deans – Education**

Associate Deans – Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education:

- co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;
- review and act on data on educational quality;
- monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;
- implement collegial governance in the creation and review of educational programs within the faculty; and

**Note:** See clause 11.

support quality of teaching and learning across the faculty as set out in Part 5.
Supervisors

Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors:

- support the student in the research project, including providing timely feedback and advice;
- monitor progress within the context of the overall research project;
- develop in the student the necessary skills to complete the project; and
- educate students about the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

Heads of School

Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School:

- assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in clause 24A;
- review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;
- act in relation to staff performance and effective allocation of quality resources; and
- if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.

- appoint a unit of study co-ordinator for each unit of study for which the school is responsible;
- make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and
- appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

Unit of study co-ordinators

Each unit of study must have a named unit of study co-ordinator, appointed by the relevant Head of School.

Subject to clause 26 (7) The Unit of study co-ordinator:

- is appointed for the whole of a teaching period during which a unit of study is being provided;
- should inform the relevant Head of School of any intended or foreseeable absence, at least four weeks in advance;
- develops, implements and monitors unit of study curricula, learning activities and assessment, subject to approval by the faculty;
- aligns learning outcomes between a unit of study and an award course, and implements, at the unit study level, strategies and policies for educational excellence;
reviews unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, aligns with program learning goals and graduate qualities;
documents and communicates the unit of study curriculum as a unit of study outline in the LMS, and makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
reviews assessment tasks and standards in relation to policy and reports to the faculty and the program committee;
reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;
designs the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015;
reports incidents of potential academic dishonesty or plagiarism in line with university policy;
gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;
administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience as set out in Part 5;
makes recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and
manages access to lecture recordings and, where necessary, submits applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean’s nominee.

(13)(14) Individual teachers

Educational excellence exists when teachers engage students in their learning. To this end, individual teachers:
support and lead student learning of the curriculum, as specified and to the agreed standards;
prepare the educational content of units of study;
design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
monitor and act to support academic standards and academic integrity; and
where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(14)(15) Students

An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:
be familiar with the award course resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and
satisfy attendance and assessment requirements.

In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.
26A Management of Learning and Teaching in Industry and Community Project Units

(1) Subject to the review and approval of the Board of Interdisciplinary Studies as required by this Policy, the Pro Vice Chancellor (Education – Enterprise and Engagement), is responsible for managing learning and teaching in ICPUs. This includes:

- developing, implementing and monitoring curricula, learning activities and assessment, subject to approval by Board of Interdisciplinary Studies;
- consulting with faculties, degree coordinators and component coordinators to coordinate and align assessment, standards, management and delivery of Industry and Community Project Units (ICPUs) with the learning outcomes, standards, delivery and management of the curricula in which they are offered;
- implementing, at the unit study level, strategies and policies for educational excellence;
- reviewing unit of study curriculum design, including:
  - learning outcomes;
  - teaching and learning activities; and
  - assessment;
- documenting and communicating the unit of study curriculum as a model unit of study outline applying to all shell units enrolling students in ICPUs, Industry and Community Projects, and making that unit of study outline available in the LMS;
- reviewing assessment tasks and standards in relation to for consistency with University policy;
- reviewing the academic integrity of each assessment task and the assessment matrix in Industry and Community Project Units (ICPUs), each time they are offered, to eliminate or minimise the risk of breaches of academic integrity;
- designing the assessment framework for ICPUs to promote and ensure the academic integrity of each assessment, consistently with the Academic Honesty in Coursework Policy 2015;
- reporting incidents of potential academic dishonesty or plagiarism, consistently in line with university policy;
- gathering, reviewing and acting on data on educational quality; and
- evaluating ICPUs, including administering surveys of educational experience and providing reports to participating faculties on the quality of the student experience as set out in Part 5.

(2) Unit of Study Coordinators for shell units enrolling students in ICPUs are not responsible for these matters.

27 Documentation and communication

(1) This part of the policy sets out appropriate standards for:

- communicating with students and staff;
managing the development of units of study, curricula and award courses; and institutional record keeping.

Note: See Recordkeeping Policy 2017 and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:

the unit of study outline;

relevant curriculum resources; and

any other material specified in the Learning and Teaching Procedures 2016.

Note: See clause 11 of those procedures.

(3) Unit of study outlines and the LMS website must be available to students:

for -1000 and -5000 level units of study: no later than two weeks before the commencement of the teaching session in which the unit is offered; and

for other units of study: no later than one week prior to the commencement of the teaching session in which the unit is offered.

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.

(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 9 of those procedures.

(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 8 of those procedures.

(7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

(8) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the Learning and Teaching Procedures 2016:

a transcript;

a certificate of graduate status; and

a testamur.

Note: See clause 12 of those procedures.

(9) Information other than that specified in the Learning and Teaching Procedures 2016 may only be included on an academic transcript with the approval of the Deputy Vice-Chancellor (Education), after consultation with:

(a) the chair of the Academic Board or nominee;

(b) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Education);

(c) the Head, of the Sydney Student Team in the portfolio of the Vice-Principal (Operations);
(10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Education) must be satisfied that the additional information:

(a) appropriately represents educational achievement;
(b) can be verified by the University; and
(c) can be collected in a timely and efficient manner.

(11) Graduation statements may only be issued with the approval of the Deputy Vice-Chancellor (Education), after consultation with:

(a) the chair of the Academic Board or nominee;
(b) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Education);
(c) the Head of the Sydney Student Team in the portfolio of the Vice-Principal (Operations).

28 Qualifications of teachers, co-ordinators and supervisors

(1) Heads of school must appoint unit of study co-ordinators and teachers who have appropriate knowledge, skills and qualifications, including:

(a) up to date knowledge of a relevant field or discipline, which is informed by any of:
   (i) ongoing research
   (ii) scholarship; or
   (iii) contemporary professional practice; and
(b) relevant skills in learning, teaching and assessment.

(2) Individuals teaching or supervising units of study in award courses below AQF Level 10 must have:

(a) a relevant qualification at least one AQF level higher than the course being taught, co-ordinated or supervised;
(b) equivalent academic attainment;
(c) equivalent professional experience; or
(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(2) (a) to (c).

(3) Individuals appointed on the basis of subclauses 24A(2)(a) to (c) may also co-ordinate units of study in award courses below AQF Level 10.

(4) Individuals appointed on the basis of subclauses 24A(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.

(5) Individuals teaching, co-ordinating or supervising units of study in an award course at AQF Level 10 must have:

a relevant qualification at AQF Level 10;
(b) equivalent academic attainment;
(c) equivalent professional experience; or
appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(4) (a)-(c).

(6) If individuals are appointed on the basis of equivalent academic merit or professional experience under subclauses 24A(2) (b) to (d) or 24A(4) (b) to (d), the academic attainment or professional experience must be documented and approved in writing by the head of the school;

Note: Records of approval must be retained and stored consistently with the requirements of the Recordkeeping Policy 2017 and the Privacy Policy 2017

PART 6 QUALITY ASSURANCE

29 Quality assurance processes

(1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:

- standards driven;
- evidence based; and
- institutionally aligned.

(2) Quality is measured in terms of excellence in:

- educational outcomes;
- educational experience;
- educational environment.

Note: See Part 2.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.

Faculties and their Associate Deans – Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.

Unit of study co-ordinators and Associate Deans – Education must administer surveys of educational experience each time a unit of study is offered.

The Deputy Vice-Chancellor (Education) must implement surveys of students’ experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted ad hoc assessments of learning spaces.
The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) **At unit of study level**

Standards for educational outcomes must be determined by the faculty with reference to the discipline.

These standards must be easily visible at faculty level, generated through scrutiny of results data, and align with awards.

The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys and peer observation of teaching where appropriate.

The unit of study co-ordinator must provide annual reports on students’ experience in a unit of study and feedback from surveys to students and the faculty.

Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:

- accepted learning space standards; and
- student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) **At the curriculum level**

Educational outcomes must:

- contribute to student qualifications;
- meet accreditation requirements; and
- be aligned with institutional, industry, professional and community expectations.

Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.

Student survey results must be used to set standards and targets.

Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.

The Associate Dean – Education must provide annual reports on students’ educational experience to the faculty.

Faculties must provide copies of formal benchmarking reports to the Academic Board.

Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.

The Deputy Vice-Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.

The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:
accepted learning space standards; and
student and teacher evaluations, including the effective use of existing resources.

(8) **At the University level**

Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.

Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.

Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment should support working together to achieve excellence.

The University must evaluate the quality of outcomes, experience and environment using methods which include:

- using study survey results to set targets and benchmarks at faculty and University level;
- accreditation reports;
- meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and
- Academic Board and UE faculty reviews.

The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.

The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice-Chancellor (Education), the Vice-Chancellor and the Senate.

The Academic Board and the UE must provide reports of faculty reviews to the Senate.

### 30 Rescissions, replacements and transitional provisions

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:

- Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
- Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
- Academic Board Policy on Consultation with Students which commenced in 2008
- Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
- Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
- Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999
- Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005
- Principles for First Year Orientation and Transition Policy which commenced in 2001
Quality Assurance and Learning Management Systems Policy which commenced in 2005
Research-Enhanced Learning and Teaching Policy which commenced in 2007
Written and Oral Communication Skills of Students Policy which commenced in 2002
Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

(2) Sub clauses 18(1)-(8) apply to all undergraduate degrees approved or reviewed after 25 July 2016.

(3) For staff employed prior to 1 January 2018, Section 24A Subclause 2(a)(ii) and (2)b(i) take effect on 31 December 2018.
SCHEDULE ONE

Roles and responsibilities for curriculum (standards) and operational aspects

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
</table>
| Students                    | Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.  
Satisfy attendance and assessment requirements. | Participate in evaluations of their experience, to ensure that educational excellence is achieved.  
Encouraged to participate in the development and review of courses and units of study. |
| Individual teachers         | Support and lead student learning of the curriculum as specified, and to the agreed standard.        | Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator. |
|                             | Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.  
Monitor and implement academic standards.  
Educate students on academic integrity and report any breaches of academic integrity. |                                                                                               |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of study co-ordinators</td>
<td>Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities. Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook. Review assessment tasks and standards in relation to policy and report to the faculty and program committee. Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the <em>Academic Honesty in Coursework Policy 2015</em>. Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches. Recommend student assessment tasks to the faculty and program committee. In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality.</td>
<td>Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.</td>
</tr>
</tbody>
</table>

ASPC Supplementary Report to Academic Board
5 November 2019

Item 7.7
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
</tr>
<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
</tr>
<tr>
<td></td>
<td>Educate students on, and monitor the project for compliance with, the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Provide the student with the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In consultation with unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Associate Dean – Education</td>
<td>Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty. On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry. Align educational standards and quality within the faculty with the University policy and strategy.</td>
<td>Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience. Review and act on data on educational quality. Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty. Support quality of learning and teaching across the faculty as set out in Part 5.</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td>Have strategic oversight of faculties, the Associate Dean – Education and heads of school and heads of schools to ensure alignment with faculty strategy and operations (resources). Review and act on data relating to educational quality. Consistently with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.) Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5. Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation. Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty's academic programs, including documentation for units of study.</td>
</tr>
</tbody>
</table>
### Role | Responsibility: Curriculum (standards) | Responsibility: Operational
--- | --- | ---
Faculties | Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit. Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study. Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011). Review and act on data on educational quality and ensure educational excellence. Entrench academic integrity within the assessment framework of each award course at each stage of the program. Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015. | Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs. May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Vice-Chancellor</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience).</td>
<td>Deliver quality assurance measures as set out in Part 5.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Principal (External Relations)</td>
<td>Establish and support institutional strategy to deliver the educational mission in relation to admission, recruitment and administration processes.</td>
<td></td>
</tr>
<tr>
<td>Vice Principal (Operations)</td>
<td>Establish and support institutional systems to deliver the educational mission in relation to admission, recruitment, and administration processes.</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on:</td>
<td>reports of program committees, including curriculum review and assessment standards; \ data on educational quality; and academic integrity.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015
Date amended
29 June 2016
26 July 2016
27 October 2016
10 October 2017
28 November 2017, commencing 1 January 2018
9 May 2018 (administrative amendment only)
7 June 2018 (administrative amendments only)
27 November 2018, commencing 1 January 2019
14 January 2019 (administrative amendment only)
24 March 2019
Date commenced: 1 January 2016
Administrator: Deputy Vice-Chancellor (Education)
Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
(4) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(5) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
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(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(11) Written and Oral Communication Skills of Students Policy which commenced in 2002

(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

Related documents:

University of Sydney (Coursework) Rule 2014
University of Sydney (Policies Development and Review) Rule 2011
Academic Honesty in Coursework Policy 2015
Code of Conduct for Students
Coursework Policy 2014
Research Code of Conduct 2013
Academic Honesty Procedures 2016
Assessment Procedures 2011
Learning and Teaching Procedures 2016

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Various definitions amended to reflect curriculum framework and the introduction of new Bachelor degrees</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definitions clarified: course changed to award course; course resolutions to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of graduate attributes amended.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>14(6)(a)</td>
<td>Amended to refer to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>15(2)(a); 17(3), Table 2</td>
<td>Reference to specialisation changed to stream. References to core components changed to components.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(b)</td>
<td>Reference to open learning environment added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(1)(a); 16(3); Table 2; 17(3).</td>
<td>References to program and specialisation added. References to core deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>11(2); 11(5); 11(6); 11(8); 23(7); 25(3); 25(7); 13(2); 18; 20(3); 20A; 22</td>
<td>References to faculty board changed to faculty. Reference to programs deleted. Clause deleted and replaced. New subclause added.</td>
<td>25 July 2016</td>
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<tr>
<td>23</td>
<td>Heading amended: “in managing learning and teaching” added. Subclauses (b)(i) to (b)(iv) added. Subclauses 23(2)(c)-(d) deleted. New subclauses 23(2)(c)-(h) added, remaining subclauses renumbered. New subclauses added, remaining subclauses renumbered. Subclause (a) deleted and replaced. New subclause (a)(viii) added. Subclause (a)(i) deleted, remaining subclauses renumbered. New subclause (a)(iv) added. Subclause (a) deleted and replaced. New subclauses (b)(i) and (b)(ii) added and remaining subclauses renumbered. Subclauses (1) to (10) deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
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<tr>
<td>25(9)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>26(2)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
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<td>Schedule One</td>
<td>Amended to reflect changes to clause 23.</td>
<td>25 July 2016</td>
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<td>Schedule Two</td>
<td>Deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>24(2); 24(5); 24(6) 24(12)</td>
<td>Correction to sub-clause cross references in the Learning and Teaching Procedures 2016</td>
<td>26 July 2016</td>
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<tr>
<td>Schedule One</td>
<td>Correction of typographical error in Operational responsibilities for Head of Department</td>
<td>26 July 2016</td>
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<tr>
<td>23(5); 23(5)(b); 25(8)(d)(iv); 25(8)(e); 25(8)(g); Schedule One</td>
<td>References to Senior Executive Group (SEG) changed to University Executive (UE)</td>
<td>27 October 2016</td>
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<td>23(1)</td>
<td>Amending references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016</td>
<td>10 October 2017</td>
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<td>6; 23(12); 23(13); Schedule One</td>
<td>Amendments arising from organisational design change</td>
<td>10 October 2017</td>
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<tr>
<td>23(8)(iii); 23(11)(i)</td>
<td>Additional text</td>
<td>10 October 2017</td>
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<td>23(12)</td>
<td>Deleted; consequential clauses renumbered</td>
<td>10 October 2017</td>
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<td>23(11)(v) – (vii)</td>
<td>New clauses; previously in 23(12)</td>
<td>10 October 2017</td>
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<td>24(8)(a); 24(9)</td>
<td>References to AHEGS deleted</td>
<td>10 October 2017</td>
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<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
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<td>6</td>
<td>New definition added</td>
<td>10 October 2017</td>
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<td>26(3)</td>
<td>Additional clause relating to transitional provisions</td>
<td>10 October 2017</td>
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<td>10(2)</td>
<td>Additional policy document added</td>
<td>10 October 2017</td>
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<tr>
<td>Provision</td>
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<td>14(2);</td>
<td>Amended hyperlinks</td>
<td>10 October 2017</td>
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<td>23(7)(xi)</td>
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<td>note</td>
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<td>18(12(b);</td>
<td>Minor typographical errors corrected</td>
<td>10 October 2017</td>
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<tr>
<td>20A(3);</td>
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<td>25(8)(b);</td>
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<tr>
<td>25(8)(f)</td>
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<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
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<tr>
<td>6</td>
<td>Revised definitions: “double degree course”; “specialisation” and “stream”</td>
<td>1 January 2018</td>
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<tr>
<td>6</td>
<td>New definitions added: “graduation statement” and “Research Pathway Masters degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>11A; 23(3)(c);</td>
<td>New clauses added</td>
<td>1 January 2018</td>
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<td>24(9)-(11)</td>
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<td>18(1);</td>
<td>New clauses added; subsequent clauses renumbered</td>
<td>1 January 2018</td>
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<tr>
<td>18(4)(e);</td>
<td></td>
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<tr>
<td>18(4)(h);</td>
<td></td>
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<tr>
<td>18(4)(f);</td>
<td>Clauses amended to include “Liberal Studies Bachelor degrees”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>18(6)(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23(2)(b)(i) note</td>
<td>Note amended to include all types of degrees</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>23(2)(b)(ii)</td>
<td>Inserted “streams” between “core” and “programs”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>23(11)(i)</td>
<td>Replaced “section” with “clause”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>23(12)(b)(iii)–(xiv)</td>
<td>Replaced plural verbs with singular</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>23(14)(a)(i)</td>
<td>Replaced “degree” with “award”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>24(8) note</td>
<td>New note</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>26(6) note</td>
<td>Replace reference to University Recordkeeping Policy with Recordkeeping Policy 2017</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>18(4)(g) note</td>
<td>Replace 3(e)(1) and 3(e)(ii) with (4)(f)(i) and 4(f)(ii)</td>
<td>9 May 2018</td>
</tr>
<tr>
<td>20A(1)(b)</td>
<td>Replace Privacy Policy 2013 with Privacy Policy 2017</td>
<td>7 June 2018</td>
</tr>
<tr>
<td>20A(1)(c)</td>
<td>Replace University Recordkeeping Policy with Recordkeeping Policy 2017</td>
<td>7 June 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>24(1)(c) note</td>
<td>Replace University Recordkeeping Policy with Recordkeeping Policy 2017</td>
<td>7 June 2018</td>
</tr>
<tr>
<td>24A(6) note</td>
<td>Replace Privacy Policy 2013 with Privacy Policy 2017</td>
<td>7 June 2018</td>
</tr>
<tr>
<td>24(3)</td>
<td>Clarify requirements for provision of unit of study outlines and LMS website for 1000 and 5000 level units of study</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>23(4)</td>
<td>New subclause added. Remove reference to Deputy Vice-Chancellor (Registrar) and replace with reference to Vice Principal (External Relations)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>23(5)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with reference to Vice-Principal (Operations)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(9)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(9)(b)</td>
<td>Remove reference to Deputy Vice-Chancellor (Education) or nominee</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(9)(c)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(9)(d)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with Vice-Principal (Operations)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(10);(11)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(11)(b)</td>
<td>Remove reference to Deputy Vice-Chancellor (Education) or nominee</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(11)(c)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with reference to Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>24(11)(d)</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with reference to Vice-Principal (Operations)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>Sch 1</td>
<td>Remove reference to Deputy Vice-Chancellor (Registrar) and replace with reference to Vice-Principal (External Relations)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>Sch 1</td>
<td>Add new role Vice-Principal (Operations)</td>
<td>24 March 2019</td>
</tr>
</tbody>
</table>

**TO BE COMPLETED**
## Attachment 3. Summary of Policy Changes

<table>
<thead>
<tr>
<th>Policy</th>
<th>Clause</th>
<th>Change</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework Policy</td>
<td>5</td>
<td>Definitions of ‘Semester’ as main teaching block of each teaching period</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>5</td>
<td>Definition of ‘Teaching Period’ as one of two 6 month periods in line with Learning and Teaching Policy</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>48</td>
<td>Requirement to enrol in teaching periods rather than semesters.</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semesters are <em>compulsory study periods</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>International visa holders must enrol in at least 6 within a semester.</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>48 (2)</td>
<td>Requirement for international visa holders to enrol in at least 6 CP within a semester. See also Learning and Teaching Policy clause 13.</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After meeting by circulation of ASPC (concludes 24 October), this proposed new clause was withdrawn, pending further analysis of system implications.</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>51</td>
<td>Limitation on 32 CP per teaching period with additional 6 with approval of AD</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>56</td>
<td>Specification of when a lapsed candidature begins for International Visa Holder who discontinue</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>75</td>
<td>Progression triggers to apply to teaching period, not semesters</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>6</td>
<td>Definitions of ‘Semester’ as longest teaching block of each teaching period</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>6</td>
<td>Definition of ‘Teaching Period’ as one of two 6 month periods</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>---------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>13 Teaching Periods</td>
<td>Sets out two teaching periods. Description of Semester, teaching block, requirement for study to be able to be completed by attendance within a semester. After ASPC meeting by circulation (concluding 24 October) definition of teaching block further amended to: <strong>Teaching block means a period of time within a teaching period during which a unit of study may be delivered and which includes a Census Date.</strong></td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>14 Study modes</td>
<td>Describes and defines two modes. Standard mode and intensive mode. Change at ASPC of 15 October. 14 (1) Change to wording to accommodate 3 credit point units.</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>21 (11)</td>
<td>Limitation on 32 CP per teaching period with additional 6 with approval of AD (aligns with 51 of Coursework Policy)</td>
<td>Discontinuation of summer and winter school</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>5</td>
<td>Definition of Industry and Community Project Unit [NB have avoided mentioning shell units]</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC Education – Enterprise and Engagement</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>66A (3)</td>
<td>Giving project coordinators responsibility for simple extensions in the case of ICPUs</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC Education – Enterprise and Engagement</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>70 (6)</td>
<td>Exclusion of ICPUs from UoS Coordinator responsibility</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC</td>
</tr>
<tr>
<td>Policy</td>
<td>Section</td>
<td>Description</td>
<td>Impact</td>
</tr>
<tr>
<td>--------</td>
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<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>70 (9)</td>
<td>Responsibilities of PVC (EEE) for ICPUs</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td></td>
<td>Definition of ICPU (as in Coursework Policy)</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>26 (7)</td>
<td>Responsibilities of the BIS for approval of ICPU conditions</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>26 (13)</td>
<td>Excludes ICPUs from UoS Coordinators responsibilities</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>26 A</td>
<td>Further conditions on ICPUs</td>
<td>Governance changes to enable ICPUs to be coordinated by PVC</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>10 (2)</td>
<td>Clause clarifying that domestic students applying on the basis of secondary study admitted on basis of selection rank</td>
<td>Government Admissions Transparency requirement on terminology. Definitions in line with those used by UAC</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>Clauses added converting previous ATAR concession scheme to one based on adjustment factors. In each case a clause was added indicating that students would receive an adjustment relative to the scheme and would be admitted on the basis of the selection rank</td>
<td>Government <a href="#">Admissions Transparency</a> requirement on terminology. Definitions in line with those used by <a href="#">UAC</a></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>Replaced “ATAR cutoff” with “guaranteed ATAR”</td>
<td>Government <a href="#">Admissions Transparency</a> requirement on terminology</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>Change to indicate that a student may apply for more than one scheme but awarded benefit under only one, that being the one that confers the most benefit</td>
<td>Change to clarify current practice.</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>“Note: For subclause 3(a): the minimum ATAR will be lower than that required for mainstream admission.” Replaced with “For subclause 3(a): the lowest ATAR to receive an offer will be lower than the minimum ATAR for the course.”</td>
<td>Government <a href="#">Admissions Transparency</a> requirement on terminology</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>Definitions of Honours, appended honours, embedded honours, integrated honours</td>
<td>Confusion of terminology between embedded honours, integrated Honours</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>Change to maximum of ten rank points to allow for excellence points change approved earlier in the year</td>
<td>The ATAR Excellence points scheme (implemented via the Flexible Entry Scheme) allowed for up to ten ATAR adjustment points</td>
<td></td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>“and” in definition misleading. Changed to or in line with Discipline Rule. “Student means a person who is currently admitted</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>Item</td>
<td>Description</td>
<td>Change Details</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>8</td>
<td>Clarification, on advice of OGC that a student must produce verifiable documentation of qualifications on request</td>
<td>other</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>53</td>
<td>Addition of dual degree as an option for concurrent enrolment</td>
<td>Alignment with Joint and Dual Degree Policy</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>22A</td>
<td>Insertion of description of Assessment Plans</td>
<td>Academic Board requirement for Assessment plans (approved November 2018)</td>
</tr>
<tr>
<td>Learning and Teaching Policy</td>
<td>26 (4) and 26 (5)</td>
<td>Adjustment of responsibilities of VP External Relations and VP Operations to reflect current practice. Corrected at ASPC meeting of 15 October and confirmed at meeting by circulation concluding 24 October</td>
<td>Delegation change</td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>38</td>
<td>Change at ASPC meeting of 15 October. “undergraduate” deleted to make it clear that offers can be deferred in undergraduate and postgraduate courses. Change in meeting by circulation concluding 24 October. Change to 38 (5) to make it clear that re-auditions are only necessary when an audition had been required at entry. “may be required” rather than “are required” to give flexibility.</td>
<td></td>
</tr>
<tr>
<td>Coursework Policy</td>
<td>51 (2)</td>
<td>Change at ASPC meeting of 15 October. Upper limit</td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>Change</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<td></td>
</tr>
<tr>
<td>Learning and Teaching Policy 21 (11)</td>
<td>Change at ASPC meeting of 15 October. Upper limit that an Associate Dean may approve removed. See also Coursework Policy 51 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coursework Policy 81 (3)</td>
<td>Change at ASPC meeting of 15 October and in meeting by circulation concluding 24 October. With the written approval of the Associate Dean, a person who is re-admitted to an award course may be given credit for any work completed prior to exclusion, and elsewhere in the University or at another institution during a period of exclusion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Board note the report from the meeting of the Undergraduate Studies Committee held on 15 October 2019, and:

1. approve the proposal from the Sydney Conservatorium of Music to introduce the Bachelor of Music / Bachelor of Advanced Studies (Composition) and the Bachelor of Music / Bachelor of Advanced Studies (Performance); recommend that Senate adopt the amendment of the Senate Resolutions arising from the proposal; and approve the introduction of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

2. approve the proposal from the Faculty of Science to amend the Resolutions of the Senate for the Faculty of Science; recommend that Senate adopt the amended Resolutions of the Senate for the Faculty of Science; and approve the amendment of the Resolutions arising from the proposal, with effect from 1 January 2020.

3. approve the proposal from the Deputy Vice-Chancellor (Education) Portfolio, with approval from the relevant faculty to amend the following degrees and approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2020:
   1. Bachelor of Commerce
   2. Bachelor of Commerce/Bachelor of Advanced Studies
   3. Bachelor of Commerce/Bachelor of Laws
   4. Bachelor of Science
   5. Bachelor of Science/Bachelor of Advanced Studies
   6. Bachelor of Science/ Bachelor of Laws
   7. Bachelor of Science/Doctor of Medicine
   8. Bachelor of Science/Doctor of Dental Medicine
   9. Bachelor of Science/Master of Nutrition and Dietetics
   10. Bachelor of Science/Master of Mathematical Sciences
   11. Bachelor of Psychology
   12. Bachelor of Arts
   13. Bachelor of Arts/Bachelor of Advanced Studies
   14. Bachelor of Arts/Bachelor of Laws
   15. Bachelor of Arts/Bachelor of Social Work
   16. Bachelor of Arts/ Doctor of Medicine
   17. Bachelor of Economics
   18. Bachelor of Economics/Bachelor of Advanced Studies
   19. Bachelor of Economics/Bachelor of Laws
   20. Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts
   21. Bachelor of Education (Secondary: Mathematics)/Bachelor of Science
   22. Bachelor of Education (Secondary: Science)/Bachelor of Science
   23. Bachelor of Engineering (Honours)
   24. Bachelor of Engineering (Honours)/Bachelor of Arts
   25. Bachelor of Engineering (Honours)/Bachelor of Science
   26. Bachelor of Engineering (Honours)/Bachelor of Commerce
   27. Bachelor of Engineering (Honours)/Bachelor of Design Architecture
   28. Bachelor of Engineering (Honours)/Bachelor of Laws
   29. Bachelor of Engineering (Honours)/Bachelor of Project Management
   30. Bachelor of Advanced Computing
31. Bachelor of Advanced Computing/ Bachelor of Commerce
32. Bachelor of Advanced Computing/ Bachelor of Science
33. Bachelor of Design Computing/Bachelor of Advanced Studies
34. Bachelor of Arts/Master of Nursing
35. Bachelor of Science/Master of Nursing

4. approve the proposal from the Education Portfolio to amend the Bachelor of Advanced Studies for 2020; recommend that Senate adopt the amended Senate Resolutions for the Board of Interdisciplinary Studies to Senate; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

5. approve the proposal from the Education Portfolio to amend the Bachelor of Advanced Studies for 2021; recommend that Senate adopt the amended Senate Resolutions for the Board of Interdisciplinary Studies to Senate; and approve the amendment of the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

6. approve the proposal from the School of Architecture, Design and Planning to introduce the Major and Minor in Urban Studies into Table S; and approve the introduction of the Unit of Study Tables arising from the proposal, with effect from 1 January 2021.

7. approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies; and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

8. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts, and Bachelor of Arts and Bachelor of Advanced Studies; and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2021.

9. approve the proposal from the Sydney Business School to amend the Bachelor of Commerce, the Bachelor of Commerce/Bachelor of Advanced Studies, and the Bachelor of Commerce and Bachelor of Laws; and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

10. approve the proposal from the Sydney Business School to amend the Resolutions of the University of Sydney Business School (Faculty Resolutions); and approve the amendment of the Resolutions arising from the proposal, with effect from 1 January 2020.

11. approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering (Honours); the Bachelor of Engineering (Honours) and Bachelor of Arts; the Bachelor of Engineering (Honours) and Bachelor of Commerce; the Bachelor of Engineering (Honours) and Bachelor of Design in Architecture; the Bachelor of Engineering (Honours) and Bachelor of Laws; the Bachelor of Engineering (Honours) and Bachelor of Project Management; the Bachelor of Engineering (Honours) and Bachelor of Science; the Bachelor of Advanced Computing; the Bachelor of Advanced Computing and Bachelor of Science; the Bachelor of Advanced Computing and Bachelor of Commerce; and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

12. approve the proposal from the Faculty of Science to update the Bachelor of Liberal Arts and Science; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

13. approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine; and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

14. approve the proposal from the Faculty of Science to amend the Bachelor of Psychology; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Doctor of Medicine; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Master of Nutrition and Dietetics; and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

15. approve the proposal from the Faculty of Science to amend the Resolutions of the Faculty of Science; and approve the amendment of the Faculty Resolutions, with effect from 1 January 2020.

16. approve the proposed semester dates and intensive session dates for academic years 2022, 2023, and 2024, that replicate the semester date model approved by the Academic Board on 25 July 2017.

17. approve the Undergraduate learning outcomes proposed by the Faculty of Engineering for the following award courses and their associated component (mid-level) learning outcomes, with effect from 1 January 2020:

1. Bachelor of Advanced Computing
ITEMS FOR APPROVAL

8.1 Conservatorium of Music: Bachelor of Music and Bachelor of Advanced Studies (Composition); Bachelor of Music and Bachelor of Advanced Studies (Performance)

8.2 Science: Senate Resolution amendments

8.3 Education Portfolio: Course Resolution amendments for Undergraduate Degrees containing the Dalyell stream.

8.4 Education Portfolio: Bachelor of Advanced Studies course resolution amendment for 2020

8.5 Education Portfolio: Bachelor of Advanced Studies course resolution amendment for 2021

8.6 Architecture, Design and Planning: new Table S Major in Urban Design

8.7 Architecture, Design and Planning: Bachelor of Design Computing

8.8 Arts and Social Sciences: Bachelor of Arts and Bachelor of Advanced Studies, Table A amendments for 2020

8.9 Arts and Social Sciences: Bachelor of Arts and Bachelor of Advanced Studies, course resolution amendment for 2021

8.10 Business: Bachelor of Commerce

8.11 Business: Faculty Resolution amendments

8.12 Engineering: Bachelor of Engineering Honours and combined degrees; Bachelor of Advanced Computing and combined degrees

8.13 Science: Bachelor of Liberal Arts and Science

8.14 Science: Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

8.15 Science: Undergraduate course resolution amendments for:
  Bachelor of Psychology; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Doctor of Medicine; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Master of Nutrition and Dietetics

8.16 Science: Faculty Resolution Amendments

8.17 Engineering: Undergraduate Course and Component Learning Outcomes

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- noted a report of the Academic Board for its meeting held on 3 September 2019.
- noted the estimated timelines for 2021 undergraduate and postgraduate curriculum approvals.
- noted the report from the Board of Interdisciplinary Studies for its meeting of 26 September 2019.
- noted the Student Administration Services: Semester Dates 2022 – 2024.
Non-Confidential

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

Associate Professor Anthony Masters
Acting Chair, Undergraduate Studies Committee
Decision Taken by UE CCPC at its Meeting of 23 September 2019

At its meeting on 23 September 2019, the UE CCPC recommended the proposal to the University Executive for endorsement, conditional upon the following amendments being made for submission to Undergraduate Studies Committee:

1) revision of the course proposal to reflect feedback received from consultation with the Deputy Vice-Chancellor (Education) (see page 2 below); and
2) further details to be provided in the full course proposal regarding the administrative costs of the courses.

Executive Summary

This paper provides commentary on the full course proposal for the proposed introduction Bachelor of Music/Bachelor of Advanced Studies combined coursework programs with Composition and Performance streams, which the Sydney Conservatorium of Music intend to introduce in 2021.

Professor Anna Reid will be presenting this proposal to the committee.

Bachelor of Music Composition and Performance programs are currently very specialised and inflexible; they do not allow for many elective courses. Hence, the proposed combined courses with Bachelor of Advanced Studies will allow students to pursue other academic disciplines to broaden students’ intellectual foundations. This is in alignment with the University’s Strategic Plan through provision of courses balancing depth of disciplinary expertise with broader capabilities.

There was significant concern noted by the CCPC Ops group about these proposals. Feedback has been addressed as follows:
Non-Confidential

- Academic Model and DVC Education teams have concerns about the proposal due to issues in the resolutions of all the existing undergraduate Music courses which require manual intervention for each student, leading to high administrative overhead and poor student experience.

It should be noted SCM are working with the Academic Model team and the Education Portfolio to revise the Bachelor of Music resolutions, improve the build of the system and facilitate a seamless student experience. This will be completed in early 2020.

The concerns outlined in Appendix A of this coversheet have been addressed in the proposals as follows:

B Music BAdvStudies (performance) and B Music BAdvStudies (composition)
- The abbreviation BAdvStudies replaced BAS on all relevant pages;
- 7.1 Course Structure: Pages 16-18 updated to reflect change to resolutions;
- Changes to the resolutions pages 30-31 (underlined), pages 33-34 (underlined), page 37-39 (underlined).
- Finance noted concern regarding the lack of any additional costs being included in the model, the assumption being that costs would be absorbed in existing units and programs, however this is likely overly optimistic.

This can be found in each proposal on page 7.

The fee rates used in the models are in line with the University’s fee schedule, however 2020 rates have been used rather than 2021.

DVC (Education) met with the Conservatorium on 19 September 2019 and conditional approval was provided:
- The Conservatorium providing an updated degree structures grids prior to or on the day of CCPC meeting.
- Main feedback to be addressed prior to submission to USC (ideally)

In addition, the Conservatorium has agreed to work with the Education Portfolio and the academic Model Team in 2019 and early 2020 to clean up the resolutions for the whole Bachelor of Music, improve handbook/units of study tables, facilitate build of the degree in the system and improve student experience. Although this is not directly related to the proposals per se, it is linked and is something that needs to happen. The feedback in full has been included in Appendix A.

Institutional Analytics and Planning (IAP) is supportive of the course in terms of the market offering and its competitive positioning, consistent with views at the EOI stage back in June. IAP recommends that these courses be approved subject to the conditions given by DVC (Education).

| Author | Tessy Jolly, Associate Director, Institutional Planning |

Appendix A – DVC Education & Academic Model

Issues common to all proposals:

- The abbreviation for the degrees (question 3.2 and Senate resolutions) should use “BAdvSt” or “BAdvStudies” as the abbreviation for the Bachelor of Advanced Studies (not BAS). Eg. abbreviations should be: BMus/BAdvSt (xxx).

- The aim of combining a Bachelor degree with the Bachelor of Advanced studies is to allow students to:
  - Complete 2 majors;
  - Complete OLE units; and
  - Undertake advanced coursework or Honours in relation to either of the 2 majors they have completed.
This is not completely met in the degrees proposed here as only Honours in Music will be available to students. Is on track to be addressed.

• If the BMusic is to be combined with the Bachelor of Advanced Studies, the structure related to the Music “part” of the degree should follow what has been defined in the Learning and Teaching Policy for programs in four year liberal studies degree (eg. a program + the degree core should not exceed 132 cp). That is:
  o The requirements for the BMusic “core” (Music theory, Aural skills and Analysis, History and Culture) and the Performance or Composition related units should not exceed 132 cp.
  o Has been discussed: will be 102cp of “specialisation” (or whatever you want to call) and 30cp of “core”.

• In question 3.25, the Diploma of Music is indicated as being an articulation pathway. However it is unclear how the Diploma of Music is articulated to the B Music/BAdvStudies (xxx). It currently does not appear in the resolutions for the B Music.
  o If this serves as an entry into the B Music/BAdvStudies (xxx) and no credit is transferred towards the degree, it is not an articulated pathway but the admission requirements to the B Music should make reference to this.
  o If it serves as an entry into the B Music/BAdvStudies (xxx) and credit is transferred toward the degree, it should probably referenced in the degree resolutions
  o If it is an exit degree, then it should be added to the resolutions of the B Music.

• For question 3.17, only one location should be ticked (Conservatorium) as applicants cannot apply to do the course at either campus. Courses are only available at the Conservatorium, even though units may be taken at Camperdown.

• The second column of the course structure should reference the unit of study code, not the cp value.

• The course structure references a free elective. It should be specified which collection it can be taken from as otherwise it is hard to build in the system.

• Please include updated grids reflecting structure for degrees discussed during meeting (Secretariat Note: see Attachment 1).

• The table and colour coded document following the degree structure should indicate that 2 of the cells for 4000 level advanced coursework are for project units.

• For question 7.12.2, the answer should be no as it doesn’t appear that there is a change to the faculty resolutions.

• Each stream should have a Table A which includes the degree core units, stream core units and what is referenced as pathway tables (unclear what pathway tables are) which might be the same as principal study areas (that is not explicit) – As discussed, not required at this stage. However, please provide a high level structure of each combined degree, as well as its partner single BMusic and how they will relate to each other.

• The ‘areas of study’ that appear in multiple streams seem, e.g. Music Skills, sometimes vary depending on the principal study area selected. It would be easier to set all mandatory units up in a single core collection in Table A.

• Please include a note in the proposals or in the coversheets that will accompany the course proposals to the different AB committees to specify that the Conservatorium will work with the Academic Model Team and the Education Portfolio to revise and clean the Bachelor of Music resolutions, improve build in the system and facilitate student experience.
2. Issues common to resolutions

**NB:** There is a larger issue with the resolutions for the BMus. The key issues are listed in point 5 of this brief.

The feedback listed here relates to the changes related to the proposals presented here.

- There are marked changes to the resolutions (e.g., changes to the musicology major) that are not relevant to the course proposal. This should be removed to avoid confusion.

- The course code listed for the Bachelor of Music (Honours) is actually the code the Bachelor of Musical Studies (Honours) which is a different degree. The Honours degree is embedded within the Bachelor of Music and Bachelor of Music/BAdvStudies (xxx) and does not need to be listed in this section.

- Under section 3, there should be an additional clause specifying that completion of a stream is a requirement of the Bachelor of Music/Bachelor of Advanced Studies. The numbering should also be kept consistent between both proposals.

- The cross-faculty management section should be more specific as students in the BMus/BAdvStudies (xxx) will undertake units of study and majors from another faculty. Suggested standard wording:
  (1) Candidates undertaking the Bachelor of Music, the Bachelor of Music with Honours, the Bachelor of Music/Bachelor of Advanced Studies and the Bachelor of Music/Bachelor of Advanced Studies with honours will be under the supervision of the Sydney Conservatorium of Music.
  (2) The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music, the Bachelor of Music with Honours, the Bachelor of Music/Bachelor of Advanced Studies and the Bachelor of Music/Bachelor of Advanced Studies with honours not otherwise dealt with in these resolutions.

- In the requirement for award for the BMus/BAdvStudies (xxx), there is a reference to “Pathway Tables”. It is not clear what these tables are (could not identify in the handbook either). Please use language that is consistent between handbook and resolutions.

- Please update resolutions to reflect discussions from meeting with Pip (please also see comment below about Advanced coursework).
  o This should include a clause on transfer between combined and single B Music (Performance/Composition) and the fact that the 60 cp taken in the combined (48 cp Table S major + 12cp OLE) will be recognised as equivalent to the 60 cp of “More specialisation and more core” units if students want to exit the degree after 4 years (so that it is done automatically in system)
  o **NB:** The “repackaging” of the units for the single BMusic (Performance/Composition) and how these collections will be named and presented in handbook, can be part of the bigger revision of the BMus resolutions that we will work on to submit next year.

- Issues with the requirements for the advanced coursework component:
  o It should allow students to take 24 cp of 4000-level advanced coursework from Table X (where X is the name of the table of units study which will list the advanced coursework units related to the Music (xxx) subject area). Currently, resolutions only allow students to undertake advanced coursework in the Table S major.
  o The credit points requirements for the 4000-level research, community, industry or entrepreneurship project should be at least 12 cp (currently written as 6 cp).
  o The resolutions state that the 24 cp of advanced coursework must be taken in a single subject areas. The faculty needs to clarify if their intention is to have students choose between taking Advanced coursework in Music or in their Table S major. If students can pick how they can complete the AC requirements (e.g. take 6 cp of AC unit related to their Table S major, 6 cp of AC unit related to Music (xxx) and 12 cp of project related to Music (xxx)), the “single subject area” should be removed.

- Clause about Honours missing.
3. New course proposal: Bachelor of Music/Bachelor of Advanced Studies (Performance)

- It would be helpful to list the principal study areas available in this stream in the resolutions. *Eg. 72 credits of Principal Study from Table A of the Bachelor of Music/Bachelor of Advanced Studies (Composition):*
  - Historical performance
  - Jazz performance
  - Non-orchestral performance
  - Orchestral Instrument performance
  - Voice (Classical)

- It is unclear whether the 36 cp of elective units of study need to be from the same principal study area/instrument combination as the one picked to complete the 72 cp.

4. New course proposal: Bachelor of Music/Bachelor of Advanced Studies (Composition)

- If the only principal study area available is composition, it should be specified in the resolutions (ie. 48 cp of Composition Principal Study units or 48 cp from Table A of the BMus/BAdvStudies (Composition) if a Table A is defined).

- If a Table A is defined, the requirement of 45 credit points of Composition discipline units of study as set out in the pathway table, could become 45 credit points of electives from Table A.

**ATTACHMENTS**

Attachment 1: Bachelor of Music / Bachelor of Advanced Studies Unit of Study Grids

Attachment 2: Bachelor of Music / Bachelor of Advanced Studies (Composition) full course proposal

Attachment 3: Bachelor of Music / Bachelor of Advanced Studies (Performance) full course proposal
<table>
<thead>
<tr>
<th>Year</th>
<th>Principal Study 1</th>
<th>Principal Study 2</th>
<th>Music Skills</th>
<th>Music Skills</th>
<th>Ensemble/Performance</th>
<th>Ensemble/Performance</th>
<th>This is Music</th>
<th>AHCS Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Principal Study 3 Extended</td>
<td>Principal Study 4 Extended</td>
<td>Music Skills</td>
<td>OLE</td>
<td>Ensemble/Performance</td>
<td>Ensemble/Performance</td>
<td>Table S major, 1000</td>
<td>Table S major, 1000</td>
</tr>
<tr>
<td>3</td>
<td>Principal Study 5 Extended</td>
<td>Principal Study 6 Extended</td>
<td></td>
<td>Ensemble (3cp) + CPW or Jazz Impro (3cp)</td>
<td>OLE</td>
<td>Table S major, 2000</td>
<td>Table S major, 2000</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Principal Study 7 Extended</td>
<td>Principal Study 8 Extended</td>
<td></td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
</tr>
</tbody>
</table>

102cp Specialisation, 48cp Table S, 12cp OLE, 30cp Core, 24cp 4000 level coursework (or Hons), 24cp Electives (or Hons)
<table>
<thead>
<tr>
<th>Year</th>
<th>Composition 1</th>
<th>Composition 2</th>
<th>Music Skills</th>
<th>Music Skills</th>
<th>Instrumentation &amp; Orchestration</th>
<th>New Music, New Thinking</th>
<th>This is Music</th>
<th>Music Technology (3cp), Ensemble (3cp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Composition 3</td>
<td>Composition 4</td>
<td>Music Skills</td>
<td>OLE</td>
<td>Electroacoustic Music</td>
<td>Computer Music Fundamentals</td>
<td>Table S major, 1000</td>
<td>Table S major, 1000</td>
</tr>
<tr>
<td>2</td>
<td>Composition 5</td>
<td>Composition 6</td>
<td>Comp Techniques: Number &amp; Process</td>
<td>Comp Techniques: Tonality &amp; Process</td>
<td>AHCS Foundation</td>
<td>Composition Studies Elective</td>
<td>Table S major, 2000</td>
<td>Table S major, 2000</td>
</tr>
<tr>
<td>3</td>
<td>Composition 7</td>
<td>Composition 8</td>
<td>CPW (3cp) + Ensemble (3cp)</td>
<td>OLE</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
</tr>
<tr>
<td>4</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
</tr>
<tr>
<td>5</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>4000 Level Advanced Coursework/ or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
</tr>
</tbody>
</table>

102cp Specialisation, 48cp Table S, 12cp OLE, 30cp Core, 24cp 4000 level coursework (or Hons), 24cp Electives (or Hons)
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
- New course
- Amended course
- Deletion of a course

Name of course  Bachelor of Music /Bachelor of Advanced Studies (Composition)

School/department  Sydney Conservatorium of Music
Managing faculty  Sydney Conservatorium of Music
Name of proponent  Prof. Matthew Hindson
Telephone  0293513132
Email  Matthew.hindson@sydney.edu.au

Version date  Undergraduate
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

Signature

Date  2/9/2019

Date  3/9/2019

Date  1/10/2019

Digitally signed by David Oosthuizen
Date: 2019.09.03 08:39:20 +10'00'

Date  3/9/2019

Date  15/8/2019
PART 1: Strategy and marketing analysis

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

Music degrees are specialist degrees, and as such, are typically very limited in the amount of elective space available for students to pursue other academic disciplines apart from music.

Allowing a double degree with the BAdvStudies will broaden students’ intellectual foundations by allowing an additional major in any business, humanities, social science or science discipline. The two host music degrees – Performance and Composition – have been chosen because they are the least flexible degrees in terms of elective space due to their specialist requirements.

The degrees are closely aligned to the University Strategic Plan through provision of courses that balances depth of disciplinary expertise with broader capabilities. Combining with the Bachelor of Advanced Studies allows students to be challenged through advanced coursework, a major project, and have industry and community partnerships leading to a diversified experience for students who are doing a specialist degree, combined with a Table S major + other BAdvStudies requirements.

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>22.2.19</td>
<td>Philippa Patterson</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>8.5.19</td>
<td>Peter McCallum</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>20.5.19</td>
<td><strong>SCM Education Committee</strong></td>
<td>Meeting</td>
<td>Minutes</td>
</tr>
<tr>
<td></td>
<td>Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos (MC), Rowena Cowley, Shauna Crick, David Howie, James Humberstone, Kevin Hunt, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Kathleen Nelson, Stewart Nestel, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep.), Ardi Echevarria(Student rep).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.5.19</td>
<td>Philippa Patterson and Peter McCallum</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>28.5.19</td>
<td><strong>Student Focus Group</strong></td>
<td>Focus Group</td>
<td>Notes</td>
</tr>
<tr>
<td></td>
<td>Rafael Echevaria, Sutti Sutontanyakorn, Michael Kallidis, Meredith Cheng, Indiana Williams, Connor Malone, Katarina Grobler, Wallis Wan, Ruby Jackson, Oscar Smith.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.5.19</td>
<td>Gillian Wu (SGRM)</td>
<td>Verbal and email</td>
<td>Email</td>
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<tr>
<td>17.6.19</td>
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<td>Meeting</td>
<td>Minutes</td>
</tr>
<tr>
<td></td>
<td>Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos, Rowena Cowley, Shauna Crick, Charles Fairchild, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Kathleen Nelson, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach, Ian Whitney,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Evidence of the consultation process and outcome(s) achieved should be attached*

### 1.3 Market Analysis

Following on from the successful launch of the University of Sydney’s undergraduate curriculum, the new combined undergraduate music degree is a natural progression and expansion of the undergraduate liberal studies experience to include students studying at the Sydney Conservatorium of Music.

Much like the demand experienced by other combined arts and creative degrees offered by the University, such as the Bachelor of Arts and Bachelor of Advanced Studies and the Bachelor of Visual Arts and Bachelor of Advanced Studies, it is anticipated that the Bachelor of Music and Bachelor of Advanced Studies (Composition) will appeal to a greater pool of prospective students as it will allow them the opportunity to continue to pursue their passion for music alongside a broad range of other subjects.

In May 2019, a focus group was held with current Sydney Conservatorium of Music undergraduate students regarding the proposed, combined degree. Most students found the degree to be attractive, and many stated that if it had been offered at the time when they had applied, then they would have likely chosen it over the single, specialist degree.

According to the student focus group, the most attractive components of the combined degree for prospective students include:

- More choice, especially through access to the Table S majors;
- Broader avenues to explore career potential, including within the arts sector;
- The option to pursue further studies through the Master of Teaching (Music) with access to two teaching areas; and
- Employability, as the expanded educational experience would make graduates more attractive to future employers.

We also received a lot of interest at open day on both campuses about combined degrees with Music.
Many domestic competitors are already offering double degrees with music. Students from our main competitors at other Sydney and Go8 Universities already have the option to study a double degree as detailed in the competitor analysis attached. We are the only institution in the Sydney region that doesn’t currently offer a double or combined degree option with music.

The addition of the combined degree will enable the Sydney Conservatorium of Music to expand its prospective student market and grow commencing undergraduate enrolments, remaining relevant and competitive by offering access to a wide-range of performance and composition study areas alongside a comprehensive range of other subjects.

Table: Commencing student enrolments 2018-2019 (S1 and S2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/B Adv Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP</td>
<td></td>
<td>688</td>
<td>1199</td>
</tr>
<tr>
<td>IFEE</td>
<td></td>
<td>113</td>
<td>207</td>
</tr>
<tr>
<td>BVA/B Adv Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP</td>
<td></td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>IFEE</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BEC/B Adv Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP</td>
<td></td>
<td>124</td>
<td>246</td>
</tr>
<tr>
<td>IFEE</td>
<td></td>
<td>20</td>
<td>36</td>
</tr>
</tbody>
</table>

Combined music degrees offered by domestic competitors

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Music combined with B Arts, B Sc, B Adv Sc, B Comm, B. Eng or B. Media.</td>
<td>UNSW</td>
<td>5yrs</td>
</tr>
<tr>
<td>B Mus/Flexible Combine with Business, Eng and Comp Sc, Arts, Law, Health and Medical Science, Science.</td>
<td>ANU</td>
<td>4yrs</td>
</tr>
<tr>
<td>B Arts (Music major) combined with B. Comm, B.Laws, B.Bus Admin, B Sc.</td>
<td>MQU</td>
<td>4yrs</td>
</tr>
<tr>
<td>B. Music and Sound Design combined with B Arts in International Studies.</td>
<td>UTS</td>
<td>5yrs</td>
</tr>
<tr>
<td>B Mus/B Creative Industries</td>
<td>WSU</td>
<td>4yrs</td>
</tr>
<tr>
<td>B Mus (Hons)/BA; B Mus (Hons)/BSc</td>
<td>Adelaide</td>
<td>5yrs</td>
</tr>
<tr>
<td>BA/B Mus</td>
<td>UQ</td>
<td>5yrs</td>
</tr>
</tbody>
</table>

1.4 Recruitment strategy*

The University of Sydney’s undergraduate student recruitment strategy is structured around a series of major recruitment events, attendance at careers markets, pipeline conversion campaigns, schools outreach programs, presentations, industry engagement opportunities and distribution of promotional materials in-market.

The Global Student Recruitment and Mobility team will work closely with the Marketing and Communications team to support the implementation of the undergraduate student recruitment strategy and reputation building to ensure the successful launch of the new Bachelor of Music and Bachelor of Advanced Studies (Composition).
In consultation with Marketing and Communications, messages outlining the unique selling points of the combined degree option and graduate outcomes will be developed for market-facing publications and presentations, focusing on attributes including:

- The opportunity to combine a passion for music performance or music composition with studies in other disciplines from across the University via access to the Shared Pool. As a result of this, broader career options and increased graduate employability – for example, a concert musician who may be seeking a career as an Artistic Director may wish to acquire skills in management and marketing;
- The opportunity to access the key features offered in the Bachelor of Advanced Studies, including (but not limited to) Honours, advanced coursework, real-world industry and community interdisciplinary projects;
- The option to undertake the Master of Teaching (Secondary) with two teaching areas (rather than just one in music), and as a result increasing employability prospects.

Messaging will be distributed through key external channels via eDMs, social media and events, and will reach groups including music teachers’ associations, high school careers advisers and teachers’ networks, regional conservatorium networks, and other industry partners.

Based on the previous demand for Bachelor of Music Studies combined degrees between 2013-2017 (see Table 1 below), the number of commencing students in the first year of the degree (across both streams in Composition and Performance) is anticipated to be approximately 10, increasing to a cohort of 15 within a 3-year period.

Table 1: Commencing student enrolments 2013-2017

<table>
<thead>
<tr>
<th>Course</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music Studies and Bachelor of Arts</td>
<td>17</td>
<td>9</td>
<td>12</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor of Music Studies and Doctor of Medicine</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of Music Studies</td>
<td>5</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the range of curriculum options in Table 1 far exceeds previous offerings, it is anticipated that the new combined degree will be more attractive to a greater number of prospective students than for the past combined and double degree models.

*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 Sydney Conservatorium of Music’s courses, including the proposed Bachelor of Music (Performance/Composition) and Bachelor of Advanced Studies will be included in the 2021 student recruitment strategy and associated campaigns and events. Information about the new degrees will be delivered through major undergraduate recruitment channels and activities, which include, but are not limited to the following:

- Academic Advice Day
- Careers Advisers and Teachers’ Conference
- Curriculum training sessions for market-facing staff, including Student Ambassadors, Student Administration Services, Student Centre and Global Student Recruitment and Mobility
- December/January Conversion Campaign
- High Schools’ newsletters and website
• Industry engagement
• Info Day
• International roadshows including Digital and Creative Sydney
• Life at Sydney
• Meet Sydney events (held in capital cities across Australia and New Zealand)
• Open Day
• School visits
• Sydney Conservatorium of Music workshop days e.g. Composition Day
• Careers markets, particularly Creative Careers markets
• Sydney Courses
• The University of Sydney International Guide
• The University of Sydney Undergraduate Guide
• UAC Guide and website
• University website
• Year 10 Info Evenings
• Your Path to Sydney

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 NSW</td>
<td>B Music combined with B Arts Sc, B Adv Sc, B Comm, B Eng or B Media. (5yrs)</td>
<td>$6,566</td>
<td>$37,020</td>
</tr>
<tr>
<td>Australian National University</td>
<td>B Mus/Flexible Combine with Business, Eng and Comp Sci, Arts, Law, Health and Medical Science, Science. (4yrs)</td>
<td>$6,556</td>
<td>$44,064</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>B Arts (Music major) combined with B. Comm, B. Bus Admin, B Sc (4 yrs.) and B. Laws (5yrs).</td>
<td>$10,958</td>
<td>$36,450</td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td>B. Music and Sound Design combined with B Arts in International Studies (5yrs)</td>
<td>$6,556</td>
<td>$38,720</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>B Mus/B Creative Industries (4yrs)</td>
<td>$10,951</td>
<td>$26,760</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Five-year AB/MM Program in Music Bachelor of Arts (AB) at Harvard College/Master of Music (MM) at the New England Conservatory</td>
<td>US$12,000</td>
<td>US$47,730</td>
</tr>
<tr>
<td>Colombia University in the City of New York</td>
<td>Bachelor of Music/Bachelor of Science</td>
<td>US$29,460</td>
<td>US$29,460</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)

N/A
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.)

- CSP Fee rates based on Funding Cluster 5 for performing arts and as per existing Bachelor of Music degrees.
• No DFEE commencing enrolments, IFEE enrolments attached to standard IFEE rate rather than the uplifted Advanced studies price.
• Target SSR is 15 – 17 including academic levels B and A
• There are no development or new material costs for this course as the units are all existing. SCM are working with the Academic Model team to set up the system in 2020 in order for students to enrol in 2021.

PART 3: Course details

<table>
<thead>
<tr>
<th>3.1 Course name:</th>
<th>Bachelor of Music/Bachelor of Advanced Studies (Composition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Course abbreviation:</td>
<td>BMus/ BAdvStudies (Comp)</td>
</tr>
<tr>
<td>3.3 Start year:</td>
<td>2021</td>
</tr>
<tr>
<td>Start semester:</td>
<td>1</td>
</tr>
<tr>
<td>3.4 Name of award:</td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Composition)</td>
</tr>
<tr>
<td>3.5 Combined degree?</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>3.6 Combined type? (if applicable)</td>
<td>☒ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions ☐ 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</td>
</tr>
<tr>
<td>3.7 Honours offered?</td>
<td>☒ Yes ☐ No (Only for BMus component)</td>
</tr>
<tr>
<td>3.8 Honours type? (if applicable)</td>
<td>☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year ☒ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course</td>
</tr>
<tr>
<td>3.9 Course group:</td>
<td>☒ Undergraduate ☐ Postgraduate coursework ☐ Postgraduate research</td>
</tr>
<tr>
<td>3.10 Field of Education (ASCED) codes:</td>
<td>Primary code: 100101 Secondary code: (Combined courses only) 100101</td>
</tr>
<tr>
<td>3.11 Course AQF Level</td>
<td>☒ Level 5: Diploma ☐ Level 6: Advanced diploma/Associate degree ☐ Level 7: Bachelor’s degree ☒ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma ☐ Level 9: Master’s degree (research, coursework and extended) ☐ Level 10: Doctoral degree</td>
</tr>
<tr>
<td>3.12 Short course description: for the UAC Guide, Good Universities Guide</td>
<td>In the Bachelor of Music (Composition) and Bachelor of Advanced Studies, you’ll complete your first major in Music Composition and a second major from the list offered in the University’s Shared Pool, covering everything from Science to the Humanities, Economics to Computing. The Bachelor of Music (Composition) focuses on all facets of musical composition with a particular focus on art music, compositional craft and the development of an individual creative voice. You will be</td>
</tr>
</tbody>
</table>
encouraged to specialise and create ambitious work and be provided with opportunities to hear your work performed.

In the Bachelor of Advanced Studies, you will combine a major from the Shared Pool with Open Learning Environment and Advanced Coursework units, to ensure that you ready to graduate with specialities beyond Music Composition at the highest level.

Honours is available to students who complete an alternative set of units of study in the final year of the degree.

### 3.13 Full course description: for Sydney Courses

The Bachelor of Music and Bachelor of Advanced Studies (Composition) opens up a world of opportunities and will give you highly sought-after skills for a huge range of careers.

In the Bachelor of Music (Composition) if you want to become a professional composer and specialise in music for the concert hall, this degree is for you. You will focus on art music and study with internationally regarded composers.

Creating new music is a vital part of studies at the Sydney Conservatorium of Music. The Conservatorium’s composition and music technology staff are some of Australia’s most gifted and widely recognised composers, working across instrumental, vocal, electronic and electroacoustic music. You will learn all facets of musical composition, and we will support you to specialise and create more ambitious work. We offer plenty of opportunities to have your work performed.

Throughout the five years of the Bachelor of Advanced Studies, you will complete a major from a range of disciplines in which you will undertake advanced coursework and get involved in cross-disciplinary, community, professional, research or entrepreneurial project work. Honours is available to students who complete an alternative set of units of study in the final year of the degree.

You’ll graduate armed with the skills to embark on a huge range of careers, including careers beyond music composition.

### 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**

This combined bachelor’s degree, taught in English, normally takes five years of full-time study. Admission is on the basis of a secondary school leaving qualification plus a presentation of a portfolio of work and interview. The program structure takes the form of a major in Music Composition, a second major and advanced coursework selected from the University of Sydney’s Shared Pool, and Open Learning Environment online units of study. Each of these areas include core and elective areas of study. This combined degree is at Level 7 of the Australian Qualifications Framework.

**Outcomes**

Graduates have a broad and coherent body of knowledge and practical compositional skills within a range of compositional styles. They have developed a body of original work over the course and are proven as
creative thinkers and autonomous workers, also capable of working together with performers towards concert presentation of new work.

Features

The course structure requires the completion of a cohesive sequence of core units of study supplemented by several electives. Students may choose to specialise in electroacoustic/computer composition or instrumental/vocal composition. The degree may be awarded with honours to students who complete an alternative set of units of study in the final year of the program, including a major composition project.

Accreditation

<table>
<thead>
<tr>
<th>Item 8 USC Report to Board</th>
<th>Page 22 of 390</th>
<th>Academic Board 05 November 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.15 Expected normal length of candidature:</td>
<td>Full-time</td>
<td>Min: 5 years</td>
</tr>
<tr>
<td>Part-time</td>
<td>Min: 5.5 years</td>
<td>Max: 10 years</td>
</tr>
<tr>
<td>3.16 Minimum credit points for completion:</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>3.17 Location/campus for student attendance:</td>
<td>☐ Camperdown and Darlington</td>
<td>☐ Camden</td>
</tr>
<tr>
<td>☐ Rozelle</td>
<td>☒ Conservatorium</td>
<td>☐ Mallet Street</td>
</tr>
<tr>
<td>☐ Fully online</td>
<td>☐ Offshore (please specify):</td>
<td>☐ Other (please specify):</td>
</tr>
<tr>
<td>☐ Hospital (Clinic) (please specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.18 Mode of delivery:</td>
<td>Face-to-face teaching</td>
<td>☒ Yes</td>
</tr>
<tr>
<td></td>
<td>☐ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td></td>
<td>☒ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>3.19 Timetabling:</td>
<td>☒ Standard</td>
<td>☐ Non-standard (e.g. Summer or Winter School)</td>
</tr>
<tr>
<td>3.20 Does the course involve clinical or industrial placement/experience?</td>
<td>☐ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.21 Does the course involve internships or overseas study?</td>
<td>☐ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.22 Other course enrolment requirements:</td>
<td>Criminal record check</td>
<td>☒ Yes</td>
</tr>
<tr>
<td>Prohibited Employment Declaration</td>
<td>☒ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>Health records and Privacy Information Declaration</td>
<td>☒ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>Working with Children</td>
<td>☒ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?</td>
<td>☐ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>3.24 Prohibition (if applicable)</td>
<td>30 credit points per semester maximum, except with permission from Associate Dean (Education) of the SCM.</td>
<td></td>
</tr>
<tr>
<td>3.25 Articulation pathway (if applicable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Course name</td>
<td>Credit given</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Diploma of Music</td>
<td>48cp</td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HECS (Student contribution)</td>
<td>$6,566</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.27 Incidental (ancillary) fees (if applicable):

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>$</td>
</tr>
</tbody>
</table>

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>AS</th>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year One</td>
</tr>
<tr>
<td>Student Type</td>
<td>S1</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td>4</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td>1</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
<td></td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</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.

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.

<table>
<thead>
<tr>
<th>4.1</th>
<th>Admission pathway:</th>
<th>☒ UAC</th>
<th>☐ Direct</th>
<th>☐ Flexible Entry (UG only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Areas of study:</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Assumed knowledge:</td>
<td>NSW HSC Music 1 Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Minimum education requirements:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12 (senior secondary certificate) or equivalent</td>
<td>Graduate Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant employment or professional experience</td>
<td>Graduate Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s (Pass)</td>
<td>Master’s – advanced learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s (Hons)</td>
<td>Master’s – professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional information:</td>
<td>Master’s – research</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.5 Estimated or target minimum ATAR (for UG only):

<table>
<thead>
<tr>
<th>Year</th>
<th>Entry Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>entry by interview + minimum ATAR for BA</td>
</tr>
<tr>
<td>2022</td>
<td>entry by interview or Audition + minimum ATAR for BA</td>
</tr>
<tr>
<td>2023</td>
<td>entry by interview + minimum ATAR for BA</td>
</tr>
<tr>
<td>2024</td>
<td>entry by interview or Audition + minimum ATAR for BA</td>
</tr>
</tbody>
</table>

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

While the ATAR is used as an indicator of ability to undertake studies at a tertiary level, selection into Sydney Conservatorium of Music programs is also based on an interview. It is recommended that applicants have at least Music 1 or equivalent knowledge and skills.

### 4.7 If the proposal is for a postgraduate award course, please indicate the application closing date: N/A

For domestic students, closing date for applications is: 
For international students, closing date for applications is: 

### 4.8 Second semester admission

| Yes | No |

If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase.

### 4.9 International student admission:

| Yes | No |

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)?

Other international student entry requirements:
Portfolio and/or audition must be submitted online unless attending in person.

### PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

| 5.1 CRICOS Code: | Application required | Not applicable |

Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University (email: esos.compliance@sydney.edu.au). Courses that are not offered to international student visa holders do not require a CRICOS code. Courses with a delivery of more than 25% distance or online study cannot be registered.
If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed:
changes to price, duration, location, mode of study; work component, qualification level and distinct course structure (specialist courses) where specialisation is included in the award title and on the testamur.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course. This statement will explain the reason for the course's existence or justify the amendment in academic terms. The statement should be concise and summary in nature and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:
“The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation.”
or
“The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that that will prepare them for a broad range of employment options or postgraduate study at the masters level.”
or
“The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.”

The Sydney Conservatorium of Music (SCM) is proposing a to combine the Bachelor of Music (Performance) and Bachelor of Music (Composition) with the Bachelor of Advanced Studies from 2021.

The aim is to provide students with a broader educational experience and exposure to other discipline areas in the University not available to them in their current degrees, while also providing the opportunity for increased work-readiness through development of skills that contemporary employers require.

SCM has previously offered combined degrees in the areas of Medicine, Engineering and Arts which together typically attracted over 60 audition applications per year. It is anticipated that these combined degrees will attract a similar cohort of students.

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.
In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the
education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

This double degree is crafted around two main overarching concepts. It conjoins the existing specialist nature of the BMus (Composition) with the opportunity for students to broaden their educational experience and expertise into areas beyond music. In doing so, it is intended that students will gain both a level of expertise including and beyond the host music degree, and in doing so, be able to combine educational outcomes and approaches from these two fields into a unique and innovative approach to both discipline areas.

As most musicians and creative artists have portfolio careers, the opportunity for music graduates to expand their expertise into areas beyond music will potentially allow them to display leadership and influence into their chosen fields after graduation, as they will have a level of expertise in more than one discipline area, setting them apart from their peers.

Furthermore, by interacting in a sustained and meaningful way with a second discipline and its cohort of peers who are not music students (i.e. through the Table 5 second major and advanced coursework), students will attain graduate qualities in larger range of discipline areas. This is important given the specialist nature of host music degrees. The opportunity to excel in graduate qualities in an area apart from Music could well impart a sizeable advantage to students undertaking these double degrees.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate a very high level of technical and musical excellence within the practice of their designated principal study or discipline area, producing informed, distinctive, innovative and creative results that are indicative of high levels of working with others.</td>
</tr>
<tr>
<td>2</td>
<td>Students will generate arguments to formulate and test evidence-based solutions to address complex problems by synthesising knowledge, experience and practice in music and their other area of study.</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate an ability to work successfully in collaboration with others inside and outside their own discipline study areas in an effective, respectful and ethical manner.</td>
</tr>
</tbody>
</table>
4. Students will demonstrate skills as an independent, creative scholar and an ability to navigate and create innovative approaches to address new, emerging and disrupting problems and methodologies, including developing styles, techniques and genres and digital literacies, including into disciplines other than music.

5. Students will apply skills developed as part of an authentic education experience within the music and creative arts and/or creative industries sectors, and across disciplines, and will be able to convincingly demonstrate such work through public presentations and engagement.

6.4 Statement of graduate qualities for undergraduate award courses

For undergraduate award courses, provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the Learning and Teaching Policy 2015 (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.

6.4.1 Depth of disciplinary expertise

- Students will be able to compose, score and arrange original music that is suitable for diverse media and contexts, including notated and audio-based music that is relevant to the mandate of a composer working in the art music field, and demonstrate this with high levels of competence and authenticity in terms of its professional outlook
- Students will be able to synthesise advanced theory knowledge in more than one discipline or area of practice

6.4.2 Broader skills:

- Critical thinking and problem solving
- Communication (oral and written)
- Information/digital literacy
- Inventiveness
  - The ability to analyse music presented aurally or in notation, and the ability to apply this within creative tasks
  - Students will be able to demonstrate the ability to analyse and critically engage with the music of our time, including communication via coherent language (written and oral) and musical expression (notated and recorded)
  - Students will be able to demonstrate high levels of literacy in their ability to identify and employ information/digital tools to research and realise creative work
  - Students will be able to critically engage with discourses relating to the history, analysis and cultural context of a variety of musical styles and genres, including with music of our time and in relation to the function of music in the art music sector
  - The application of advanced cognitive, technical and communication skills and apply related methodologies
  - The critical analysis of information

6.4.3 Cultural competence

- Students will be able to demonstrate composition-based skills appropriate to art music so as to understand and engage with music and people of diverse cultural backgrounds

6.4.4 Interdisciplinary effectiveness

- Students will be able to demonstrate an ability to work collaboratively and effectively with peers from other disciplines, both within and outside the music discipline, the creative arts sector and society in general
- Students will be able to synthesise advanced theory knowledge in more than one discipline or area of practice

6.4.5 An integrated professional, ethical and personal identity
• Students will be able to demonstrate skills in music performance, including an ability to work collaboratively and respectfully in ensembles, commissioners and organisations
• Students will be able to apply knowledge and skills creatively to demonstrate autonomy, judgement, adaptability and ethical responsibility as a practitioner or learner

| 6.4.6 Influence | Students will be able to present compelling cases for their creative work, demonstrating the ability to deliver a concept through to a diverse public audience. |
## PART 7. Learning and teaching

### 7.1 Course structure

<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO</th>
<th>Elective = EL</th>
<th>Barrier = BA</th>
<th>Capstone = CP</th>
<th>Existing = YES</th>
<th>New = provide ASCED (^2) and Level</th>
<th>Session(s) (^3)</th>
<th>Course year first offered</th>
<th>Campus (^5)</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Year One Cores</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO</td>
<td>YES</td>
<td>SC1</td>
<td>current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Music BAdvStudies (Composition)</td>
<td>CMPN 1601</td>
<td>Composition 1</td>
<td>CO</td>
<td>YES</td>
<td>SC1</td>
<td>current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMPN1611</td>
<td>Instrumentation and Orchestration</td>
<td>CO</td>
<td>YES</td>
<td>SC1</td>
<td>current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>12cp</td>
<td>Music Skills Units</td>
<td>CO</td>
<td>YES</td>
<td>SC1/SC2</td>
<td>current</td>
<td>SC</td>
<td>12</td>
<td>SCM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MCGY1030</td>
<td>This is Music</td>
<td>CO</td>
<td>YES</td>
<td>SC1</td>
<td>current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMPN1602</td>
<td>Composition 2</td>
<td>CO</td>
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<td>SC2</td>
<td>current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
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<tr>
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<td>3cp</td>
<td>Ensemble Units</td>
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<td>SC</td>
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<tr>
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<td>CMPN1013 or CMPN1014</td>
<td>Creative Music Technology or Sound recording Fundamentals</td>
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<tr>
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<td>6cp</td>
<td>Music Skills Units</td>
<td>CO</td>
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<td>SC1/SC2</td>
<td>current</td>
<td>SC</td>
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<td>6cp</td>
<td>OLE units</td>
<td>CO</td>
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<td>SC1</td>
<td>Current</td>
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<tr>
<td>CMPN2632</td>
<td>Computer Music Fundamentals</td>
<td>CO</td>
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<td>SC2</td>
<td>Current</td>
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<tr>
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<td>1000 - level Table S major</td>
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<td>YES</td>
<td>SC1/SC2</td>
<td>Current</td>
<td>CC</td>
<td>12</td>
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<td>CMPN3605</td>
<td>Composition 5</td>
<td>CO</td>
<td>YES</td>
<td>SC1</td>
<td>Current</td>
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<tr>
<td>CMPN2613</td>
<td>Composition Techniques Number and Process</td>
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<td>SC1</td>
<td>Current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
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<tr>
<td>6cp</td>
<td>AHCS Foundation subjects</td>
<td>CO</td>
<td>YES</td>
<td>SC1</td>
<td>Current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
<td></td>
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<tr>
<td>12cp</td>
<td>2000-level Table S major</td>
<td>CO</td>
<td>YES</td>
<td>SC1/SC2</td>
<td>Current</td>
<td>CC</td>
<td>12</td>
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<tr>
<td>CMPN3606</td>
<td>Composition 6</td>
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<td>SC2</td>
<td>Current</td>
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<tr>
<td>CMPN2614</td>
<td>Composition Techniques: Tonality and Process</td>
<td>CO</td>
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<td>SC2</td>
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<tr>
<td>6cp</td>
<td>Composition Studies Elective</td>
<td>CO</td>
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<td>CC</td>
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<td>SC1</td>
<td>Current</td>
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<tr>
<td>CMPN3000</td>
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<td>Current</td>
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<tr>
<td>6cp</td>
<td>OLE units</td>
<td>CO</td>
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<tr>
<td>3cp</td>
<td>Ensemble units</td>
<td>CO</td>
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<td>SC1</td>
<td>Current</td>
<td>SC</td>
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<tr>
<td>CMPN4608</td>
<td>Composition 8</td>
<td>CO</td>
<td>YES</td>
<td>SC2</td>
<td>Current</td>
<td>SC</td>
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<td>SCM</td>
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<tr>
<td>24cp</td>
<td>3000-level Table S major</td>
<td>CO</td>
<td>YES</td>
<td>SC1/SC2</td>
<td>Current</td>
<td>CC</td>
<td>24</td>
<td>various</td>
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<tr>
<td>Year 5 core</td>
<td>CMPN4608</td>
<td>Composition 8</td>
<td>CO</td>
<td>YES</td>
<td>SC2</td>
<td>Current</td>
<td>SC</td>
<td>6</td>
<td>SCM</td>
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<tr>
<td>24cp</td>
<td>Music Special Project or 4000-level Table S Advanced coursework</td>
<td>CO</td>
<td>YES</td>
<td>SC1/SC2</td>
<td>Current</td>
<td>SCM/CC</td>
<td>24</td>
<td>SCM/Various</td>
<td></td>
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<tr>
<td>Year 5 electives</td>
<td>24 cp</td>
<td>Specialisation or Table S elective</td>
<td>EL</td>
<td>YES</td>
<td>SC2</td>
<td>Current</td>
<td>SC</td>
<td>24</td>
<td>various</td>
<td></td>
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<tr>
<td>Honours Years 1-4</td>
<td>24 cp</td>
<td>Specialisation or Table S elective</td>
<td>EL</td>
<td>YES</td>
<td>SC2</td>
<td>Current</td>
<td>SC</td>
<td>24</td>
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<tr>
<td>Year 5</td>
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<td>SCM</td>
<td>24</td>
<td>SCM</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**

1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.

2. A full list of ASCED codes can be found on the Institutional Analytics and Planning website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.

3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.

4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.

5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.
# B.Mus./B.A.S. (Composition) including possible Honours in either Music or Table S major

<table>
<thead>
<tr>
<th>Year</th>
<th>Composition 1</th>
<th>Composition 2</th>
<th>Music Skills</th>
<th>Music Skills</th>
<th>Instrumentation &amp; Orchestration</th>
<th>New Music, New Thinking</th>
<th>This is Music</th>
<th>Music Technology (3cp), Ensemble (3cp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Composition 3</td>
<td>Composition 4</td>
<td>Music Skills</td>
<td>OLE</td>
<td>Electroacoustic Music</td>
<td>Computer Music Fundamentals</td>
<td>Table S major, 1000</td>
<td>Table S major, 1000</td>
</tr>
<tr>
<td>2</td>
<td>Composition 5</td>
<td>Composition 6</td>
<td>Comp Techniques: Number &amp; Process</td>
<td>Comp Techniques: Tonality &amp; Process</td>
<td>AHCS Foundation</td>
<td>Composition Studies Elective</td>
<td>Table S major, 2000</td>
<td>Table S major, 2000</td>
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<tr>
<td>3</td>
<td>Composition 7</td>
<td>Composition 8</td>
<td>CPW (3cp) + Ensemble (3cp)</td>
<td>OLE</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
<td>Table S major, 3000</td>
</tr>
<tr>
<td>4</td>
<td>4000 Level Advanced Coursework (project unit)/or Hons</td>
<td>4000 Level Advanced Coursework (project unit)/or Hons</td>
<td>4000 Level Advanced Coursework/or Hons</td>
<td>4000 Level Advanced Coursework/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
<td>Elective/or Hons</td>
</tr>
<tr>
<td>5</td>
<td>102cp Specialisation, 30cp Core, 48cp Table S, 12cp OLE, 24cp 4000 level coursework (or Hons), 24cp Electives (or Hons)</td>
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</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

There are no alterations to existing units of study.

The structure and content of the BAdvStudies component, as listed above, equates to existing BAdvStudies structures. As the content of the Table S majors is determined by the BIS and the host faculty, it is not appropriate to comment on this here.

The Music degree components already all exist. For ease of reference, the summary of how they are taught is as follows:

- The Principal Study components are based around the general model of one-to-one studio teaching and weekly presentations/workshops in discipline groups.

- The Music Theory and Aural Skills components are based around lectures + tutorial model (Music Theory) and tutorials (Aural Skills).

- Music composition and music technology speciality core units, including Instrumentation and Orchestration, New Music New Thinking, Electroacoustic Music, Computer Music Fundamentals, Comp Techniques: Number and Process and Comp Techniques: Tonality and Process are taught in a combination of lectures, tutorials, seminars and practical workshops.

- The Ensemble/Performance units are based around group rehearsals and performances. In some units of study, there may be lectures on the content being studied.

- In MCGY1030 This is Music, this is based around lectures + tutorials. This is the transition unit of study for all first-year students doing music degrees.

- CMPN3000 Composer Performer Workshop 1 is both based around collaborative, cross-disciplinary rehearsals, workshops and concert presentations.

The BAdvStudies components – including the Table S major, the OLE units and the Advanced Coursework units – fulfil the requirements of the Bachelor of Advanced Studies.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.
An assessment plan will be developed prior to the course commencing.

<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>Composition portfolios, presentations and workshops (Principal Study, Composer/Performer Workshops)</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>Performance and Ensemble rehearsals and concerts (Principal Study, Composer Performer Workshop, Ensemble units)</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Weekly tasks (Composition Principal Study, Music Theory and Aural Skills)</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Written and Practical Exams, Assignments and Essays (Music Theory, Aural Skills, AHCS Foundation units, Composition core units)</td>
<td>35</td>
<td>No</td>
</tr>
<tr>
<td>Presentations (Composer Performer Workshop, AHCS Foundation Units)</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

The assessment protocol in all SCM units is both formative and summative. The learning environment provides scope for students to continuously receive feedback on the quality of their work. Their final projects receive critique for the completed work, for the manner in which it is presented, and for the creative elements that are contained within. All core and elective units work in concert to ensure that the student develops strong musical skills, develops communication skills through working with teachers and peers. The assessment tasks in all units are authentic in that they mimic the forms of work that students will be required to do in the professional world.

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

  The Faculty runs semester unit of study evaluations to monitor and achieve quality in teaching and learning.
The Feedback for Teachers program is actively encouraged.

A KPI for the SCM is that at least one staff member will undertake the Graduate Certificate in Education (Higher Education) per year. Biannual All-Staff Days involving all SCM academic staff are held at the beginning of each year in which issues regarding quality learning and teaching are discussed and workshopped.

- review content, delivery and Resolutions of the course
- review and rationalise Units of Study for the course

Each degree or study program at the SCM is reviewed yearly on its content, delivery and resolutions. Award courses are reviewed on a 7-year basis.

The Faculty’s Education Committee meets at least 10 times per year and provides ongoing guidance and monitoring of all the faculty curriculum deliveries including review and rationalisation units of study and assessment procedures. Regular meetings are held between the Program Leaders and the Associate Dean (Education) with regards to curriculum and its implementation.

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.

The SCM has well-established performance, conducting, musicology, composition, jazz and music technology departments, with world-class teachers and facilities, including specially-designated studios and equipment. Many classes have the flexibility of being taught on both the main and SCM campuses. All units of study in the Music course are already being taught to the undergraduate cohort. The subjects in the BAdvStudies are already available to undergraduate students.

7.6 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a 24-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.

Again, this refers to the Music components of the degree, particularly in the first two years when the concentration of Music units of study is greatest.

It is not possible to quantify the hours for each of the Table S majors as the variation between them would be too broad to encompass in this document.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>3 hours</td>
</tr>
<tr>
<td>Tutorials and Workshops</td>
<td>6 hours</td>
</tr>
<tr>
<td>Rehearsals and Lessons</td>
<td>2 hours</td>
</tr>
<tr>
<td>Independent composition study</td>
<td>16 hours</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).

Course Outlines indicate when assignments are due and can be co-ordinated. Some courses manage assessment tasks within scheduled tutorial periods. Most courses spread assessment tasks throughout the semester. For composition students, often the majority of actual writing of the music takes places in the first two-thirds of the semester, and the final third is dedicated towards managing rehearsals and performances of these works. This is advantageous for these students in helping to manage the end-of-semester pileup of assignments from other units of study.

Students are encouraged to enrol part-time should their outside workload infringe upon their ability to do their best.

In all cases, SCM assessments in this degree align with the four principles of assessment as outlined in the Coursework Policy (2014) – 62-65.

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.

Aligns with the University of Sydney coursework policy.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Classes are combination of self-study, collaborative creative work, technical development, and theoretic exploration. Learning activities are quite diverse (for instance rehearsal with others, individual composition, regular academic classes and associated writing tasks) and therefore learning ‘fatigue’ is unlikely. Each unit of study is research-led in that they all deal with real musical problems and aim at extending students problem solving skills. Theoretical classes follow lecture tutorial format of 1 hour- 2 hours generally.

Rehearsal classes take real time and classes therefore are usually 3 hours duration. A normal student load is 24 credit points per semester.

There will be the issue with students travelling between campuses as the degree progresses. This is ameliorated by front-loading the beginning of the degree with units of study held at Macquarie St and increasing the amount of work done at Camperdown Campus as the degree progresses.

7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given...
equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

Academic advice will be provided to students through the Faculty hub site on Canvas and other communications strategies such as direct email comms to currently enrolled students. All students have access to UoS information through their LMS sites.

SCM students are represented at all levels of the Faculty’s executive operations including the Research Committee, Education Committee and College Board. A Staff/Student liaison committee meets twice per semester to discuss student issues face to face.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression.

Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

There are no barrier exams at SCM.
Facility Resolutions of the Sydney Conservatorium of Music state the following approach to reassessment:

Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

7.9 Combined degrees and inter-faculty arrangements

The Board of Interdisciplinary Studies is in place and manages the Bachelor of Advanced Studies.

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning master’s degrees and all Professional master’s degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

N/A

7.12 Resolutions

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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 Doctor of Philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelor’s 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 N/A

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

| 7.12.5 Last semester intake under existing Resolutions | Domestic | 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? | N/A |
| 7.12.7 For course deletions, advise the last date for enrolments into the existing course | N/A |
### PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

#### 8.1 Teaching and support staff

<table>
<thead>
<tr>
<th>Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (<em>It is not necessary to provide detailed information on the names or qualifications of individual staff members</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty already has comprehensive academic staffing providing specialist skills in all the newly proposed programs, plus numerous highly professionally skilled casual teachers. The Faculty also has a dedicated technology support team, who manage the recording studios, AV equipment and computer labs. There will be no extra staff roles needed to deliver this program – any increase in student numbers will be managed through the SCM’s HR processes as per normal. BAdvStudies majors/minors already exist through the Shared Pool.</td>
</tr>
</tbody>
</table>

#### 8.1.2 What are the strengths of the department/school relevant to this proposal?

Highly regarded teaching staff who have international reputations in composition and performance. The SCM is strategically located and internationally recognised as the top music conservatory in Australia and the Asia/Pacific region. World-class rehearsal, teaching and performing spaces. Established existing single degree in this field upon which the double degree can be placed.

#### 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.

Existing arrangements will continue to apply.

#### 8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>Teaching rooms</th>
<th>All current seminar spaces available in both SCM and Seymour centre Facilities. BAdvStudies UoS as per current practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture theatres</td>
<td>Current spaces available in both SCM, Seymour Centre and Darlington School facilities. BAdvStudies UoS as per current practice</td>
</tr>
<tr>
<td>Laboratories</td>
<td>3 including computer access labs</td>
</tr>
<tr>
<td>Staff offices</td>
<td>SCM and Seymour Centre combined</td>
</tr>
<tr>
<td>Storage or other space required including any which needs to be rented externally</td>
<td>N/A</td>
</tr>
</tbody>
</table>
8.2.6 Professional placement locations

N/A

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

<table>
<thead>
<tr>
<th>9.3.1</th>
<th>Computer technology</th>
<th>The faculty is already well supplied with state-of-the-art recording studios, seminar rooms and equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.2</td>
<td>Other equipment</td>
<td></td>
</tr>
</tbody>
</table>

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of Sydney Conservatorium of Music

(1) With the exception of the Doctor of Music 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 Sydney Conservatorium of Music. The Doctor of Music 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 2021. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDCON-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RHMUSICM-01</td>
<td>Doctor of Musical Arts</td>
<td>DMA</td>
<td></td>
</tr>
<tr>
<td>RMMUMUSCI-02</td>
<td>Master of Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRMUSCOM-02</td>
<td>Composition</td>
<td>MMus(Composition)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMUSDE-02</td>
<td>Music Education</td>
<td>MMus(MusEd)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMUSGI-02</td>
<td>Musicology</td>
<td>MMus(Musicology)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUSPER-02</td>
<td>Performance</td>
<td>MMus(Performance)</td>
<td>Research</td>
</tr>
<tr>
<td>MAMUSCND-01</td>
<td>Master of Music Studies (Conducting)</td>
<td>MMusStud(Cond)</td>
<td>96 (Suspended)</td>
</tr>
<tr>
<td>MAMUSOPP-01</td>
<td>Master of Music Studies (Opera)</td>
<td>MMusStud(OperaPerf)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSPER-02</td>
<td>Master of Music Studies (Performance)</td>
<td>MMusStud(Perf)</td>
<td>72</td>
</tr>
<tr>
<td>MAMUSPER-02</td>
<td>Bachelor of Music ^</td>
<td>BMus</td>
<td>192</td>
</tr>
<tr>
<td>BPMUSCOM-01</td>
<td>Bachelor of Music^ (Composition)</td>
<td>BMus(Comp)</td>
<td>192</td>
</tr>
<tr>
<td>BPMUSMEDU-01</td>
<td>Bachelor of Music (Music Education)^</td>
<td>BMus(MusEd)</td>
<td>192</td>
</tr>
<tr>
<td>BPMUSPER-01</td>
<td>Bachelor of Music (Performance)^</td>
<td>BMus(Perf)</td>
<td>192</td>
</tr>
</tbody>
</table>

* A further 24 credit point Internship is available to some candidates on a competitive basis, and awarded on merit by application of the candidate. ^ may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxxx</td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Composition)</td>
<td>BMus/BAdvStudies (Comp)</td>
<td>240</td>
</tr>
<tr>
<td>xxxx</td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Performance)</td>
<td>BMus/BAdvStudies (Perf)</td>
<td>240</td>
</tr>
</tbody>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNMUSOPP-01</td>
<td>Graduate Diploma in Music (Opera Performance)</td>
<td>GradDipMus (OperaPerf)</td>
<td>48</td>
</tr>
</tbody>
</table>
5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLMUSICM-04</td>
<td>Diploma of Music</td>
<td>DipMus</td>
<td>96</td>
</tr>
</tbody>
</table>
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

It should be noted SCM are working with the Academic Model team and the Education Portfolio to revise the Bachelor of Music resolutions, improve the build of the system and facilitate a seamless student experience. This will be completed in early 2020.

Bachelor of Music

Bachelor of Music
Bachelor of Music/Bachelor of Advanced Studies (Composition)
Bachelor of Music/Bachelor of Advanced Studies (Performance)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Sydney Conservatorium of Music, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMUSICM-05</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>XXXXXXX-XX</td>
<td>Bachelor of Music /Bachelor of Advanced Studies (Composition)</td>
</tr>
<tr>
<td>XXXXXXX-XX</td>
<td>Bachelor of Music /Bachelor of Advanced Studies (Performance)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course may be full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Music is available in the following streams:
   (a) Composition
   (b) Music Education
   (c) Performance

(2) The Bachelor of Music/Bachelor of Advanced Studies is available in the following streams:
   (a) Composition
   (b) Performance

(2) The requirements for the completion of each stream are as specified in these resolutions and in the Table of Units of Study for Undergraduate Degrees for the Sydney Conservatorium of Music. Candidates wishing to enter or exit a stream or transfer between streams should contact the University school.
(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.
(4) Completion of a stream is a requirement of the Bachelor of Music/Bachelor of Advanced Studies.

Cross-faculty management

The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music and the Bachelor of Music (Honours) not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

(2) In addition, admission to this course requires the applicant to complete a music skills or jazz aptitude test. If applying for a stream, fulfil any stream-specific admission requirements; or:
   a) Present a portfolio of work and attend an interview, or
   b) Undertake a practical audition in a nominated instrument or voice, or
   c) Present an example of recent written work and attend an interview

(3) Admission requirements for specific streams:
   a) Applicants for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants;
   b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The results of this process will form part of the ranking of applicants;
   c) Applicants for the Music Education stream must either undertake a practical audition (instrument or voice), or submit composition works, or present recent written work, or equivalent to assess suitability for the profession. The results of this process will form part of the ranking of applicants.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
   a) the Table of units of study for Undergraduate Degrees for the Sydney Conservatorium of Music
   b) the Pathway Tables for the Bachelor of Music
   c) Table S from the Shared Pool of Undergraduate Degrees
   d) Table O (the Open Learning Environment)
   e) Unless otherwise indicated in these resolutions the Table of Units of study, the Pathway Tables, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the Bachelor of Music candidates must complete 192 credit points as specified below, and, if completing a stream, satisfy requirements for the stream

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(4) **Requirements for a program**
To qualify for the award of the pass degree with a Program, a candidate must successfully complete 192 credit points, comprising:

(a) 72 credit points of units of study in either of the following disciplinary areas, as set out in the Pathway Tables:
   (i) Contemporary Music Practice
   (ii) Composition for Creative Industries
   (iii) Digital Music and Media
   (iv) Improvised Music
(b) 24 credit points of Music Skills units of study
(c) 24 credit points of Music Analysis, History and Culture Studies units of study
(d) 12 credit points of Final Year Project units of study
(e) 12 credit points in performance or ensemble units
(f) 48 credit points of elective units of study comprised of:
   (i) a major from Table S; or
   (ii) a minor from Table S and/or
   (iii) up to 12 credit points from Table O; and/or
   (iv) elective units from Table S.

(5) **Requirements for a major**
(a) A major requires the completion of 48 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
   (i) 2x1000-level units, 2x2000-level units and 4x3000 level units; or
   (ii) 2x1000-level units, 3x2000-level units and 3x3000 level units.
(b) For any individual student’s enrolment, a unit of study will only contribute towards one major except where otherwise approved by the faculty/University school's Units of Study contributing towards one major may not contribute toward any other major completed except where otherwise approved by the faculty/University school.

(6) **Requirements for a minor**
(a) A minor requires the completion of 36 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
   (i) 2x1000-level units, 2x2000-level units, and 2x3000-level units; or
   (ii) 2x1000-level units, 3x2000-level units and 1x3000-level unit.
(b) Units of study contributing towards one minor may not contribute toward any other major completed except where otherwise approved by the faculty/University school.
(c) To qualify for the award of the pass degree with a Major, a candidate must successfully complete 192 credit points including a minimum of 48 credit points from a designated major in Musicology, comprising:
   (i) 48 credit points in Musicology units of study, as set out in the Pathway Table
   (ii) 24 credit points in Music Skills units of study
   (iii) 36-credit points of Music Analysis, History and Culture Studies units of study
   (iv) 12-credit points of Final Year Project units of study
   (v) 12 credit points in performance or ensemble units
   (vi) 60 credit points of elective units of study comprised of:
      (a) a major from Table S; or
      (b) a minor from Table S and/or
      (c) up to 12 credit points from Table O; and/or
      (d) elective units from Table S.
(7) **Requirements for the Performance stream**

To qualify for the award of the pass degree in the Performance stream, a candidate must successfully complete 192 credit points comprising:

(a) 72 credit points of Principal Study units of study
(b) 12 credit points in Music Theory units of study;
(c) 12 credit points of Aural Skills units of study;
(d) 24 credit points of Analysis, History and Culture Studies units of study
(e) 12 credit points of Final Year Project units of study
(f) 60 credit points of elective units of study as set out in the Pathway Tables for specific Principal Study areas, and comprised of;
   (i) A major from Table S; or
   (ii) A minor from Table S and/or
   (iii) up to 12 credit points from Table O; and/or
   (iv) elective units from Table S.

(8) **Principal study areas in the Performance stream**

Principal study is available in:

(a) Historical Performance
(b) Jazz Performance
(c) Non-Orchestral Instrumental Performance
(d) Orchestral Instrumental Performance
(e) Voice (classical) Performance

(9) **Requirements for the Composition stream**

To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:

(a) 48 credit points of Composition Principal Study units of study;
(b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;
(c) 24 credit points of Music Analysis, History and Culture Studies units of study;
(d) 3 credit points of Performance units of study;
(e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;
(f) 12 credit points of Final Year Project units of study;
(g) 42 credit points of elective units of study comprised of:
   (i) a minor from Table S and/or
   (ii) up to 12 credit points from Table O; and/or
   (iii) elective units from Table S

(10) **Bachelor of Music /Bachelor of Advanced Studies (Performance)**

To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Performance), a candidate must complete 240 credit points, comprising:

(a) 102 credit points of Specialisation units of study
(b) 30 credit points of core units of study;
(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) A major (48 credit points) from Table S;
(e) A minimum of 24 credit points at 4000 level from a Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 cp.
(f) where appropriate, elective units of study from a Specialisation or Table S.

(11) **Specialisation areas in the Performance stream**
Specialisation is available in:
(a) Historical Performance
(b) Jazz Performance
(c) Non-Orchestral Instrumental Performance
(d) Orchestral Instrumental Performance
(e) Voice (classical) Performance

(12) Bachelor of Music/Bachelor of Advanced Studies (Composition)
To qualify for the award of the Bachelor of Music/ Bachelor of Advanced Studies (Composition), a candidate must complete 240 credit points, comprising:
(a) 102 credit points of Specialisation units of study
(b) 30 credit points of core units of study;
(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) A major (48 credit points) from Table S;
(e) A minimum of 24 credit points at 4000 level from the Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 cp.
(f) where appropriate, elective units of study from a Specialisation or Table S.

(13) Specialisation areas in the Composition stream
Specialisation is available in:
(a) Composition

(14) Requirements for the Music Education stream
To qualify for the award of the pass degree in the Music Education stream, a candidate must successfully complete 192 credit points and reach the minimum levels of achievement as set out in the tables (a) – (e).

(a) Performance

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>30</td>
<td>This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music from the Middle Ages to Baroque; Music in Modern Times</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

(b) Jazz Studies

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
</tbody>
</table>
Music Education | 96 | Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance | 6 | 6cps of Ensemble/Performance
Music Skills | 24 | Jazz Music Skills 1-4
Analysis, History and Culture Studies | 30 | This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music in Western Culture; Music in Modern Times
Electives | 12 | 

(c) Composition

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Composition</td>
<td>12</td>
<td>Instrumentation and Orchestration; Composition Through Improvisation 1; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4; Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>This is Music; New Music New Thinking; Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

(d) Musicology

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Musicology Workshop 1 &amp; 2; Music in the Classical and Romantic Eras; 6 credit points of Historical Studies; 6 credit points of Ethnographical Studies;</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td>12cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>24</td>
<td>This is Music; Musical Worlds of Today; Music from the Middle Ages to Baroque; Music in Modern Times</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
(e) Contemporary Music Practice

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Contemporary Music Practice 1 - 4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>3</td>
<td>3 cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>21</td>
<td>18 cps in Music Theory and Aural Skills; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>36</td>
<td>This is Music; Musical Worlds of Today; Sounds, Screens, Speakers; Music in Western Culture; Australian Popular Music; Music in Modern Times</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

(15) Principal study areas in the Music Education stream
Principal studies available in the Music Education stream are:
(a) Composition
(b) Musicology
(c) Performance
(d) Brass
(e) Contemporary Music Practice
(f) Historical Performance
(g) Jazz Studies (instrumental/vocal)
(h) Keyboard
(i) Percussion
(j) Strings
(k) Voice (classical)
(l) Woodwind

7 Requirements for the Honours degree

(1) Honours in the Bachelor of Music without stream
(a) Honours is available to students who complete an alternative set of units of study in the final year of the degree. Admission to the honours program is by permission of the Honours Coordinator after the completion of 144 credit points of study including MCGY4601 Research Methods.
(b) Admission normally requires a WAM of at least 75 in 2000-level and 3000-level units.
(c) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.

(2) Honours in the Bachelor of Music (Performance)
(a) Honours is available to students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, and a mark of at least 75 in Principal Study 4 and 6.
(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Performance.
(3) Honours in the Bachelor of Music /Bachelor of Advanced Studies (Performance)
(a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, a mark of at least 75 in Principal Study 4 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(c) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Performance) with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Sydney Conservatorium of Music, candidates must complete 48 credit points of honours units in Performance.

(d) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the Sydney Conservatorium of Music, the honours mark is as specified in these resolutions and in the resolutions for the Sydney Conservatorium of Music. For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.

(4) Honours in the Bachelor of Music (Composition)
(a) Honours is available to students who complete an alternative set of units of study in the final year of the course. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Admission requires a WAM of at least 75 in third year units of study, and a mark of at least 75 in Composition 5 and 6.
(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.

(5) Honours in the Bachelor of Music/ Bachelor of Advanced Studies (Composition)
(a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
(b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Composition Honours. As set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in third year units of study, a mark of at least 75 in Composition 5 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(c) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Composition) with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If thehonours component is taken in the Sydney Conservatorium of Music, candidates must complete 48 credit points of honours units in Composition.

(d) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the Sydney Conservatorium of Music, the honours mark is as specified in these resolutions and in the resolutions for the Sydney Conservatorium of Music. For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.

(6) Honours in the Bachelor of Music (Music Education)
(a) The Bachelor of Music (Music Education) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.
(b) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music (Music Education), will be awarded the pass degree.

8 Award of the degree

(1) The Bachelor of Music is awarded in the grades of either Pass or Honours.

(2) The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.

(3) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music will be awarded the pass degree.

9 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Sydney Conservatorium of Music.
10 International exchange

The Sydney Conservatorium of Music encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Sydney Conservatorium of Music.

11 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music or, in the case of a major or minor offered by another faculty in Table S any relevant resolutions of that faculty.

12 Course transfer

(1) A candidate may transfer from the Bachelor of Music (Performance) or Bachelor of Music (Composition) and elect to complete the Bachelor of Music/Bachelor of Advanced Studies (Performance) or Bachelor of Music/Bachelor of Advanced Studies (Composition). Candidates wishing to transfer must do so prior to the start of year 2 in accordance with these resolutions and will receive full credit for work completed in the Bachelor of Music (Performance) or Bachelor of Music (Composition).

(2) A candidate may abandon the Bachelor of Music/Bachelor of Advanced Studies (Performance) or Bachelor of Music/Bachelor of Advanced Studies (Composition) combined degrees at the end of year 4 and elect to complete the Bachelor of Music (Performance) or Bachelor of Music (Composition) and receive 60cp taken in the combined degree towards More Specialisation and More Core in accordance with these resolutions.

13 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2021.

(2) Candidates who commenced prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed as per the relevant resolutions upon their enrolment.
**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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
<td>☑ Yes ☐ No</td>
</tr>
<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>
</tbody>
</table>
  - 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.
| 3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended. | Text here |

This section to be completed by library staff

**Library resources required**

| Does the Library already collect resources in this area? | ☑ Yes ☐ No |
| Comments |

<table>
<thead>
<tr>
<th>Initial costs of acquiring basic resources (digital and non-digital)</th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources</td>
<td>A new database, RIPM Jazz Periodicals is likely to be trialled at the beginning of semester 1 2020: Unique full-text journal database for popular music studies containing never before indexed magazines useful for the new Contemporary Music course plus Musicology, Jazz &amp; Arts Music for Undergrad study &amp; research. Contemp. Music studies is a new area for the Con and they are focussing on developing resources in this area. Also useful for racial politics, teenage culture &amp; representations of gender in the US. From faculty member “Subscribing to this database is likely to have an enormous impact and teaching at the University.”</td>
</tr>
</tbody>
</table>

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Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Ongoing costs of resources  
Annual costs of maintain new subscriptions (journals and databases)  

**Ongoing information resources costs**

**Additional resource requirements**
Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

**Comments**
Specify opportunities for developing research and learning resources.

**Implications**
Include issues regarding staff / time to develop and deliver the programs and other support materials.

Estimated number of hours

**Library Director’s comments***

* The Library Director should sign on the front page.
APPENDIX 5: AQF COMPLIANCE

The Bachelor of Music (Composition) and The Bachelor of Advanced Studies are existing degrees approved at AQF level 7 as per the descriptors below:

AQF bachelor’s degree qualification type descriptor

Purpose: The bachelor’s degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning.

Knowledge: Graduates of a bachelor’s degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

Skills: Graduates of a bachelor’s degree will have:
1. cognitive skills to review critically, analyse, consolidate and synthesise knowledge
2. cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas
3. cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence
4. communication skills to present a clear, coherent and independent exposition of knowledge and ideas

Application of knowledge and skills: Graduates of a bachelor’s degree will demonstrate the application of knowledge and skills:

5. with initiative and judgement in planning, problem solving and decision making in professional practice
6. to adapt knowledge and skills in diverse contexts
7. with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters

Volume of learning: The volume of learning of a bachelor’s degree is typically 3 – 4 years
APPENDIX 6: EVIDENCE OF CONSULTATION

From: Peter McCallum <peter.mccallum@sydney.edu.au>
Date: Wednesday, 8 May 2019 at 5:25 pm
To: Matthew Hindson <matthew.hindson@sydney.edu.au>
Subject: Re: Informal advice re. potential BAdvStudies with Music degrees

Hi Matthew,

I would be happy to have a more detailed meeting but initial thoughts.

1. You would need 12 CP of OLE for the combined degree. These are in the BAdv Studies. There is no actual requirement for them in a specialist degree which is what the partner degrees are though you can have them in the stand-alone one if you wish (entirely up to you). However, you don’t need to go beyond 12 in total for the combined.

2. I think you would need some advanced coursework that goes beyond what is mandatory in the pass degree. This is uncharted territory in that we haven’t got any other combined degrees with BAdvStudies where the partner degree is four years. Nevertheless, I think there needs to be coursework that goes beyond what is in the partner degree. You could cover this by a larger project if you wish.

Happy to discuss further.

Cheers,
Peter

Associate Professor Peter McCallum | Acting Registrar and Academic Director, Education Policy and Quality

THE UNIVERSITY OF SYDNEY
T +61 2 9351 3460 | F +61 2 9351 3572

From: Matthew Hindson <matthew.hindson@sydney.edu.au>
Date: Wednesday, 8 May 2019 at 4:42 pm
To: Peter McCallum <peter.mccallum@sydney.edu.au>
Subject: Informal advice re. potential BAdvStudies with Music degrees

Dear Peter,

Just following on from my earlier queries about this, the SCM Executive is keen to see if we can get a couple of our degree streams – Performance and Composition – available in a combined degree with the BAdvStudies. The rationale for this is not primarily financial, but educational, as these degrees are the two with the least amount of free choice, and we believe it should be possible for students to take a second major from Table S should they wish, together with OLEs etc.

We have come up with some preliminary indicative tables that are attached to this email.

I was wondering if you wouldn’t mind casting your eye over them, just ensuring that we are on the right track. I am still confused a little about the BAdvStudies requirements though you spelled out some in a previous email, which I have followed.

Some questions:

1. What is the numerical requirement for OLEs in the BAdvStudies? In your previous email, re. the liberal arts degree/BAdvStudies combo, students are required to do 12. Presumably this means 6 for the host degree and 6 for the BAdvStudies? i.e. if we put in 6cp of OLEs, would that be OK?
(We have put in 12cp into our models at this stage but 6cp would more easily allow for students to take the prereq for embedded Honours in the music degree, in Semester 6.)

2. I have put the Table S major into the degrees. Re. the “advanced coursework” could the Fourth Year Principal Study completed in the Music Degree section count as the Advanced Coursework requirement?

I suppose the main advice if you have time is: have I missed anything?

Thanks

Matthew

--

MATTHEW HINDSON AM | Professor
Deputy Head of School and Deputy Dean; Associate Dean (Education)
Sydney Conservatorium of Music

THE UNIVERSITY OF SYDNEY
Room 2083, Sydney Conservatorium of Music C41 | The University of Sydney | NSW | 2006
T +61 420 33 20 68 | F +61 2 9351 1202

SCM EDUCATION COMMITTEE

MINUTES OF THE EDUCATION COMMITTEE MEETING
Monday 20 May 2019, 1.30pm – 3.30pm
Room 2135

Attendees: Matthew Hindson (Chair), Jeanell Carrigan (JC), Marie Chellos (MC), Rowena Cowley (RC), Shauna Crick (SC), David Howie(DH), James Humberstone(JH), Kevin Hunt(KH), Anne Keohane(AK), David Larkin (DL), Stephanie McCallum (SMC), Helen Mitchell (HM), Kathleen Nelson(KN), Stewart Nestel(SN), Ian Whitney(IW), Narelle Yeo(NY), Katarina Grobler (KG) (Student rep), Ardi Echevarria (AE) (Student rep). Kate Stanton (KS), Brett McCarthy (BM) and Prof. Kimberlee Weatherall (KW) (Item 6).

Apologies: Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach.

MINUTES

1. Introduction
The Chair introduced Anne Keohane, Curriculum Services Manager.

2. Work, Health and Safety
   • An issue was raised regarding an activity being done in the wind symphony area. Students are using juice boxes and straws to practice breath control. The concern is that the straws and containers are not being replaced between classes.
   Action: Chair to raise the issue with John Lynch.
   • Sanitary bins student toilets are still not available.
   Action: Faculty General Manager to follow up.
   • Cabling in meeting room 2135 identified as hazardous and shorter cables requested.
   Action: Faculty General Manager to follow up.

3. Acceptance of Previous Minutes (8 April) and Business Arising (Chair)
The minutes were endorsed without amendment.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
4. Standing Reports

4.1 Undergraduate Studies (David Larkin)
DL spoke to this item and informed the committee that Student life may require transition units. The Chair advised that This is Music meet the requirements.

4.2 Academic Integrity (Narelle Yeo)
The Chair spoke to this item and informed the committee of the following:
- 58 cases academic misconduct reported;
- SCM numbers are good compared to other faculties;
- A detailed report is available from the Chair;
- Scaffolded assignments can help to prevent misconduct.

4.3 Academic Standards and Policy Committee (Jennifer Rowley)
No report

4.4 Research Education (Kathleen Nelson)
No report

4.5 Academic Quality (Kathleen Nelson)
No report

4.6 Student Issues (student representatives)
KG spoke to this item.
An issue was raised around students who have changed degrees having problems with their progression. The Chair advised that he can adjust student’s study plans for students when required.

Action: An email to be sent to all students advising those who have changed courses to check their progression, and ensure they are enrolled in the right units of study.

5. Items requiring approval

5a. MUSC2694 Fundamentals of Music 4 (Daniel Rojas)
The Chair spoke to this item and the committee noted the following:
- Lots of contemporary music represented;
- Check graduate qualities as they are all listed in the outline – are they all assessed;
- Mid semester aural exam 5% and final exam 15%, should these be consistent? Chair to check with Daniel Rojas.

Action: Approved subject to the amendments listed above.

5b. IMPR36xx Improvised Music 5, 6, Improvised Music Ensemble 5, 6 (Kevin Hunt)
KH spoke to this item and the committee noted the following:

Improv Music 5
- Curriculum taken from 3 and 4 and put into 5 and 6;
- Focus on early jazz and European folk;
- Assessment percentages don’t add up and are unusual (ie.11%);
- Remove no. 5 after theory and practice.

Improv Music 6
- Assessment percentages don’t add up and are unusual (ie.11%);
- Remove 6 after Theory and Practice.

Action: Approved subject to the amendments listed above.

5c. Inclusion of Drum-set Principal Study in B Mus (Ed) and Diploma
The Chair spoke to this item. The Diploma grid was approved.
Action: Bachelor of Music (Music Education) drum set grid to be reviewed and sent to committee for endorsement by circulation.

5d. Klezmer ensemble.
The Chair advised that this unit outline had only been received today so there had not been time to go through it.

Action: Chair to liaise with Myf and if deemed appropriate, send to the committee for approval/comment by circulation.

6. Guest: Kate Stanton, Brett McCarthy and Prof. Kimberlee Weatherall – Renegotiating the Music License – wish list for the SCM (2pm)
The Chair introduced Kate Stanton, Brett McCarthy and Prof. Kimberlee Weatherall to speak to the item.

KS led the discussion regarding the Music Education Licence and asked the committee for a wish list regarding music licensing.

The following suggestions were noted:

- Doctoral performance, including scans of scores and recordings in their thesis;
- Making student’s performances available by website to the public. HDR student’s performance element should be able to promote their work. Articles in thesis available so performance should be available;
- Recitals audition material that can be sent to other organisations;
- Composition with creative industry or Vivid. Public performance licence. One licence for ticketed and non-ticketed performances.

Action: The committee to talk to their colleagues and email KS with suggestions including stories and examples.

7. Bachelor of Music (Performance)/BAdvStudies, Bachelor of Music (Composition)/BAdvStudies degrees (MH)
The Chair informed the committee that SCM was looking at introducing a combined degree with BAdvStudies and B Mus (Performance) and B Mus (Composition).

The committee noted the following:

- Broader scope for second major in many different areas (Table S);
- Other Universities are offering similar combined degrees ANU, WSU and UNSW.

Action: Committee to look at the proposed combined degrees and send feedback to the Chair.

8. Graduate Qualities and Assessment plans – update (IW)
To be carried over to next meeting

9. Auditions update (SC)
To be carried over to next meeting

10. Unit of Study surveys (Chair, JR)
To be carried over to next meeting

11. Any Other Business
- New OLEs?
- Staff training (Teaching)
- New Timetable System – brief update
To be carried over to next meeting

There being no further business the meeting closed at 3pm.
NEXT MEETING: Monday 17 June 2019, 1.30pm

From: Matthew Hindson
To: Philippa Pattison philippa.pattison@sydney.edu.au
cc. Anne Keohane

Dear Pip,

Thanks very much for this.

Attached are the three grids outlining the proposed 5-year double degree.

Do you require the EOI as it currently stands, also? It not yet completed though it is well underway. We will be getting the info from GRSM shortly.

Thanks
Matthew

--

MATTHEW HINDSON AM | Professor
Deputy Head of School and Deputy Dean; Associate Dean (Education)
Sydney Conservatorium of Music

THE UNIVERSITY OF SYDNEY
Room 2083, Sydney Conservatorium of Music C41 | The University of Sydney | NSW | 2006
T +61 420 33 20 68 | F +61 2 9351 1202
E matthew.hindson@sydney.edu.au | W http://sydney.edu.au/music

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From: Philippa Pattison philippa.pattison@sydney.edu.au
Date: Monday, 27 May 2019 at 3:47 pm
To: Matthew Hindson matthew.hindson@sydney.edu.au
Cc: Anne Keohane anne.keohane@sydney.edu.au, Peter McCallum peter.mccallum@sydney.edu.au
Subject: Re: Music degrees and the BAdvStudies

Dear Matthew,

Perhaps you can send through to both Peter and me? We have an internal process within the portfolio to run through.

With thanks,
Pip

On 27 May 2019, at 6:07 am, Matthew Hindson matthew.hindson@sydney.edu.au wrote:

Dear Pip,

As alluded to with you in January, we are interested in having double degrees with the BAdvStudies – in particular, BMus (Performance) and BMus (Composition).

In the EOI due next Tuesday it says that we need to consult with your team.

Can you suggest whom?
I have had a few emails with Peter and shared the proposed academic structure with him, to date, and he has given us advice we have taken on board.

There is great interest from us (staff and students) in these double degrees, which is very heartening for all involved.

All the best,

Matthew

--

MATTHEW HINDSON AM | Professor
Deputy Head of School and Deputy Dean; Associate Dean (Education)
Sydney Conservatorium of Music

THE UNIVERSITY OF SYDNEY
Room 2083, Sydney Conservatorium of Music C41 | The University of Sydney | NSW | 2006
T +61 420 33 20 68 | F +61 2 9351 1202
E matthew.hindson@sydney.edu.au | W http://sydney.edu.au/music

Focus Group 28 May 2019
1pm-2pm rm 2135

Attendees: Matthew Hindson A/Dean (Education), Anne Keohane Curriculum Services Manager

Students:

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafael Echevaria</td>
<td>B Mus Stud (Hons) (Musicology)</td>
</tr>
<tr>
<td>Sutti Sutontanyakorn</td>
<td>M Mus Studies (coursework)</td>
</tr>
<tr>
<td>Michael Kallidis</td>
<td>B Mus (perf), Voice</td>
</tr>
<tr>
<td>Meredith Cheng</td>
<td>B Mus (perf), Voice</td>
</tr>
<tr>
<td>Indiana Williams</td>
<td>B Mus (perf), Trumpet</td>
</tr>
<tr>
<td>Connor Malone</td>
<td>B Mus (Ed), Viola</td>
</tr>
<tr>
<td>Katarina Grobler</td>
<td>B Mus (Perf), Piano</td>
</tr>
<tr>
<td>Wallis Wan</td>
<td>B Music Studies (Perf)</td>
</tr>
<tr>
<td>Ruby Jackson</td>
<td>B Music (Creative Music)</td>
</tr>
<tr>
<td>Oscar Smith</td>
<td>B Music (comp) (Hons)</td>
</tr>
</tbody>
</table>

Topic: New combined degree B Music (perf) and B Music (comp) with B Advanced studies.

Comments:

- Timetabling with main campus can be problematic;
- Rearranging timetable can be a problem non-responsive;
- New timetable system will incorporate clashes and movement to main campus;
- Can we do Music education?
- Yes, I would choose this 5 people;
- More attractive than single degree, more choice;
- Other roads in music at the end of the degree;
- Wide network gives you other avenues. Portfolio careers, more options;
- UNSW combined degrees take people that would go to the con;
- Offers a better starting point at the beginning of your degree;
- Program has one year of just music is that the best option?
- Can you change majors? Start in year 3;
- Information to be given to students about the flexibility of the degree. Not easy to change;
- Co reqs to be considered in diction with voice also piano and collab piano;
• By sem 4 make a decision about double or single degree;
• 4 years of instruction v good;
• Sem 9 and 10 keep them in contact in conservatorium with AHCS foundation;
• Don’t want to come back for 1 subject from main campus;
• rearrange the program with an alternative model so it’s more combined between the two courses not just music then just the other major;
• Don’t love AHCS at end but not easy to move it around.
• Not doing orchestral performance ensemble in first year is that a disadvantage?

From: Anne Keohane <anne.keohane@sydney.edu.au>
Date: Wednesday, 29 May 2019 at 11:54 am
To: Gillian Wu <gillian.wu@sydney.edu.au>
Cc: Matthew Hindson <matthew.hindson@sydney.edu.au>
Subject: RE: Draft EOI BMus BAdvStudies

Thanks Gillian

Anne

Anne Keohane | Curriculum Services Manager
Sydney Conservatorium of Music | University of Sydney
Room 2151, Macquarie Street, Sydney
P: +61 9351 1230

From: Gillian Wu
Sent: Wednesday, 29 May 2019 11:53 AM
To: Anne Keohane <anne.keohane@sydney.edu.au>
Cc: Matthew Hindson <matthew.hindson@sydney.edu.au>
Subject: RE: Draft EOI BMus BAdvStudies

Hi Anne

Thanks for this, I’ll draft something up and get it to you by the end of the week.

Kind regards,
Gillian

From: Anne Keohane
Sent: Wednesday, 29 May 2019 9:51 AM
To: Matthew Hindson <matthew.hindson@sydney.edu.au>; Gillian Wu <gillian.wu@sydney.edu.au>
Subject: Draft EOI BMus BAdvStudies
Importance: High

Hi Matthew and Gillian,

I have attached the draft EOI for your input/edits. There are a few comments in there which I need clarified. Gillian you can add your information in or send to me to incorporate.

This is due next Tuesday 4 June so we probably want it finalised Friday or Monday morning for Deans signature.

Thanks

Anne

Anne Keohane | Curriculum Services Manager
Sydney Conservatorium of Music | University of Sydney
SCM EDUCATION COMMITTEE

MINUTES OF THE EDUCATION COMMITTEE
Monday 17 June, 1.30pm – 3.00pm
Room 2135

Attendees: Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos, Rowena Cowley, Shauna Crick, Charles Fairchild, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Kathleen Nelson, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep), Rafael (Ardi) Echevarria (Student rep).

Apologies: David Howie, Kevin Hunt

MINUTES

1. Introduction and Apologies
   The apologies were accepted.

2. Work, Health and Safety
   The Chair advised that if anyone requires anything in their rooms e.g. heaters please let the SGM know.

3. Acceptance of Previous Minutes (20 May) and Business Arising (Chair)
   The minutes were endorsed without amendment.

4. Standing Reports
   4.1 Undergraduate Studies (David Larkin)
   Nothing to report

   4.2 Academic Integrity (Narelle Yeo)
   NY informed the committee that she had an Academic Integrity flyer around contract cheating. The committee was advised to scaffold their assignments as the best way to discourage misconduct in this area.

   4.3 Academic Standards and Policy Committee (Jennifer Rowley)
   JR informed the committee of the following from the committee meeting:
   - The Sydney Professional Certificate has been finalised;
   - The Respectful Research Policy 2013 was amended with respect to relationships;
   - Statistics on appeals and misconduct were discussed.

   4.4 Research Education (Kathleen Nelson)
   KN spoke to this item and informed the committee of the following:
   - Student Research Experience Questionnaire (SREQ) for SCM had poor results - to be reported more fully in a future meeting;
   - Table R is to be introduced in 2021 and is going to the Graduate Studies committee next week. SCM has 10 units in the table. A small amount of money comes to the Faculty for units taken from this table.
4.5 Academic Quality (Kathleen Nelson)
No report

4.6 Student Issues (student representatives)
RE informed the committee that some Canvas sites are showing a range of marks under the results tab and where the student is placed in this range. A discussion was held and there were mixed reactions to having this information available to students. It was agreed that this range of marks should not be given to students.

Action: SN to look into the settings in Canvas and report back to the next meeting.

5. Items requiring approval
5a. Inclusion of Drum-set Principal Study in B Mus (Ed) (MH)

The Chair presented the grid.

Action: JH and SC to work together on updating the grid as it is not up to date for 2020.

6. Graduate Qualities and Assessment plans – update (IW)

IW informed the committee that a workshop would be held at the end of July with the aim of completing the mapping of graduate qualities in assessment plans.

AK and IW are meeting with the Academic Lead from the Business School to share ideas on how they are addressing the project. After the workshop SCM should be in a good shape to go to the next step which is embedding these qualities into the Unit of Study Outlines with the aim to finish the project before the end of August 2019.

7. Bachelor of Music (Performance) BAdvStudies, Bachelor of Music (Composition) BAdvStudies degrees – Expression of Interest (MH)

The Chair spoke to this item and the following was noted:
- We have put forward the two degrees with the least amount of free choice to be combined with BAdvStudies;
- BAdvStudies is proving to be popular with those undertaking liberal studies degrees, such as Arts, Science and Computer Science;
- We are currently losing students to other institutions who want a combined degree option, as seen by their UAC preferences;
- We have held a very successful forum with students about the new courses;
- The Chair will be representing the Faculty at UE-CCPC on 20 June;
- SCM and Education will be the first non-liberal studies areas to merge with the BAdvStudies if it is approved.

Action: Endorsed subject to some amendments to the grids.

8. Auditions update (SC)

SC informed the committee that auditions are now open via the website.

The following was noted:
- Postgraduate and undergraduate auditions are being done through the website this year;
- We have received around 12 applications so far;
- The Chair will send out course targets soon;
• We need to make double the amount of offers to the target to allow for a good conversion rate;
• Offer rounds open in September, November (conditional) and December and January;
• Usual conversion rate of offers in the Faculty is 75% for the September round applicants.

9. **Unit of Study surveys (Chair, JR)**

The Chair spoke to this item and the following was noted:

- Closing the loop numbers are not very good, as has previously been discussed;
- We scored very well in teaching quality;
- Our postgraduate score of 4.60 was the highest in the University.

A discussion was held around the Faculty specific questions and it was agreed that they need to be revised.

**Action:** A sub-committee to be set up to brainstorm the Faculty questions comprising: David Larkin, Narelle Yeo, James Humberstone, Charles Fairchild and Damien Ricketson. The sub-committee would bring back revised questions to the next Education Committee on 26 August.

10. **Any Other Business**

10.1 **New Timetable System – brief update (MH)**

The Chair informed the committee that a new timetable system would be introduced in 2021. This system has been used at many other Universities in Australia.

Some changes include:

- Classes can be scheduled across a longer day and into the evening as per the Timetable Policy;
- Not as much flexibility to choose your teaching hours staff will need a formal flexible working arrangement to allow this;
- As SCM has specialised spaces they shouldn’t be as affected as other areas of the University as the demand for space here will come from within.

10.2 **Approving requests for credit (AK)**

AK informed the committee that the procedure for approving requests for credit is available on the committee team site. Staff need to be mindful of not giving students an unofficial guarantee of credit. All these requests need to be made through the formal process.

10.3 **All Staff Day**

The Chair advised that Casuals are invited to the all staff day, but they will not be paid.

10.4 **Master of Teaching (MTeach)**

JH informed the committee that the MTeach (Music) has been accredited by NESA. We are expecting a cohort of 20. The committee was encouraged to advise students of the new course. The website will be updated early next semester.

The Chair thanked JH for all his work on the course proposal and accreditation with NESA.
There being no further business the meeting closed at 3pm.

SCM EDUCATION COMMITTEE

MINUTES OF THE EDUCATION COMMITTEE
Monday 26 August, 1.30pm – 3.00pm
Room 2135, SCM

Attendees: Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos, Shauna Crick, David Howie, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach, David Theak, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep), Rafael (Ardi) Echevarria (Student rep).

Apologies: Rowena Cowley, Kathleen Nelson

1. Introduction and Apologies

2. Work, Health and Safety:
SN reported a light out in men’s bathroom next to rm 2169.

Action: AK to report the matter to Guy McEwan

3. Acceptance of Previous Minutes and Business Arising (Chair)
The minutes of the meeting on 17 June 2019 were accepted without amendment.

Business Arising from the Minutes:
- SN responded to the action for Item 4.6.
  Action: MH to put out a message asking academics to turn off the range of marks option on their canvas site. The instructions will be included in the message.
- IW reported on the Graduate Quality Project. A workshop was held in July followed by a meeting with Peter McCallum and other members of his team. Graduate Quality plans will need go to Academic Board at the end of year.
- JH responded to Item 9. Unit of study survey. Q1-6 won’t change as they are University-wide but we can change Q7-10.
  Action: JH to discuss with the working group and report to next meeting

4. Standing Reports
4.1 Undergraduate Studies (David Larkin)
No report

4.2 Academic Integrity (Narelle Yeo)
The committee noted the following:
- The Federal Government is considering legislating penalties for student’s cheating;
- Subject coordinators are advised to make their assessment scaffolded for self-directed learning to avoid these issues;
- It is estimated that 10-20% are students are using an editing service across Australia.

4.3 Academic Standards and Policy Committee (Jennifer Rowley)
No report

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
4.4 Research Education (Kathleen Nelson)
No report

4.5 Academic Quality (Kathleen Nelson)
The Chair spoke to this item and the committee noted the following:
A spreadsheet was distributed which included the 2018 average WAM for undergraduate
degrees across the University of Sydney. Our BMus(Perf) showed at 76.32 for average
WAM (up .31% over 2 years). This was the second highest WAM for the University.
BMus(Comp) was also in the high range at 74 (grown 1.21% over 2 years). There was no
discussion or comment of this at the meeting though.
Action: KN to find out what is the University-wide WAM.

4.6 Student Issues (student representatives)
DT informed the committee that he had received a complaint and notification of an upcoming
petition from students about pianos being replaced with digital pianos. The committee noted
that the claim was false and were advised that the leased pianos were being replaced with
purchased pianos.

The committee also noted that the Faculty had received a $5000 grant for the health and
wellbeing of students. Students would be notified soon of how they can take part.

5. Items requiring approval
5.1 New Course Proposals: B Music (Performance) BAdvStudies and B Music (Composition)
BAdvStudies.

The Chair spoke to the 2 proposals.

Action: Endorsed by the Education Committee and recommended to the University Course
Committees and Academic Board for approval.

6. Chairs Report
The Chair spoke to his report and the following was noted:
  o Sensitive Materials in Teaching Committee;
The University is developing guidelines for what we should do when dealing with sensitive
issues in teaching. For e.g. An opera about a mental health facility could cause some students
to get upset. Narelle Yeo has volunteered to be on this committee.

  o Exam reading time
The reading time requirements is different in each Faculty. We need to think about what we
want to do either incorporate it into the overall exam time or keep it separate? Discussion
ensued, with points made that the reading time is useful to check for errors/inconsistencies
in the paper. Students also remarked that the enforced time for them to think about the
questions was useful.

  o USS results – closing the loop
36% of staff participated in closing the loop. The UOS mean in the Faculty for Questions 1-6
is 4.19. Discussion ensued as to whether we should respond to positive comments from
students in the USS. The Chair remarked that we should take both positive and negative
feedback on board, and feed back to students that we have heard them.

  o Course Review – Master of Music Studies (Performance) and Grad Dip Music
(Performance)
This is underway and at the next meeting in September we will be discussing the curriculum.
Online PG coursework and micro credentials
A University committee is being set up to look at these. There was no interest from the SCM Education Committee members to be a part of this subcommittee at this time.

Action: Staff can advise MH if they want to be on this committee.

Sydney Curriculum update
The Akari system for unit outlines is being implemented in 2020. Subject coordinators will be trained on the system later in 2019 and there will be need to be revisions to some UoS outlines later this year.

7. Honours and Research Methods – update (HM)
HM spoke to this item. There is no more room for Research Methods in degrees. This could be incorporated into O week, intensive sessions during semester or potentially in a 0cp OLE. Hence Research Methods will no longer be a requirement for entry into Honours. Other existing prerequisites and requirements will remain.

8. Auditions update (SC)
The committee noted the following:
- We have received 195 applications to date through Acceptd;
- The numbers are down compared to where we were last year;
- Music Education numbers are good as are piano and voice in performance;
- Composition numbers are poor;
- We need to make approximately 50% offers than we will accept due to students not achieving the required ATAR, or choosing not to study music at the SCM;
- It’s a long game with the digital major.

An issue was raised about the standard of some international postgraduate students. The following issues were raised:
- International students aren’t perceived by some to be at the same standard as domestic students, and discussion ensued as to the audition process;
- There is a reluctance to fail international students. The Chair remarked that if students don’t meet the criteria to pass an exam, they should fail;
- Some international students are having to wait 6 months for audition results and this is unacceptable;
- Students fail but are still here – the Chair remarked that they are able to keep trying to pass if they are admitted;
- There are English language issues with some students that inhibits their learning;
- Questions were raised as to the possibility of holding live auditions in China.

9. Any Other Business

JC raised an issue about recital and jury scheduling.
- Students have the same people examining them every year;
- Issues with workload when not all examiners are available.

Action: AK to set up meeting to discuss process this week.

There being no further business the committee closed at 3pm.
Course management template

Use this template to:
- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: iap.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php/meetschd

For all purposes, please complete these key details:

This submission relates to the following
- [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: Bachelor of Music / Bachelor of Advanced Studies (Performance)

School/department: Sydney Conservatorium of Music
Managing faculty: Prof. Matthew Hindson
Name of proponent: Matthew.Findson@sydney.edu.au
Telephone: 0293511312
Email: Matthew.Hindson@sydney.edu.au

Version date: Undergraduate
Postgraduate coursework
Postgraduate research

Dean
Faculty Manager
Deputy Vice-Chancellor (Education)
Divisional Finance Director
Head of Recruitment
Library Director

Signature

Date: 2/9/2019
Date: 3/9/2019
Date: 1/10/2019

David Oosthuizen

Libby OReilly

Digitally signed by David Oosthuizen
Date: 2019.09.03 08:42:21 +10'00'

Date: 3/9/2019
Date: 15/8/2019
PART 1: Strategy and marketing analysis

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

Music degrees are specialist degrees, and as such, are typically very limited in the amount of elective space available for students to pursue other academic disciplines apart from music.

Allowing a double degree with the BAdvStudies will broaden students’ intellectual foundations by allowing an additional major in any business, humanities, social science or science discipline. The two host music degrees – Performance and Composition – have been chosen because they are the least flexible degrees in terms of elective space due to their specialist requirements.

The degrees are closely aligned to the University Strategic Plan through provision of courses that balances depth of disciplinary expertise with broader capabilities. Combining with the Bachelor of Advanced Studies allows students to be challenged through advanced coursework, a major project, and have industry and community partnerships leading to a diversified experience for students who are doing a specialist degree, combined with a Table S major + other BAdvStudies requirements.

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>22.2.19</td>
<td>Philippa Patterson</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>8.5.19</td>
<td>Peter McCallum</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>20.5.19</td>
<td>SCM Education Committee</td>
<td>Meeting</td>
<td>Minutes</td>
</tr>
<tr>
<td></td>
<td>Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos (MC), Rowena Cowley, Shauna Crick, David Howie, James Humberstone, Kevin Hunt, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Kathleen Nelson, Stewart Nestel, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep), Ardi Echevarria(Student rep).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.5.19 and 28.5.19</td>
<td>Philippa Patterson and Peter McCallum</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>28.5.19</td>
<td>Student Focus Group</td>
<td>Focus Group</td>
<td>Notes</td>
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<td></td>
<td>Rafael Echevarria, Sutti Sutontanyakorn, Michael Kallidis, Meredith Cheng, Indiana Williams, Connor Malone, Katarina Grobler, Wallis Wan, Ruby Jackson, Oscar Smith.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.5.19</td>
<td>Gillian Wu (SGRM)</td>
<td>Verbal and email</td>
<td>Email</td>
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<tr>
<td>17.6.19</td>
<td>SCM Education Committee</td>
<td>Meeting</td>
<td>Minutes</td>
</tr>
<tr>
<td></td>
<td>Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos, Rowena Cowley, Shauna Crick, Charles Fairchild, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Kathleen Nelson, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24.6.19  

**SE CPC Committee**

Meeting

Minutes not available

11.8.19  

**Mention made of new degrees in presentation to UE Education committee.**

Meeting

Minutes not available

26.8.19  

**SCM Education Committee**

Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos (MC), Shauna Crick, David Howie, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach, David Theak, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep), Ardi Echevarria (Student rep).

Meeting

Minutes

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

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

Following on from the successful launch of the University of Sydney’s undergraduate curriculum, the new combined undergraduate music degree is a natural progression and expansion of the undergraduate liberal studies experience to include students studying at the Sydney Conservatorium of Music.

Much like the demand experienced by other combined arts and creative degrees offered by the University, such as the Bachelor of Arts and Bachelor of Advanced Studies and the Bachelor of Visual Arts and Bachelor of Advanced Studies, it is anticipated that the Bachelor of Music and Bachelor of Advanced Studies (Performance) will appeal to a greater pool of prospective students as it will allow them the opportunity to continue to pursue their passion for music alongside a broad range of other subjects.

In May 2019, a focus group was held with current Sydney Conservatorium of Music undergraduate students regarding the proposed, combined degree. The majority of students found the degree to be attractive, and many stated that if it had been offered at the time when they had applied, then they would have likely chosen it over the single, specialist degree.

According to the student focus group, the most attractive components of the combined degree for prospective students include:

- More choice, especially through access to the Table S majors;
- Broader avenues to explore career potential, including within the arts sector;
- The option to pursue further studies through the Master of Teaching (Music) with access to two teaching areas; and
- Employability, as the expanded educational experience would make graduates more attractive to future employers.

We also received a lot of interest at open day on both campuses about combined degrees with Music.
Many domestic competitors are already offering double degrees with music. Students from our main competitors at other Sydney and Go8 Universities already have the option to study a double degree as detailed in the competitor analysis attached. We are the only institution in the Sydney region that doesn’t currently offer a double or combined degree option with music.

The addition of the combined degree will enable the Sydney Conservatorium of Music to expand its prospective student market and grow commencing undergraduate enrolments, remaining relevant and competitive by offering access to a wide-range of performance and composition study areas alongside a comprehensive range of other subjects.

### Table: Commencing student enrolments 2018-2019 (S1 and S2)

<table>
<thead>
<tr>
<th>Course</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BAdvStudies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP</td>
<td>688</td>
<td>1199</td>
</tr>
<tr>
<td>IFEE</td>
<td>113</td>
<td>207</td>
</tr>
<tr>
<td>BVA/BAdvStudies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>IFEE</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>BEC/BAdvStudies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP</td>
<td>124</td>
<td>246</td>
</tr>
<tr>
<td>IFEE</td>
<td>20</td>
<td>36</td>
</tr>
</tbody>
</table>

### Combined music degrees offered by domestic competitors

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Music combined with B Arts,B Sc, B Adv Sc,B Comm, B. Eng or B.Media.</td>
<td>UNSW</td>
<td>5yrs</td>
</tr>
<tr>
<td>B Mus/Flexible</td>
<td>ANU</td>
<td>4yrs</td>
</tr>
<tr>
<td>Combine with Business, Eng and Comp Sc, Arts, Law, Health and Medical Science, Science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Arts (Music major) combined with B. Comm, B.Laws, B.Bus Admin, B Sc.</td>
<td>MQU</td>
<td>4yrs</td>
</tr>
<tr>
<td>B. Music and Sound Design combined with B Arts in International Studies.</td>
<td>UTS</td>
<td>5yrs</td>
</tr>
<tr>
<td>B Mus/B Creative Industries</td>
<td>WSU</td>
<td>4yrs</td>
</tr>
<tr>
<td>B Mus (Hons)/BA; B Mus (Hons)/BSc</td>
<td>Adelaide</td>
<td>5yrs</td>
</tr>
<tr>
<td>BA/B Mus</td>
<td>UQ</td>
<td>5yrs</td>
</tr>
</tbody>
</table>

### 1.4 Recruitment strategy*

The University of Sydney’s undergraduate student recruitment strategy is structured around a series of major recruitment events, attendance at careers markets, pipeline conversion campaigns, schools outreach programs, presentations, industry engagement opportunities and distribution of promotional materials in-market.

The Global Student Recruitment and Mobility team will work closely with the Marketing and Communications team to support the implementation of the undergraduate student recruitment strategy and reputation building to ensure the successful launch of the new Bachelor of Music and Bachelor of Advanced Studies (Performance).
In consultation with Marketing and Communications, messages outlining the unique selling points of the combined degree option and graduate outcomes will be developed for market-facing publications and presentations, focusing on attributes including:

- The opportunity to combine a passion for music performance or music composition with studies in other disciplines from across the University via access to the Shared Pool. As a result of this, broader career options and increased graduate employability – for example, a concert musician who may be seeking a career as an Artistic Director may wish to acquire skills in management and marketing;
- The opportunity to access the key features offered in the Bachelor of Advanced Studies, including (but not limited to) Honours, advanced coursework, real-world industry and community interdisciplinary projects;
- The option to undertake the Master of Teaching (Secondary) with two teaching areas (rather than just one in music), and as a result increasing employability prospects.

Messaging will be distributed through key external channels via eDMs, social media and events, and will reach groups including music teachers’ associations, high school careers advisers and teachers’ networks, regional conservatorium networks, and other industry partners.

Based on the previous demand for Bachelor of Music Studies combined degrees between 2013-2017 (see Table 1 below), the number of commencing students in the first year of the degree (across both streams in Composition and Performance) is anticipated to be approximately 10, increasing to a cohort of 15 within a 3-year period.

Table 1: Commencing student enrolments 2013-2017

<table>
<thead>
<tr>
<th>Course</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music Studies and Bachelor of Arts</td>
<td>17</td>
<td>9</td>
<td>12</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor of Music Studies and Doctor of Medicine</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Music Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the range of curriculum options in Table S far exceeds previous offerings, it is anticipated that the new combined degree will be more attractive to a greater number of prospective students than for the past combined and double degree models.

*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 Sydney Conservatorium of Music’s courses, including the proposed Bachelor of Music (Performance/Composition) and Bachelor of Advanced Studies will be included in the 2021 student recruitment strategy and associated campaigns and events. Information about the new degrees will be delivered through major undergraduate recruitment channels and activities, which include, but are not limited to the following:

- Academic Advice Day
- Careers Advisers and Teachers’ Conference
- Curriculum training sessions for market-facing staff, including Student Ambassadors, Student Administration Services, Student Centre and Global Student Recruitment and Mobility
- December/January Conversion Campaign
- High Schools’ newsletters and website
- Industry engagement
• Info Day
• International roadshows including Digital and Creative Sydney
• Life at Sydney
• Meet Sydney events (held in capital cities across Australia and New Zealand)
• Open Day
• School visits
• Sydney Conservatorium of Music workshop days e.g. Composition Day
• Careers markets, particularly Creative Careers markets
• Sydney Courses
• The University of Sydney International Guide
• The University of Sydney Undergraduate Guide
• UAC Guide and website
• University website
• Year 10 Info Evenings
• Your Path to Sydney

1.6 Domestic and international competitors

<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 NSW</td>
<td>B Music combined with B Arts Sc, B Adv Sc, B Comm, B Eng or B Media. (5yrs)</td>
<td>$6,566</td>
<td>$37,020</td>
</tr>
<tr>
<td>Australian National University</td>
<td>B Mus/Flexible Combine with Business, Eng and Comp Sci, Arts, Law, Health and Medical Science, Science. (4yrs)</td>
<td>$6,556</td>
<td>$44,064</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>B Arts (Music major) combined with B. Comm, B. Bus Admin, B Sc (4 yrs.) and B. Laws (5yrs)</td>
<td>$10,958</td>
<td>$36,450</td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td>B. Music and Sound Design combined with B Arts in International Studies (Syrs)</td>
<td>$6,556</td>
<td>$38,720</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>B Mus/B Creative Industries (4yrs)</td>
<td>$10,951</td>
<td>$26,760</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Five-year AB/MM Program in Music Bachelor of Arts (AB) at Harvard College/Master of Music (MM) at the New England Conservatory</td>
<td>US$12,000</td>
<td>US$47,730</td>
</tr>
<tr>
<td>Colombia University in the City of New York</td>
<td>Bachelor of Music/Bachelor of Science</td>
<td>US$29,460</td>
<td>US$29,460</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)*

N/A

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

An analysis of financial viability should be undertaken, and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable, and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.)

### Masters of Costing

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>Cumulative</th>
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</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>8.0</td>
<td>17.9</td>
<td>29.3</td>
<td>40.7</td>
<td>51.8</td>
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<tr>
<td>DFEE</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>IFEE</td>
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<tr>
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<tr>
<td>Gross Revenue</td>
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<tr>
<td>CSP/HECS</td>
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<td>$863,361</td>
<td>$1,121,485</td>
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<tr>
<td>IFEE</td>
<td>$81,590</td>
<td>$210,445</td>
<td>$346,879</td>
<td>$491,242</td>
<td>$643,898</td>
<td>$715,453</td>
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<td>Cannibalised</td>
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<td>$0</td>
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<tr>
<td>Total</td>
<td>$240,726</td>
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<td>$957,107</td>
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<td>Direct Costs</td>
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<tr>
<td>Academic Salary</td>
<td>$87,568</td>
<td>$203,765</td>
<td>$339,660</td>
<td>$445,772</td>
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<td>Degree/UoS</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>Other Non Salary</td>
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<td>Total Direct Costs</td>
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<td>$223,882</td>
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<td>$490,372</td>
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<td>$660,382</td>
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<td>Directly Controllable Mar</td>
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<td>$348,551</td>
<td>$583,675</td>
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<td>$1,164,859</td>
<td>$1,280,872</td>
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<td>Less:</td>
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<td>Contributions</td>
<td>$19,234</td>
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<td>$0</td>
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<td>UEM Cost</td>
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<td>$484,671</td>
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<td>$719,912</td>
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</table>

### Masters of Costing

<table>
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<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>Cumulative</th>
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</thead>
<tbody>
<tr>
<td>CSP / HECS enrolments</td>
<td>8.0</td>
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<td>12.0</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>International Enrolments</td>
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<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>17.0</td>
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<tr>
<td>Total Commencing Enrolments</td>
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<td>13.0</td>
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<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
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<tr>
<td>Faculty of Registration</td>
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<td>65.2</td>
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<td>256.3</td>
<td></td>
</tr>
<tr>
<td>Other Faculty</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Load Reductions</td>
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<tr>
<td>in a First Year</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Load (EFTSL)</td>
<td>10.0</td>
<td>22.7</td>
<td>37.2</td>
<td>51.3</td>
<td>65.2</td>
<td>69.9</td>
<td>256.3</td>
<td></td>
</tr>
</tbody>
</table>

- CSP Fee rates based on Funding Cluster 5 for performing arts and as per existing Bachelor of Music degrees.
- No DFEE commencing enrolments, IFEE enrolments attached to standard IFEE rate rather than the uplifted Advanced studies price.
- Target SSR is 15 – 17 including academic levels B and A
- There are no development or new material costs for this course as the units are all existing. SCM are working with the Academic Model team to set up the system in 2020 in order for students to enrol in 2021.

## PART 3: Course details

<table>
<thead>
<tr>
<th>3.1</th>
<th>Course name:</th>
<th>Bachelor of Music / Bachelor of Advanced Studies (Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Course abbreviation:</td>
<td>BMus / BAdvStudies (Perf)</td>
</tr>
<tr>
<td>3.3</td>
<td>Start year:</td>
<td>2021</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>Bachelor of Music / Bachelor of Advanced Studies (Performance)</td>
</tr>
<tr>
<td>3.5</td>
<td>Combined degree?</td>
<td>Yes</td>
</tr>
<tr>
<td>3.6</td>
<td>Combined type? (if applicable)</td>
<td>Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions</td>
</tr>
<tr>
<td>3.7</td>
<td>Honours offered?</td>
<td>Yes</td>
</tr>
<tr>
<td>3.8</td>
<td>Honours type? (if applicable)</td>
<td>Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year</td>
</tr>
<tr>
<td>3.9</td>
<td>Course group:</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>3.10</td>
<td>Field of Education (ASCED) codes:</td>
<td>Primary code: 100101</td>
</tr>
<tr>
<td>3.11</td>
<td>Course AQF Level</td>
<td>Level 5: Diploma</td>
</tr>
<tr>
<td>3.12</td>
<td>Short course description:</td>
<td>In the Bachelor of Music and Bachelor of Advanced Studies (Performance), you'll complete your first major in Music Performance and a second major from the list offered in the University's Shared Pool, covering everything from Science to the Humanities, Economics to Computing.</td>
</tr>
<tr>
<td>3.12</td>
<td></td>
<td>In the Bachelor of Music (Performance) you will combine your chosen principal study with ensemble studies, chamber music and core studies. Your studies allow you to develop as a musician and build your experience of current approaches to music. Performance students receive individual tuition on their instrument or voice and will be</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
assessed in the final two years of the degree by the presentation of public recitals.

In the Bachelor of Advanced Studies, you will combine a major from the Shared Pool with Open Learning Environment and Advanced Coursework units, to ensure that you ready to graduate with specialities beyond Music Performance.

Honours is available to students who complete an alternative set of units of study in the final year of the degree.

<table>
<thead>
<tr>
<th>3.13</th>
<th>Full course description: for Sydney Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Bachelor of Music and Bachelor of Advanced Studies (Performance) opens up a world of opportunities and will give you highly sought-after skills for a huge range of careers.</td>
</tr>
<tr>
<td></td>
<td>In the Bachelor of Music (Performance), if you can see yourself as a professional performer, you can specialise in this five-year combined degree in classical music performance, in jazz performance, in historical music performance, in Chinese traditional music performance: even drum set.</td>
</tr>
<tr>
<td></td>
<td>Begin your professional career in music performance through individual and ensemble tuition from our industry experts, many of whom also perform as soloists and musicians with highly regarded ensembles around the world.</td>
</tr>
<tr>
<td></td>
<td>We offer world-class venues and superb facilities, including more than 100 practice rooms, extensive library resources and the latest in music technology. As a performer, you will find various opportunities for international tours with professional orchestras, bands and chamber music groups.</td>
</tr>
<tr>
<td></td>
<td>In the Bachelor of Advanced Studies, you will complete a major from a range of disciplines in which you will undertake advanced coursework and get involved in cross-disciplinary, community, professional, research or entrepreneurial project work You will combined your Performance skills in the Music degree with another major from across the entire university: almost everything is possible, from Accounting to French to Physics to Work and Organisational Studies. Honours is available to students who complete an alternative set of units of study in the final year of the degree.</td>
</tr>
<tr>
<td></td>
<td>You'll graduate armed with the skills to embark on a huge range of careers – not just in Music but in another discipline as well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.14</th>
<th>Australian Higher Education Statement (AHEGS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal</td>
</tr>
<tr>
<td>Detail</td>
<td>This combined bachelor’s degree, taught in English, normally takes five years of full-time study. Admission is on the basis of a secondary school leaving qualification plus an audition. The program structure takes the form of a major in Music Performance, a second major and advanced coursework selected from the University of Sydney’s Shared Pool, and Open Learning Environment online units of study. Each of these areas include core and elective areas of study. This combined degree is at Level 7 of the Australian Qualifications Framework.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Graduates have expertise and excellence in the performance of music, with a coherent range of skills appropriate to their principal study (instrument or voice). They also have a broad body of knowledge in the history and analysis of music as a framework for their performance and research. They are creative, self-motivated, work independently and with ensemble groups, and are able to express their ideas clearly.</td>
</tr>
<tr>
<td>Features</td>
<td>The course structure requires the completion of a cohesive sequence of core units of study, supplemented by a range of electives. The course requires completion of an area of principal study in an instrument or voice. The degree may be awarded with honours to students who complete an alternative set of units of study in their final year.</td>
</tr>
<tr>
<td>Accreditation</td>
<td>N/A</td>
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<tr>
<td>3.15 Expected normal length of candidature:</td>
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<tr>
<td></td>
<td>Full-time</td>
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<tr>
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<td>Part-time</td>
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<tr>
<td>3.16 Minimum credit points for completion:</td>
<td>240</td>
</tr>
<tr>
<td>3.17 Location/campus for student attendance:</td>
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<tr>
<td></td>
<td>Camperdown and Darlington</td>
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<tr>
<td></td>
<td>Rozelle</td>
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<tr>
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<td>Fully online</td>
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<td>Offshore (please specify):</td>
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<td>Other (please specify):</td>
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<td></td>
<td>Hospital (Clinic) (please specify):</td>
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<tr>
<td>3.18 Mode of delivery:</td>
<td>Face-to-face teaching</td>
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<tr>
<td></td>
<td>Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester?</td>
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<td></td>
<td>Distance education</td>
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<tr>
<td></td>
<td>Offshore delivery</td>
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<td>3.19 Timetabling:</td>
<td>Standard</td>
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<tr>
<td>3.20 Does the course involve clinical or industrial placement/experience?</td>
<td>Yes</td>
</tr>
<tr>
<td>If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established</td>
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</tr>
<tr>
<td>3.21 Does the course involve internships or overseas study?</td>
<td>Yes</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
3.22 Other course enrolment requirements:
- Criminal record check
- Prohibited Employment Declaration
- Health records and Privacy Information Declaration
- Working with Children

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?
☐ Yes ☒ No

3.24 Prohibition (if applicable)
30 credit points per semester maximum, except with permission from Associate Dean (Education) of the SCM.

3.25 Articulation pathway (if applicable):

<table>
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<th>Course name</th>
<th>Credit given</th>
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3.26 Proposed commencing year course fee per 1 EFTSL
- Domestic fee-paying: $6,566
- International fee-paying: $39,000
- HECS (Student contribution): $6,566

3.27 Incidental (ancillary) fees (if applicable):
- N/A

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

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<th>AS</th>
<th>Proposed enrolments in first three years of the course</th>
<th>Max Quota</th>
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<th>Year Three</th>
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<td>Domestic fee paying (PG only)</td>
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<td>International fee-paying (Onshore)</td>
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</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.

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?
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) |
| 4.2 Areas of study: | Music |
| 4.3 Assumed knowledge: | NSW HSC Music 2 course |
| 4.4 Minimum education requirements: | Graduate Certificate |
| Year 12 (senior secondary certificate) or equivalent | ☒ |
| Relevant employment or professional experience | ☐ |
| Bachelor’s (Pass) | ☐ |
| Bachelor’s (Hons) | ☐ |
| Additional information: | Master’s – research |

| 4.5 Estimated or target minimum ATAR (for UG only): | 2021 | Entry by interview or audition + minimum ATAR for BA. | 2023 | Entry by interview or audition + minimum ATAR for BA. |
| 2022 | Entry by interview or audition + minimum ATAR for BA. | 2024 | Entry by interview or audition + minimum ATAR for BA. |

| 4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): | |
| While the ATAR is used as an indicator of ability to undertake studies at a tertiary level, selection into Sydney Conservatorium of Music programs is also based on an audition and a Music Skills Evaluation. |

| 4.7 If the proposal is for a postgraduate award course, please indicate the application closing date: N/A | |
| For domestic students, closing date for applications is: | dd/mm/yyyy |
| For international students, closing date for applications is: | dd/mm/yyyy |

| 4.8 Second semester admission | ☐ Yes ☒ No |
| If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase |

| 4.9 International student admission: | ☒ Yes ☐ No |
| 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) | ☐ Yes ☒ No |
| If yes, please indicate IELTS equivalent: | |

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: ☒ Application required ☐ Not applicable

Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University (email: esos.compliance@sydney.edu.au). Courses that are not offered to international student visa holders do not require a CRICOS code. Courses with a delivery of more than 25% distance or online study cannot be registered.

If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed:
- changes to price, duration, location, mode of study; work component, qualification level and distinct course structure (specialist courses) where specialisation is included in the award title and on the testamur.

5.2 UAC Code: ☒ Application required ☐ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course. This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:
- “The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation.”
- “The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level.”
- “The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.”
The Sydney Conservatorium of Music (SCM) is proposing a to combine the Bachelor of Music (Performance) and Bachelor of Music (Composition) with the Bachelor of Advanced Studies from 2021.

The aim is to provide students with a broader educational experience and exposure to other discipline areas in the University not available to them in their current degrees, while also providing the opportunity for increased work-readiness through development of skills that contemporary employers require.

SCM has previously offered combined degrees in the areas of Medicine, Engineering and Arts which together typically attracted over 60 audition applications per year. It is anticipated that these combined degrees will attract a similar cohort of students.

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

This double degree is crafted around two main overarching concepts. It conjoins the existing specialist nature of the BMus (Performance) with the opportunity for students to broaden their educational experience and expertise into areas beyond music. In doing so, it is intended that students will gain both a level of expertise including and beyond the host music degree, and in doing so, be able to combine educational outcomes and approaches from these two fields into a unique and innovative approach to both discipline areas.

As most musicians and creative artists have portfolio careers, the opportunity for music graduates to expand their expertise into areas beyond music will potentially allow them to display leadership and influence into their chosen fields after graduation, as they will have a level of expertise in more than one discipline area, setting them apart from their peers.

Furthermore, by interacting in a sustained and meaningful way with a second discipline and its cohort of peers who are not music students (i.e. through the Table S second major and advanced coursework), students will attain graduate qualities in larger range of discipline areas. This is important given the specialist nature of host music degrees. The opportunity to excel in graduate qualities in an area apart from Music could well impart a sizeable advantage to students undertaking these double degrees.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in.
the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate a very high level of technical and musical excellence within the practice of their designated principal study or discipline area, producing informed, distinctive, innovative and creative results that are indicative of high levels of working with others.</td>
</tr>
<tr>
<td>2</td>
<td>Students will generate arguments to formulate and test evidence-based solutions to address complex problems by synthesising knowledge, experience and practice in music and their other area of study.</td>
</tr>
<tr>
<td>3</td>
<td>Students will demonstrate an ability to work successfully in collaboration with others inside and outside their own discipline study areas in an effective, respectful and ethical manner.</td>
</tr>
<tr>
<td>4</td>
<td>Students will demonstrate skills as an independent, creative scholar and an ability to navigate and create innovative approaches to address new, emerging and disrupting problems and methodologies, including developing styles, techniques and genres and digital literacies, including across disciplines other than music.</td>
</tr>
<tr>
<td>5</td>
<td>Students will apply skills developed as part of an authentic education experience within the music and creative arts and/or creative industries sectors, and across disciplines, and will be able to convincingly demonstrate such work through public presentations and engagement.</td>
</tr>
</tbody>
</table>

6.4 Statement of graduate qualities for undergraduate award courses

For undergraduate award courses, provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the Learning and Teaching Policy 2015 (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.

6.4.1 Depth of disciplinary expertise
- Students will have demonstrated excellence on their instrument/or voice
- Students will be able to synthesise advanced theory knowledge in more than one discipline or area of practice

6.4.2 Broader skills:
- Critical thinking and problem solving
- Communication (oral and written)
- Information/digital literacy
- Inventiveness

Students will be able to demonstrate:
- The ability to critically engage with discourses relating to history, culture and analysis of a variety of musical styles and genres
- The acquisition of high-level technical skills as a foundation for effective musical interpretation and communication
- The ability to analyse music presented aurally or in notation, and the ability to apply this within creative tasks
- The display of musical and stylistic understanding of the music they are performing, and the ability to develop their own informed interpretations and realisations of music
- The application of advanced cognitive, technical and communication skills and apply related methodologies
- The critical analysis of information

### 6.4.3 Cultural competence
- Students will be able to display professional skills as soloist or ensemble musician in small and/or large groups with other students, staff and colleagues from diverse cultural backgrounds

### 6.4.4 Interdisciplinary effectiveness
- Students will be able to display professional skills as soloist or ensemble musician across a diversity of disciplinary genres, and apply broader musical skills outside of the performance practice in activities such as pedagogy
- Students will be able to synthesise advanced theory knowledge in more than one discipline or area of practice

### 6.4.5 An integrated professional, ethical and personal identity
- Students will have demonstrated critical awareness of performance issues such as anxiety and preparation and how they are identified and addressed
- Students will be able to apply knowledge and skills creatively to demonstrate autonomy, judgement, adaptability and ethical responsibility as a practitioner or learner

### 6.4.6 Influence
- Students will be able to present a compelling case for their performance work to a wide range of audiences and the ability to work constructively and creatively with performing and non-performing colleagues.
## PART 7. Learning and teaching

### 7.1 Course structure

<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO</th>
<th>Elective = EL</th>
<th>Barrier = BA</th>
<th>Capstone = CP</th>
<th>Existing = YES</th>
<th>New = provide ASCED</th>
<th>Session(s)</th>
<th>Course year first offered</th>
<th>Campus</th>
<th>Credit points</th>
<th>Teaching department</th>
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<tbody>
<tr>
<td>e.g., Year One Cores</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
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<td>909301 Junior</td>
<td>S1C and S2CIAU</td>
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<td>Current</td>
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<td>12</td>
<td>SCM</td>
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<td>MCGY1030</td>
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<tr>
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<td>SC1/SC2</td>
<td>Current</td>
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<td>SC1/SC2</td>
<td>Current</td>
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<td>SCM</td>
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Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<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)</th>
<th>Course year first offered 4</th>
<th>Campus s</th>
<th>Credit points</th>
<th>Teaching department</th>
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<td>Current</td>
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</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<table>
<thead>
<tr>
<th>Year</th>
<th>Elective</th>
<th>CP</th>
<th>Specialisation or Table S elective</th>
<th>CO</th>
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<th>SC1/SC2</th>
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<th>CC/SCM</th>
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<tr>
<td>Year 5 elective</td>
<td>24cp</td>
<td>Specialisation or Table S elective</td>
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<td>Honours</td>
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<td>Years 1-4 (as above)</td>
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</table>

Notes:
1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Institutional Analytics and Planning website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.
B.Mus./B.A.S. (Performance) including possible Honours in either Music or Table S major

<table>
<thead>
<tr>
<th>Year</th>
<th>Principal Study 1</th>
<th>Principal Study 2</th>
<th>Music Skills</th>
<th>Music Skills</th>
<th>Ensemble/Performance</th>
<th>Ensemble/Performance</th>
<th>This is Music</th>
<th>AHCS Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal Study 3</td>
<td>Principal Study 4</td>
<td>Music Skills</td>
<td>OLE</td>
<td>Ensemble/Performance</td>
<td>Ensemble/Performance</td>
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<td>Table S major, 1000</td>
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<td>2</td>
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<td>Principal Study 6</td>
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<td>Ensemble/Performance</td>
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<td>4</td>
<td>4000 Level Advanced Coursework (project unit)/or Hons</td>
<td>4000 Level Advanced Coursework (project unit)/or Hons</td>
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</table>

102cp Specialisation, 30cp Core, 48cp Table S, 12cp OLE, 24cp 4000 level coursework (or Hons), 24cp Electives (or Hons)
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal, indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

There are no alterations to existing units of study.

The structure and content of the BAdvStudies component, as listed above, equates to existing BAdvStudies structures. As the content of the Table S majors is determined by the BIS and the host faculty, it is not appropriate to comment on this here.

The Music degree components already all exist. For ease of reference, the summary of how they are taught is as follows:

- The Principal Study components are based around the general model of one-to-one studio teaching and weekly presentations/workshops in discipline groups.
- The Music Theory and Aural Skills components are based around lectures + tutorial model (Music Theory) and tutorials (Aural Skills).
- The Ensemble/Performance units are based around group rehearsals and performances. In some units of study, there may be lectures on the content being studied.
- In MCGY1030 This is Music, this is based around lectures + tutorials. This is the transition unit of study for all first-year students doing music degrees.
- CMPN3000 Composer Performer Workshop 1 and JAZZ Improvisation are both based around collaborative, cross-disciplinary rehearsals, workshops and concert presentations.

The BAdvStudies components – including the Table S major, the OLE units and the Advanced Coursework units – fulfil the requirements of the Bachelor of Advanced Studies.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

Please note that the following applies to the Music degree. The BAdvStudies component will presumably depend largely on which Major and which OLE units of study have been undertaken.

An assessment plan will be developed prior to the course commencing.
<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>Juries, Recitals and Concerts (Principal Study, Ensemble Studies, Composer/Performer Workshops)</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>Performance Workshop (Principal Study, Composer Performer Workshop)</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Teacher grades (Principal Study)</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Weekly tasks (Music Theory and Aural Skills)</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Written and Practical Exams (Music Theory, Aural Skills, AHCS Foundation units)</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Presentations (Composer Performer Workshop, AHCS Foundation Units)</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 **Assurance of learning**

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

The assessment protocol in all SCM units is both formative and summative. The learning environment provides scope for students to continuously receive feedback on the quality of their work. Their final projects receive critique for the completed work, for the manner in which it is presented, and for the creative elements that are contained within. All core and elective units work in concert to ensure that the student develops strong musical skills, develops communication skills through working with teachers and peers. The assessment tasks in all units are authentic in that they mimic the forms of work that students will be required to do in the professional world.

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
  - The Faculty runs semester unit of study evaluations to monitor and achieve quality in teaching and learning.
  - The Feedback for Teachers program is actively encouraged.
A KPI for the SCM is that at least one staff member will undertake the Graduate Certificate in Education (Higher Education) per year. Biannual All-Staff Days involving all SCM academic staff are held at the beginning of each year in which issues regarding quality learning and teaching are discussed and workshopped.

- review content, delivery and Resolutions of the course
  Each degree or study program at the SCM is reviewed yearly on its content, delivery and resolutions. Award courses are reviewed on a 7-year basis.

- review and rationalise Units of Study for the course
  The Faculty’s Education Committee meets at least 10 times per year and provides ongoing guidance and monitoring of all the faculty curriculum deliveries including review and rationalisation units of study and assessment procedures. Regular meetings are held between the chair of unit in which programs are placed and the Associate Dean (Education) with regards to curriculum and its implementation.

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.

The SCM has well-established performance, conducting, musicology, composition, jazz and music technology departments, with world-class teachers and facilities, including specially-designated studios and equipment. Many classes have the flexibility of being taught on both the main and SCM campuses. All units of study in the Music course are already being taught to the undergraduate cohort. The subjects in the BAdvStudies are already available to undergraduate students.

7.6 Student workload
Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a 24-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.

Again, this refers to the Music components of the degree, particularly in the first two years when the concentration of Music units of study is greatest.

It is not possible to quantify the hours for each of the Table S majors as the variation between them would be too broad to encompass in this document.
Other (please specify):

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

Course Outlines indicate when assignments are due and can be co-ordinated. Some courses manage assessment tasks within scheduled tutorial periods. Most courses spread assessment tasks throughout the semester. Rehearsals are carefully scheduled to allow students rest time.

Students are encouraged to enrol part-time should their outside workload infringe upon their ability to do their best.

Performance tasks are aligned to create space for the Recitals and Juries that take place in the even-numbered semesters, as these assessments are among the most intensive in their degree. This is well-understood within the SCM staff.

In all cases, SCM assessments in this degree align with the four principles of assessment as outlined in the Coursework Policy (2014) – 62-65.

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.

Aligns with the University of Sydney coursework policy.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Classes are combination of self-study, collaborative creative work, technical development, and theoretic exploration. Learning activities are quite diverse (for instance rehearsal with others, individual lessons, regular academic classes and associated writing tasks) and therefore learning ‘fatigue’ is unlikely. Each unit of study is research-led in that they all deal with real musical problems and aim at extending students problem solving skills. Theoretical classes follow lecture tutorial format of 1 hour- 2 hours generally.

Rehearsal classes take real time and classes therefore are usually 3 hours duration. A normal student load is 24 credit per semester.

There will be the issue with students travelling between campuses as the degree progresses. This is ameliorated by front-loading the beginning of the degree with units of study held at Macquarie St and increasing the amount of work done at Camperdown Campus as the degree progresses.

7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.
Academic advice will be provided to students through the Faculty hub site on Canvas and other communications strategies such as direct email comms to currently enrolled students. All students have access to UoS information through their LMS sites.

SCM students are represented at all levels of the Faculty’s executive operations including the Research Committee, Education Committee and College Board. A Staff/Student liaison committee meets twice per semester to discuss student issues face to face.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression.

Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

There are no barrier exams at SCM. Faculty Resolutions of the Sydney Conservatorium of Music state the following approach to reassessment:

Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

7.9 Combined degrees and inter-faculty arrangements

The Board of Interdisciplinary Studies is already in place and manages the Bachelor of Advanced Studies.

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters’ degrees and all Professional master’s degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

N/A

7.12 Resolutions

Senate, Faculty and Course Resolutions

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Yes</td>
</tr>
<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 Doctor of Philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelor’s degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>No</td>
</tr>
</tbody>
</table>

Transitional arrangements N/A

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.12.5 Last semester intake under existing Resolutions</td>
<td>Domestic</td>
</tr>
<tr>
<td></td>
<td>International</td>
</tr>
<tr>
<td>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?</td>
<td>N/A</td>
</tr>
<tr>
<td>7.12.7 For course deletions, advise the last date for enrolments into the existing course</td>
<td>N/A</td>
</tr>
<tr>
<td>7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
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 | N/A

### PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

#### 8.1 Teaching and support staff

<table>
<thead>
<tr>
<th>Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (<em>It is not necessary to provide detailed information on the names or qualifications of individual staff members)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty already has comprehensive academic staffing providing specialist skills in all the newly proposed programs, plus numerous highly professionally skilled casual teachers. The Faculty also has a dedicated technology support team, who manage the performance venues, recording studios, AV equipment and computer labs. There will be no extra staff roles needed to deliver this program – any increase in student numbers will be managed through the SCM’s HR processes as per normal.</td>
</tr>
<tr>
<td>BAAdvStudies majors/minors already exist through the Shared Pool.</td>
</tr>
</tbody>
</table>

**What are the strengths of the department/school relevant to this proposal?**

Highly regarded teaching staff who have international reputations in composition and performance. The SCM is strategically located and internationally recognised as the top music conservatory in Australia and the Asia/Pacific region. World-class rehearsal, teaching and performing spaces. Established existing single degree in this field upon which the double degree can be placed.

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.

Existing arrangements will continue to apply.

#### 8.2 Teaching space and related facilities

| Teaching rooms | All current seminar spaces available in both SCM and Seymour Centre Facilities. BAAdvStudies UoS as per current practice. |
| Lecture theatres | Current spaces available in both SCM, Seymour Centre and Old Darlington School facilities. BAAdvStudies UoS as per current practice |
| Laboratories | 3 including computer access labs |
| Staff offices | SCM and Seymour Centre combined |
| Storage or other space required including any which needs to be rented externally | N/A |
| Professional placement locations | N/A |

*Approved by the Academic Board, 6 March 2018; amended 10 April 2018*
8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

<table>
<thead>
<tr>
<th>9.3.1 Computer technology</th>
<th>The faculty is already well supplied with state-of-the-art recording studios, seminar rooms and equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.2 Other equipment</td>
<td></td>
</tr>
</tbody>
</table>

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of Sydney Conservatorium of Music

(1) With the exception of the Doctor of Music 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 Sydney Conservatorium of Music. The Doctor of Music 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 2021. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDCON-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RHMUSICM-01</td>
<td>Doctor of Musical Arts</td>
<td>DMA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMMUCOMP-02</td>
<td>Composition</td>
<td>MMus(Composition)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMEDU-02</td>
<td>Music Education</td>
<td>MMus(MusEd)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMUSI-02</td>
<td>Musicology</td>
<td>MMus(Musicology)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUPERF-02</td>
<td>Performance</td>
<td>MMus(Performance)</td>
<td>Research</td>
</tr>
<tr>
<td>MAMUSCND-01</td>
<td>Master of Music Studies (Conducting)</td>
<td>MMusStud(Cond)</td>
<td>96 (suspended)</td>
</tr>
<tr>
<td>MAMUSOPP-01</td>
<td>Master of Music Studies (Opera)</td>
<td>MMusStud(OperaPerf)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSPER-02</td>
<td>Master of Music Studies (Performance)</td>
<td>MMusStud(Perf)</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music ^</td>
<td>BMus</td>
<td>192</td>
</tr>
<tr>
<td>BPMUCOMP-01</td>
<td>Bachelor of Music ^ (Composition)</td>
<td>BMus(Comp)</td>
<td>192</td>
</tr>
<tr>
<td>BPMUMEDU-01</td>
<td>Bachelor of Music (Music Education) ^</td>
<td>BMus(MusEd)</td>
<td>192</td>
</tr>
<tr>
<td>BPMUPERF-01</td>
<td>Bachelor of Music (Performance)^</td>
<td>BMus(Perf)</td>
<td>192</td>
</tr>
</tbody>
</table>

* A further 24 credit point Internship is available to some candidates on a competitive basis, and awarded on merit by application of the candidate. ^ may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxxx</td>
<td>Bachelor of Music /Bachelor of Advanced Studies (Composition)</td>
<td>BMus/BAdvStudies (Comp)</td>
<td>240</td>
</tr>
<tr>
<td>xxxx</td>
<td>Bachelor of Music /Bachelor of Advanced Studies (Performance)</td>
<td>BMus/BAdvStudies (Perf)</td>
<td>240</td>
</tr>
</tbody>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNMSOPP-01</td>
<td>Graduate Diploma in Music (Opera Performance)</td>
<td>GradDipMus (OperaPerf)</td>
<td>48</td>
</tr>
<tr>
<td>GNMSUPERF-03</td>
<td>Graduate Diploma in Music (Performance)</td>
<td>GradDipMus (Perf)</td>
<td>48</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLMUSICM-04</td>
<td>Diploma of Music</td>
<td>DipMus</td>
<td>96</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

It should be noted SCM are working with the Academic Model team and the Education Portfolio to revise the Bachelor of Music resolutions, improve the build of the system and facilitate a seamless student experience. This will be completed in early 2020.

Bachelor of Music

Bachelor of Music
Bachelor of Music/Bachelor of Advanced Studies (Composition)
Bachelor of Music/Bachelor of Advanced Studies (Performance)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Sydney Conservatorium of Music, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMUSICM-05</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>XXXXXXX-XX</td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Composition)</td>
</tr>
<tr>
<td>XXXXXXX-XX</td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Performance)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course may be full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Music is available in the following streams:
   (a) Composition
   (b) Music Education
   (c) Performance

(2) The Bachelor of Music/Bachelor of Advanced Studies is available in the following streams:
   (a) Composition
   (b) Performance

(2) The requirements for the completion of each stream are as specified in these resolutions and in the Table of Units of Study for Undergraduate Degrees for the Sydney Conservatorium of Music. Candidates wishing to enter or exit a stream or transfer between streams should contact the University school.

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(4) Completion of a stream is a requirement of the Bachelor of Music/Bachelor of Advanced Studies.

**Cross-faculty management**

The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music and the Bachelor of Music (Honours) not otherwise dealt with in these resolutions.

**5 Admission to candidature**

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

(2) In addition, admission to this course requires the applicant to complete a music skills or jazz aptitude test. If applying for a stream, fulfil any stream-specific admission requirements; or:
   - (a) Present a portfolio of work and attend an interview, or
   - (b) Undertake a practical audition in a nominated instrument or voice, or
   - (c) Present an example of recent written work and attend an interview

(3) Admission requirements for specific streams:
   - (a) Applicants for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants;
   - (b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The results of this process will form part of the ranking of applicants;
   - (c) Applicants for the Music Education stream must either undertake a practical audition (instrument or voice), or submit composition works, or present recent written work, or equivalent to assess suitability for the profession. The results of this process will form part of the ranking of applicants.

**6 Requirements for award**

(1) The units of study that may be taken for the course are set out in:
   - (a) the Table of units of study for Undergraduate Degrees for the Sydney Conservatorium of Music
   - (b) the Pathway Tables for the Bachelor of Music
   - (c) Table S from the Shared Pool of Undergraduate Degrees
   - (d) Table O (the Open Learning Environment)
   - (e) Unless otherwise indicated in these resolutions the Table of Units of study, the Pathway Tables, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the Bachelor of Music candidates must complete 192 credit points as specified below, and, if completing a stream, satisfy requirements for the stream

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.
(4) Requirements for a program

To qualify for the award of the pass degree with a Program, a candidate must successfully complete 192 credit points, comprising;

(a) 72 credit points of units of study in either of the following disciplinary areas, as set out in the Pathway Tables:
   (i) Contemporary Music Practice
   (ii) Composition for Creative Industries
   (iii) Digital Music and Media
   (iv) Improvised Music

(b) 24 credit points of Music Skills units of study

(c) 24 credit points of Music Analysis, History and Culture Studies units of study

(d) 12 credit points of Final Year Project units of study

(e) 12 credit points in performance or ensemble units

(f) 48 credit points of elective units of study comprised of:
   (i) a major from Table S; or
   (ii) a minor from Table S and/or
   (iii) up to 12 credit points from Table O; and/or
   (iv) elective units from Table S.

(5) Requirements for a major

(a) A major requires the completion of 48 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
   (i) 2x1000-level units, 2x2000-level units and 4x3000 level units; or
   (ii) 2x1000-level units, 3x2000-level units and 3x3000 level units.

(b) For any individual student’s enrolment, a unit of study will only contribute towards one major except where otherwise approved by the faculty/University school's Units of Study contributing towards one major may not contribute toward any other major completed except where otherwise approved by the faculty/University school.

(6) Requirements for a minor

(a) A minor requires the completion of 36 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
   (i) 2x1000-level units, 2x2000-level units, and 2x3000-level units; or
   (ii) 2x1000-level units, 3x2000-level units and 1x3000-level unit.

(b) Units of study contributing towards one minor may not contribute toward any other major completed except where otherwise approved by the faculty/University school.

(c) To qualify for the award of the pass degree with a Major, a candidate must successfully complete 192 credit points including a minimum of 48 credit points from a designated major in Musicology, comprising:
   (i) 48 credit points in Musicology units of study, as set out in the Pathway Table
   (ii) 24 credit points in Music Skills units of study
   (iii) 36 credit points of Music Analysis, History and Culture Studies units of study
   (iv) 12 credit points of Final Year Project units of study
   (v) 12 credit points in performance or ensemble units
   (vi) 60 credit points of elective units of study comprised of:
      (a) a major from Table S; or
      (b) a minor from Table S and/or
      (c) up to 12 credit points from Table O; and/or
      (d) elective units from Table S.
(7) Requirements for the Performance stream
To qualify for the award of the pass degree in the Performance stream, a candidate must successfully complete 192 credit points comprising:
(a) 72 credit points of Principal Study units of study
(b) 12 credit points in Music Theory units of study;
(c) 12 credit points of Aural Skills units of study;
(d) 24 credit points of Analysis, History and Culture Studies units of study
(e) 12 credit points of Final Year Project units of study
(f) 60 credit points of elective units of study as set out in the Pathway Tables for specific Principal Study areas, and comprised of;
   (i) A major from Table S; or
   (ii) A minor from Table S and/or
   (iii) up to 12 credit points from Table O; and/or
   (iv) elective units from Table S.

(8) Principal study areas in the Performance stream
Principal study is available in:
(a) Historical Performance
(b) Jazz Performance
(c) Non-Orchestral Instrumental Performance
(d) Orchestral Instrumental Performance
(e) Voice (classical) Performance

(9) Requirements for the Composition stream
To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:
(a) 48 credit points of Composition Principal Study units of study;
(b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;
(c) 24 credit points of Music Analysis, History and Culture Studies units of study;
(d) 3 credit points of Performance units of study;
(e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;
(f) 12 credit points of Final Year Project units of study;
(g) 42 credit points of elective units of study comprised of:
   (i) a minor from Table S and/or
   (ii) up to 12 credit points from Table O; and/or
   (iii) elective units from Table S

(10) Bachelor of Music /Bachelor of Advanced Studies (Performance)
To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Performance), a candidate must complete 240 credit points, comprising:
(a) 102 credit points of Specialisation units of study
(b) 30 credit points of core units of study;
(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) A major (48 credit points) from Table S;
(e) A minimum of 24 credit points at 4000 level from a Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 cp.
(f) where appropriate, elective units of study from a Specialisation or Table S.

(11) Specialisation areas in the Performance stream
Specialisation is available in:
(a) Historical Performance
(b) Jazz Performance
(c) Non-Orchestral Instrumental Performance
(d) Orchestral Instrumental Performance
(e) Voice (classical) Performance

(12) Bachelor of Music/Bachelor of Advanced Studies (Composition)
To qualify for the award of the Bachelor of Music/ Bachelor of Advanced Studies (Composition), a candidate must complete 240 credit points, comprising:
(a) 102 credit points of Specialisation units of study
(b) 30 credit points of core units of study;
(c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) A major (48 credit points) from Table S;
(e) A minimum of 24 credit points at 4000 level from the Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 cp.
(f) where appropriate, elective units of study from a Specialisation or Table S.

(13) Specialisation areas in the Composition stream
Specialisation is available in:
(a) Composition

(14) Requirements for the Music Education stream
To qualify for the award of the pass degree in the Music Education stream, a candidate must successfully complete 192 credit points and reach the minimum levels of achievement as set out in the tables (a) – (e).

(a) Performance

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>30</td>
<td>This is Music; Musical Worlds of Today; Music in the Classical and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Romantic Eras; Music from the Middle Ages to Baroque; Music in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern Times</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
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</table>

(b) Jazz Studies

<table>
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<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
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<tbody>
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<td>Principal Study Area</td>
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<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Area of Study</td>
<td>Credit Points</td>
<td>Minimum level of achievement</td>
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<tr>
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<td>---------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Jazz Music Skills 1-4</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture Studies</strong></td>
<td>30</td>
<td>This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music in Western Culture; Music in Modern Times</td>
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<tr>
<td><strong>Electives</strong></td>
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</table>

(c) Composition

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
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</thead>
<tbody>
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<td><strong>Principal Study Area</strong></td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>12</td>
<td>Instrumentation and Orchestration; Composition Through Improvisation 1; Sound Recording Fundamentals</td>
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<td><strong>Performance</strong></td>
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<td>6cps of Ensemble/Performance</td>
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<td>Harmony and Analysis 1-4</td>
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<td><strong>Analysis, History and Culture Studies</strong></td>
<td>18</td>
<td>This is Music; New Music New Thinking; Musical Worlds of Today</td>
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<tr>
<td><strong>Electives</strong></td>
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(d) Musicology

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</thead>
<tbody>
<tr>
<td><strong>Principal Study Area</strong></td>
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<td>Musicology Workshop 1 &amp; 2; Music in the Classical and Romantic Eras; 6 credit points of Historical Studies; 6 credit points of Ethnographical Studies;</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>12</td>
<td>12cps of Ensemble/Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture Studies</strong></td>
<td>24</td>
<td>This is Music; Musical Worlds of Today; Music from the Middle Ages to Baroque; Music in Modern Times</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>12</td>
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</tr>
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</table>
(e) Contemporary Music Practice

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
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<td>Contemporary Music Practice 1 - 4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>3</td>
<td>3 cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>21</td>
<td>18 cps in Music Theory and Aural Skills; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>36</td>
<td>This is Music; Musical Worlds of Today; Sounds, Screens, Speakers; Music in Western Culture; Australian Popular Music; Music in Modern Times</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

(15) Principal study areas in the Music Education stream
Principal studies available in the Music Education stream are:
(a) Composition
(b) Musicology
(c) Performance
(d) Brass
(e) Contemporary Music Practice
(f) Historical Performance
(g) Jazz Studies (instrumental/vocal)
(h) Keyboard
(i) Percussion
(j) Strings
(k) Voice (classical)
(l) Woodwind

7 Requirements for the Honours degree

(1) Honours in the Bachelor of Music without stream
(a) Honours is available to students who complete an alternative set of units of study in the final year of the degree. Admission to the honours program is by permission of the Honours Coordinator after the completion of 144 credit points of study including MCGY4601 Research Methods.
(b) Admission normally requires a WAM of at least 75 in 2000-level and 3000-level units.
(c) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.

(2) Honours in the Bachelor of Music (Performance)
(a) Honours is available to students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, and a mark of at least 75 in Principal Study 4 and 6.
(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Performance.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(3) Honours in the Bachelor of Music /Bachelor of Advanced Studies (Performance)
(a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, a mark of at least 75 in Principal Study 4 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

c) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Performance) with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Sydney Conservatorium of Music, candidates must complete 48 credit points of honours units in Performance.

d) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the Sydney Conservatorium of Music, the honours mark is as specified in these resolutions and in the resolutions for the Sydney Conservatorium of Music. For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.

(4) Honours in the Bachelor of Music (Composition)
(a) Honours is available to students who complete an alternative set of units of study in the final year of the course. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Admission requires a WAM of at least 75 in third year units of study, and a mark of at least 75 in Composition 5 and 6.

(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.

(5) Honours in the Bachelor of Music/ Bachelor of Advanced Studies (Composition)
(a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
(b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Composition Honours. As set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in third year units of study, a mark of at least 75 in Composition 5 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(c) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Composition) with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Sydney Conservatorium of Music, candidates must complete 48 credit points of honours units in Composition.

(d) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the Sydney Conservatorium of Music, the honours mark is as specified in these resolutions and in the resolutions for the Sydney Conservatorium of Music. For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.

(6) Honours in the Bachelor of Music (Music Education)
(a) The Bachelor of Music (Music Education) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.
(b) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music (Music Education), will be awarded the pass degree.

8 Award of the degree

(1) The Bachelor of Music is awarded in the grades of either Pass or Honours.

(2) The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.

(3) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music will be awarded the pass degree.

9 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Sydney Conservatorium of Music.
10 International exchange

The Sydney Conservatorium of Music encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Sydney Conservatorium of Music.

11 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music or, in the case of a major or minor offered by another faculty in Table S any relevant resolutions of that faculty.

12 Course transfer

(1) A candidate may transfer from the Bachelor of Music (Performance) or Bachelor of Music (Composition) and elect to complete the Bachelor of Music/Bachelor of Advanced Studies (Performance) or Bachelor of Music/Bachelor of Advanced Studies (Composition). Candidates wishing to transfer must do so prior to the start of year 2 in accordance with these resolutions and will receive full credit for work completed in the Bachelor of Music (Performance) or Bachelor of Music (Composition).

(2) A candidate may abandon the Bachelor of Music/Bachelor of Advanced Studies(Performance) or Bachelor of Music/Bachelor of Advanced Studies(Composition) combined degrees at the end of year 4 and elect to complete the Bachelor of Music (Performance) or Bachelor of Music (Composition)and receive 60cp taken in the combined degree towards More Specialisation and More Core in accordance with these resolutions.

13 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2021.

(2) Candidates who commenced prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed as per the relevant resolutions upon their enrolment.
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:

- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

**This section to be completed by faculty**

1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills? ☒ Yes ☐ No

2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students. ☒ Yes ☐ No

3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.

**Text here**

**This section to be completed by library staff**

**Library resources required**

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comments</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Initial costs of acquiring basic resources (digital and non-digital)</strong></th>
<th>$AUD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td></td>
</tr>
<tr>
<td>Additional databases / digital resources</td>
<td>A new database, RIPM Jazz Periodicals is likely to be trialled at the beginning of semester 1 2020: Unique full-text journal database for popular music studies containing never before indexed magazines useful for the new Contemporary Music course plus Musicology, Jazz &amp; Arts Music for Undergrad study &amp; research. Contemp. Music studies is a new area for the Con and they are focussing on developing resources in this area. Also useful for racial politics, teenage culture &amp; representations of gender in the US. From faculty member “Subscribing to this database is likely to have an enormous impact and teaching at the University.”</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<table>
<thead>
<tr>
<th>Initial resources costs</th>
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</thead>
<tbody>
<tr>
<td>Ongoing costs of resources</td>
</tr>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
</tr>
<tr>
<td>Ongoing information resources costs</td>
</tr>
</tbody>
</table>

**Additional resource requirements**
Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

**Comments**
Specify opportunities for developing research and learning resources.

**Implications**
Include issues regarding staff / time to develop and deliver the programs and other support materials.

Estimated number of hours

**Library Director’s comments**
*The Library Director should sign on the front page.*
APPENDIX 5: AQF COMPLIANCE

The Bachelor of Music (Performance) and The Bachelor of Advanced Studies are existing degrees approved at AQF level 7 as per the descriptors below:

AQF bachelor’s degree qualification type descriptor

**Purpose:** The Bachelor’s Degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a pathway for further learning.

**Knowledge:** Graduates of a bachelor’s degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

**Skills:** Graduates of a bachelor’s degree will have:
1. cognitive skills to review critically, analyse, consolidate and synthesise knowledge
2. cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas
3. cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence
4. communication skills to present a clear, coherent and independent exposition of knowledge and ideas

**Application of knowledge and skills:** Graduates of a bachelor’s degree will demonstrate the application of knowledge and skills:

5. with initiative and judgement in planning, problem solving and decision making in professional practice
6. to adapt knowledge and skills in diverse contexts
7. with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters

**Volume of learning:** The volume of learning of a bachelor’s degree is typically 3 – 4 years

*Approved by the Academic Board, 6 March 2018; amended 10 April 2018*
APPENDIX 6: EVIDENCE OF CONSULTATION

From: Peter McCallum <peter.mccallum@sydney.edu.au>
Date: Wednesday, 8 May 2019 at 5:25 pm
To: Matthew Hindson <matthew.hindson@sydney.edu.au>
Subject: Re: Informal advice re. potential BAdvStudies with Music degrees

Hi Matthew,

I would be happy to have a more detailed meeting but initial thoughts.

1. You would need 12 CP of OLE for the combined degree. These are in the BAdv Studies. There is no actual requirement for them in a specialist degree which is what the partner degrees are though you can have them in the stand-alone one if you wish (entirely up to you). However, you don’t need to go beyond 12 in total for the combined.

2. I think you would need some advanced coursework that goes beyond what is mandatory in the pass degree. This is uncharted territory in that we haven’t got any other combined degrees with BAdvStudies where the partner degree is four years. Nevertheless, I think there needs to be coursework that goes beyond what is in the partner degree. You could cover this by a larger project if you wish.

Happy to discuss further.

Cheers,
Peter

Associate Professor Peter McCallum | Acting Registrar and Academic Director, Education Policy and Quality

THE UNIVERSITY OF SYDNEY
T +61 2 9351 3460 | F +61 2 9351 3572

From: Matthew Hindson <matthew.hindson@sydney.edu.au>
Date: Wednesday, 8 May 2019 at 4:42 pm
To: Peter McCallum <peter.mccallum@sydney.edu.au>
Subject: Informal advice re. potential BAdvStudies with Music degrees

Dear Peter,

Just following on from my earlier queries about this, the SCM Executive is keen to see if we can get a couple of our degree streams – Performance and Composition – available in a combined degree with the BAdvStudies. The rationale for this is not primarily financial, but educational, as these degrees are the two with the least amount of free choice, and we believe it should be possible for students to take a second major from Table S should they wish, together with OLEs etc.

We have come up with some preliminary indicative tables that are attached to this email.

I was wondering if you wouldn’t mind casting your eye over them, just ensuring that we are on the right track. I am still confused a little about the BAdvStudies requirements though you spelled out some in a previous email, which I have followed.

Some questions:

1. What is the numerical requirement for OLEs in the BAdvStudies? In your previous email, re. the liberal arts degree/BAdvStudies combo, students are required to do 12. Presumably this means 6 for the host degree and 6 for the BAdvStudies? i.e. if we put in 6cp of OLEs, would that be OK?
(We have put in 12cp into our models at this stage but 6cp would more easily allow for students to take the prereq for embedded Honours in the music degree, in Semester 6.)

2. I have put the Table S major into the degrees. Re. the “advanced coursework” could the Fourth Year Principal Study completed in the Music Degree section count as the Advanced Coursework requirement?

I suppose the main advice if you have time is: have I missed anything?

Thanks

Matthew

--

MATTHEW HINDSON AM | Professor
Deputy Head of School and Deputy Dean; Associate Dean (Education)
Sydney Conservatorium of Music

THE UNIVERSITY OF SYDNEY
Room 2083, Sydney Conservatorium of Music C41 | The University of Sydney | NSW | 2006
T +61 420 33 20 68 | F +61 2 9351 1202

SCM EDUCATION COMMITTEE

MINUTES OF THE EDUCATION COMMITTEE MEETING
Monday 20 May 2019, 1.30pm – 3.30pm
Room 2135

Attendees:  Matthew Hindson (Chair), Jeanell Carrigan (JC), Marie Chellos (MC), Rowena Cowley (RC), Shauna Crick (SC), David Howie(DH), James Humberstone(JH), Kevin Hunt(KH), Anne Keohane(AK), David Larkin (DL), Stephanie McCallum (SMC), Helen Mitchell (HM), Kathleen Nelson(KN), Stewart Nestel(SN), Ian Whitney(IW), Narelle Yeo(NY), Katarina Grobler (KG) (Student rep), Ardi Echevarria (AE) (Student rep). Kate Stanton (KS), Brett McCarthy (BM) and Prof. Kimberlee Weatherall (KW) (Item 6).

Apologies: Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach.

MINUTES

1. Introduction
The Chair introduced Anne Keohane, Curriculum Services Manager.

2. Work, Health and Safety
   - An issue was raised regarding an activity being done in the wind symphony area. Students are using juice boxes and straws to practice breath control. The concern is that the straws and containers are not being replaced between classes.
   Action: Chair to raise the issue with John Lynch.

   - Sanitary bins student toilets are still not available.
   Action: Faculty General Manager to follow up.

   - Cabling in meeting room 2135 identified as hazardous and shorter cables requested.
   Action: Faculty General Manager to follow up.

3. Acceptance of Previous Minutes (8 April) and Business Arising (Chair)
The minutes were endorsed without amendment.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
4. Standing Reports
4.1 Undergraduate Studies (David Larkin)
DL spoke to this item and informed the committee that Student life may require transition units. The Chair advised that This is Music meet the requirements.

4.2 Academic Integrity (Narelle Yeo)
The Chair spoke to this item and informed the committee of the following:
- 58 cases academic misconduct reported;
- SCM numbers are good compared to other faculties;
- A detailed report is available from the Chair;
- Scaffolded assignments can help to prevent misconduct.

4.3 Academic Standards and Policy Committee (Jennifer Rowley)
No report

4.4 Research Education (Kathleen Nelson)
No report

4.5 Academic Quality (Kathleen Nelson)
No report

4.6 Student Issues (student representatives)
KG spoke to this item.
An issue was raised around students who have changed degrees having problems with their progression. The Chair advised that he can make adjustments to student's study plans for students when required.

Action: An email to be sent to all students advising those who have changed courses to check their progression, and ensure they are enrolled in the right units of study.

5. Items requiring approval

5a. MUSC2694 Fundamentals of Music 4 (Daniel Rojas)
The Chair spoke to this item and the committee noted the following:
- Lots of contemporary music represented;
- Check graduate qualities as they are all listed in the outline – are they all assessed;
- Mid semester aural exam 5% and final exam 15%, should these be consistent? Chair to check with Daniel Rojas.

Action: Approved subject to the amendments listed above.

5b. IMPR36xx Improvised Music 5, 6, Improvised Music Ensemble 5, 6 (Kevin Hunt)
KH spoke to this item and the committee noted the following:

Improv Music 5
- Curriculum taken from 3 and 4 and put into 5 and 6;
- Focus on early jazz and European folk;
- Assessment percentages don’t add up and are unusual (ie.11%);
- Remove no. 5 after theory and practice.

Improv Music 6
- Assessment percentages don’t add up and are unusual (ie.11%);
- Remove 6 after Theory and Practice.

Action: Approved subject to the amendments listed above.

5c. Inclusion of Drum-set Principal Study in B Mus (Ed) and Diploma
The Chair spoke to this item. The Diploma grid was approved.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Action: Bachelor of Music (Music Education) drum set grid to be reviewed and sent to committee for endorsement by circulation.

5d. Klezmer ensemble.
The Chair advised that this unit outline had only been received today so there had not been time to go through it.

Action: Chair to liaise with Myf and if deemed appropriate, send to the committee for approval/comment by circulation.

6. Guest: Kate Stanton, Brett McCarthy and Prof. Kimberlee Weatherall – Renegotiating the Music License – wish list for the SCM (2pm)

The Chair introduced Kate Stanton, Brett McCarthy and Prof. Kimberlee Weatherall to speak to the item.

KS led the discussion regarding the Music Education Licence and asked the committee for a wish list regarding music licensing.

The following suggestions were noted:

- Doctoral performance, including scans of scores and recordings in their thesis;
- Making student’s performances available by website to the public. HDR student’s performance element should be able to promote their work. Articles in thesis available so performance should be available;
- Recitals audition material that can be sent to other organisations;
- Composition with creative industry or Vivid. Public performance licence. One licence for ticketed and non-ticketed performances.

Action: The committee to talk to their colleagues and email KS with suggestions including stories and examples.

7. Bachelor of Music (Performance)/BAdvStudies, Bachelor of Music (Composition)/BAdvStudies degrees (MH)

The Chair informed the committee that SCM was looking at introducing a combined degree with BAdvStudies and B Mus (Performance) and B Mus (Composition).

The committee noted the following:
- Broader scope for second major in many different areas (Table S);
- Other Universities are offering similar combined degrees ANU, WSU and UNSW.

Action: Committee to look at the proposed combined degrees and send feedback to the Chair.

8. Graduate Qualities and Assessment plans – update (IW)

To be carried over to next meeting

9. Auditions update (SC)

To be carried over to next meeting

10. Unit of Study surveys (Chair, JR)

To be carried over to next meeting

11. Any Other Business
- New OLEs?
- Staff training (Teaching)
- New Timetable System – brief update

To be carried over to next meeting

There being no further business the meeting closed at 3pm.
Dear Pip,

Thanks very much for this.

Attached are the three grids outlining the proposed 5-year double degree.

Do you require the EOI as it currently stands, also? It not yet completed though it is well underway. We will be getting the info from GRSM shortly.

Thanks
Matthew

--

MATTHEW HINDSON AM | Professor
Deputy Head of School and Deputy Dean; Associate Dean (Education)
Sydney Conservatorium of Music

THE UNIVERSITY OF SYDNEY
Room 2083, Sydney Conservatorium of Music C41 | The University of Sydney | NSW | 2006
T +61 420 33 20 68 | F +61 2 9351 1202
E matthew.hindson@sydney.edu.au | W http://sydney.edu.au/music

From: Philippa Pattison <philippa.pattison@sydney.edu.au>
Date: Monday, 27 May 2019 at 3:47 pm
To: Matthew Hindson <matthew.hindson@sydney.edu.au>
Cc: Anne Keohane <anne.keohane@sydney.edu.au>, Peter McCallum <peter.mccallum@sydney.edu.au>
Subject: Re: Music degrees and the BAdvStudies

Dear Matthew,

Perhaps you can send through to both Peter and me? We have an internal process within the portfolio to run through.

With thanks,

Pip

On 27 May 2019, at 6:07 am, Matthew Hindson <matthew.hindson@sydney.edu.au> wrote:

Dear Pip,

As alluded to with you in January, we are interested in having double degrees with the BAdvStudies – in particular, BMus (Performance) and BMus (Composition).

In the EOI due next Tuesday it says that we need to consult with your team.

Can you suggest whom?
I have had a few emails with Peter and shared the proposed academic structure with him, to date, and he has given us advice we have taken on board.

There is great interest from us (staff and students) in these double degrees, which is very heartening for all involved.

All the best,

Matthew

--

MATTHEW HINDSON AM | Professor
Deputy Head of School and Deputy Dean; Associate Dean (Education)
Sydney Conservatorium of Music

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Focus Group 28 May 2019
1pm-2pm rm 2135

Attendees: Matthew Hindson A/Dean (Education) , Anne Keohane Curriculum Services Manager

Students:

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafael Echevaria</td>
<td>B Mus Stud (Hons) (Musicology)</td>
</tr>
<tr>
<td>Sutti Sutontanyakorn</td>
<td>M Mus Studies (coursework)</td>
</tr>
<tr>
<td>Michael Kallidis</td>
<td>B Mus (perf), Voice</td>
</tr>
<tr>
<td>Meredith Cheng</td>
<td>B Mus (perf), Voice</td>
</tr>
<tr>
<td>Indiana Williams</td>
<td>B Mus (perf), Trumpet</td>
</tr>
<tr>
<td>Connor Malone</td>
<td>B Mus (Ed), Viola</td>
</tr>
<tr>
<td>Katarina Grobler</td>
<td>B Mus (Perf), Piano</td>
</tr>
<tr>
<td>Wallis Wan</td>
<td>B Music Studies (Perf)</td>
</tr>
<tr>
<td>Ruby Jackson</td>
<td>B Music (Creative Music)</td>
</tr>
<tr>
<td>Oscar Smith</td>
<td>B Music (comp) (Hons)</td>
</tr>
</tbody>
</table>

Topic: New combined degree B Music (perf) and B Music (comp) with B Advanced studies.

Comments:

- Timetabling with main campus can be problematic;
- Rearranging timetable can be a problem non-responsive;
- New timetable system will incorporate clashes and movement to main campus;
- Can we do Music education?
- Yes, I would choose this 5 people;
- More attractive than single degree, more choice;
- Other roads in music at the end of the degree;
- Wide network gives you other avenues. Portfolio careers, more options;
- UNSW combined degrees take people that would go to the con;
- Offers a better starting point at the beginning of your degree;
- Program has one year of just music is that the best option?
- Can you change majors? Start in year 3;
- Information to be given to students about the flexibility of the degree. Not easy to change;
- Co reqs to be considered in diction with voice also piano and collab piano;
• By sem 4 make a decision about double or single degree;
• 4 years of instruction v good;
• Sem 9 and 10 keep them in contact in conservatorium with AHCS foundation;
• Don’t want to come back for 1 subject from main campus;
• Rearrange the program with an alternative model so it’s more combined between the two courses
  not just music then just the other major;
• Don’t love AHCS at end but not easy to move it around.
• Not doing orchestral performance ensemble in first year is that a disadvantage?

From: Anne Keohane <anne.keohane@sydney.edu.au>
Date: Wednesday, 29 May 2019 at 11:54 am
To: Gillian Wu <gillian.wu@sydney.edu.au>
Cc: Matthew Hindson <matthew.hindson@sydney.edu.au>
Subject: RE: Draft EOI BMus BAdvStudies

Thanks Gillian

Anne

Anne Keohane | Curriculum Services Manager
Sydney Conservatorium of Music | University of Sydney
Room 2151, Macquarie Street, Sydney
P: +61 9351 1230

From: Gillian Wu
Sent: Wednesday, 29 May 2019 11:53 AM
To: Anne Keohane <anne.keohane@sydney.edu.au>
Cc: Matthew Hindson <matthew.hindson@sydney.edu.au>
Subject: RE: Draft EOI BMus BAdvStudies

Hi Anne

Thanks for this, I’ll draft something up and get it to you by the end of the week.

Kind regards,
Gillian

From: Anne Keohane
Sent: Wednesday, 29 May 2019 9:51 AM
To: Matthew Hindson <matthew.hindson@sydney.edu.au>; Gillian Wu <gillian.wu@sydney.edu.au>
Subject: Draft EOI BMus BAdvStudies
Importance: High

Hi Matthew and Gillian,

I have attached the draft EOI for your input/edits. There are a few comments in there which I need
clarified. Gillian you can add your information in or send to me to incorporate.

This is due next Tuesday 4 June so we probably want it finalised Friday or Monday morning for Deans
signature.

Thanks

Anne

Anne Keohane | Curriculum Services Manager
Sydney Conservatorium of Music | University of Sydney
MINUTES OF THE EDUCATION COMMITTEE
Monday 17 June, 1.30pm – 3.00pm
Room 2135

Attendees: Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos, Rowena Cowley, Shauna Crick, Charles Fairchild, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Kathleen Nelson, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep), Rafael (Ardi) Echevarria (Student rep).

Apologies: David Howie, Kevin Hunt

MINUTES

1. Introduction and Apologies
The apologies were accepted.

2. Work, Health and Safety
The Chair advised that if anyone requires anything in their rooms e.g. heaters please let the SGM know.

3. Acceptance of Previous Minutes (20 May) and Business Arising (Chair)
The minutes were endorsed without amendment.

4. Standing Reports
4.1 Undergraduate Studies (David Larkin)
Nothing to report

4.2 Academic Integrity (Narelle Yeo)
NY informed the committee that she had an Academic Integrity flyer around contract cheating. The committee was advised to scaffold their assignments as the best way to discourage misconduct in this area.

4.3 Academic Standards and Policy Committee (Jennifer Rowley)
JR informed the committee of the following from the committee meeting:

- The Sydney Professional Certificate has been finalised;
- The Respectful Research Policy 2013 was amended with respect to relationships;
- Statistics on appeals and misconduct were discussed.

4.4 Research Education (Kathleen Nelson)
KN spoke to this item and informed the committee of the following:

- Student Research Experience Questionnaire (SREQ) for SCM had poor results - to be reported more fully in a future meeting;
- Table R is to be introduced in 2021 and is going to the Graduate Studies committee next week. SCM has 10 units in the table. A small amount of money comes to the Faculty for units taken from this table.
4.5 Academic Quality (Kathleen Nelson)
No report

4.6 Student Issues (student representatives)
RE informed the committee that some Canvas sites are showing a range of marks under the results tab and where the student is placed in this range. A discussion was held and there were mixed reactions to having this information available to students. It was agreed that this range of marks should not be given to students.

**Action:** SN to look into the settings in Canvas and report back to the next meeting.

5. Items requiring approval
5a. Inclusion of Drum-set Principal Study in B Mus (Ed) (MH)

The Chair presented the grid.

**Action:** JH and SC to work together on updating the grid as it is not up to date for 2020.

6. Graduate Qualities and Assessment plans – update (IW)

IW informed the committee that a workshop would be held at the end of July with the aim of completing the mapping of graduate qualities in assessment plans.

AK and IW are meeting with the Academic Lead from the Business School to share ideas on how they are addressing the project. After the workshop SCM should be in a good shape to go to the next step which is embedding these qualities into the Unit of Study Outlines with the aim to finish the project before the end of August 2019.

7. Bachelor of Music (Performance) BAdvStudies, Bachelor of Music (Composition) BAdvStudies degrees – Expression of Interest (MH)

The Chair spoke to this item and the following was noted:

- We have put forward the two degrees with the least amount of free choice to be combined with BAdvStudies;
- BAdvStudies is proving to be popular with those undertaking liberal studies degrees, such as Arts, Science and Computer Science;
- We are currently losing students to other institutions who want a combined degree option, as seen by their UAC preferences;
- We have held a very successful forum with students about the new courses;
- The Chair will be representing the Faculty at UE-CCPC on 20 June;
- SCM and Education will be the first non-liberal studies areas to merge with the BAdvStudies if it is approved.

**Action:** Endorsed subject to some amendments to the grids.

8. Auditions update (SC)

SC informed the committee that auditions are now open via the website.

The following was noted:

- Postgraduate and undergraduate auditions are being done through the website this year;
- We have received around 12 applications so far;
- The Chair will send out course targets soon;
• We need to make double the amount of offers to the target to allow for a good conversion rate;
• Offer rounds open in September, November (conditional) and December and January;
• Usual conversion rate of offers in the Faculty is 75% for the September round applicants.

9. Unit of Study surveys (Chair, JR)

The Chair spoke to this item and the following was noted:

• Closing the loop numbers are not very good, as has previously been discussed;
• We scored very well in teaching quality;
• Our postgraduate score of 4.60 was the highest in the University.

A discussion was held around the Faculty specific questions and it was agreed that they need to be revised.

Action: A sub-committee to be set up to brainstorm the Faculty questions comprising: David Larkin, Narelle Yeo, James Humberstone, Charles Fairchild and Damien Ricketson. The sub-committee would bring back revised questions to the next Education Committee on 26 August.

10. Any Other Business

10.1 New Timetable System – brief update (MH)

The Chair informed the committee that a new timetable system would be introduced in 2021. This system has been used at many other Universities in Australia.

Some changes include:

• Classes can be scheduled across a longer day and into the evening as per the Timetable Policy;
• Not as much flexibility to choose your teaching hours staff will need a formal flexible working arrangement to allow this;
• As SCM has specialised spaces they shouldn’t be as affected as other areas of the University as the demand for space here will come from within.

10.2 Approving requests for credit (AK)

AK informed the committee that the procedure for approving requests for credit is available on the committee team site. Staff need to be mindful of not giving students an unofficial guarantee of credit. All these requests need to be made through the formal process.

10.3 All Staff Day

The Chair advised that Casuals are invited to the all staff day but they will not be paid.

10.4 Master of Teaching (MTeach)

JH informed the committee that the MTeach (Music) has been accredited by NESA. We are expecting a cohort of 20. The committee was encouraged to advise students of the new course. The website will be updated early next semester.

The Chair thanked JH for all his work on the course proposal and accreditation with NESA.
There being no further business the meeting closed at 3pm.

SCM EDUCATION COMMITTEE

MINUTES OF THE EDUCATION COMMITTEE
Monday 26 August, 1.30pm – 3.00pm
Room 2135, SCM

Attendees: Matthew Hindson (Chair), Jeanell Carrigan, Marie Chellos, Shauna Crick, David Howie, James Humberstone, Anne Keohane, David Larkin, Stephanie McCallum, Helen Mitchell, Stewart Nestel, Daryl Pratt, Damien Ricketson, Jennifer Rowley, Adrienne Sach, David Theak, Ian Whitney, Narelle Yeo, Katarina Grobler (Student rep), Rafael (Ardi) Echevarria (Student rep).

Apologies: Rowena Cowley, Kathleen Nelson

1. Introduction and Apologies

2. Work, Health and Safety:
SN reported a light out in men’s bathroom next to rm 2169.

Action: AK to report the matter to Guy McEwan

3. Acceptance of Previous Minutes and Business Arising (Chair)
The minutes of the meeting on 17 June 2019 were accepted without amendment.

Business Arising from the Minutes:
   o SN responded to the action for Item 4.6.
      Action: MH to put out a message asking academics to turn off the range of marks option on their canvas site. The instructions will be included in the message.

   o IW reported on the Graduate Quality Project. A workshop was held in July followed by a meeting with Peter McCallum and other members of his team. Graduate Quality plans will need go to Academic Board at the end of year.

   o JH responded to Item 9. Unit of study survey. Q1-6 won’t change as they are University-wide but we can change Q7-10.
      Action: JH to discuss with the working group and report to next meeting

4. Standing Reports
4.1 Undergraduate Studies (David Larkin)
No report

4.2 Academic Integrity (Narelle Yeo)
The committee noted the following:
   • The Federal Government is considering legislating penalties for student’s cheating;
   • Subject coordinators are advised to make their assessment scaffolded for self-directed learning to avoid these issues;
   • It is estimated that 10-20% are students are using an editing service across Australia.

4.3 Academic Standards and Policy Committee (Jennifer Rowley)

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
No report

4.4 Research Education (Kathleen Nelson)
No report

4.5 Academic Quality (Kathleen Nelson)
The Chair spoke to this item and the committee noted the following:

A spreadsheet was distributed which included the 2018 average WAM for undergraduate degrees across the University of Sydney. Our BMus(Perf) showed at 76.32 for average WAM (up .31% over 2 years). This was the second highest WAM for the University. BMus(Comp) was also in the high range at 74 (grown 1.21% over 2 years). There was no discussion or comment of this at the meeting though.

Action: KN to find out what is the University-wide WAM.

4.6 Student Issues (student representatives)
DT informed the committee that he had received a complaint and notification of an upcoming petition from students about pianos being replaced with digital pianos. The committee noted that the claim was false and were advised that the leased pianos were being replaced with purchased pianos.

The committee also noted that the Faculty had received a $5000 grant for the health and wellbeing of students. Students would be notified soon of how they can take part.

5. Items requiring approval
5.1 New Course Proposals: B Music (Performance) BAdvStudies and B Music (Composition) BAdvStudies.

The Chair spoke to the 2 proposals.

Action: Endorsed by the Education Committee and recommended to the University Course Committees and Academic Board for approval.

6. Chairs Report
The Chair spoke to his report and the following was noted:

- Sensitive Materials in Teaching Committee;
The University is developing guidelines for what we should do when dealing with sensitive issues in teaching. For e.g. An opera about a mental health facility could cause some students to get upset. Narelle Yeo has volunteered to be on this committee.

- Exam reading time
The reading time requirements is different in each Faculty. We need to think about what we want to do either incorporate it into the overall exam time or keep it separate? Discussion ensued, with points made that the reading time is useful to check for errors/inconsistencies in the paper. Students also remarked that the enforced time for them to think about the questions was useful.

- USS results – closing the loop
36% of staff participated in closing the loop. The UOS mean in the Faculty for Questions 1-6 is 4.19. Discussion ensued as to whether we should respond to positive comments from students in the USS. The Chair remarked that we should take both positive and negative feedback on board, and feed back to students that we have heard them.

- Course Review – Master of Music Studies (Performance) and Grad Dip Music (Performance)
This is underway and at the next meeting in September we will be discussing the curriculum.
Online PG coursework and micro credentials
A University committee is being set up to look at these. There was no interest from the SCM Education Committee members to be a part of this subcommittee at this time.

Action: Staff can advise MH if they want to be on this committee.

Sydney Curriculum update
The Akari system for unit outlines is being implemented in 2020. Subject coordinators will be trained on the system later in 2019 and there will be need to be revisions to some UoS outlines later this year.

7. Honours and Research Methods – update (HM)
HM spoke to this item. There is no more room for Research Methods in degrees. This could be incorporated into O week, intensive sessions during semester or potentially in a 0cp OLE. Hence Research Methods will no longer be a requirement for entry into Honours. Other existing prerequisites and requirements will remain.

8. Auditions update (SC)
The committee noted the following:
• We have received 195 applications to date through Acceptd;
• The numbers are down compared to where we were last year;
• Music Education numbers are good as are piano and voice in performance;
• Composition numbers are poor;
• We need to make approximately 50% offers than we will accept due to students not achieving the required ATAR, or choosing not to study music at the SCM;
• It’s a long game with the digital major.

An issue was raised about the standard of some international postgraduate students. The following issues were raised:
• International students aren’t perceived by some to be at the same standard as domestic students, and discussion ensued as to the audition process;
• There is a reluctance to fail international students. The Chair remarked that if students don’t meet the criteria to pass an exam, they should fail;
• Some international students are having to wait 6 months for audition results and this is unacceptable;
• Students fail but are still here – the Chair remarked that they are able to keep trying to pass if they are admitted;
• There are English language issues with some students that inhibits their learning;
• Questions were raised as to the possibility of holding live auditions in China.

9. Any Other Business

JC raised an issue about recital and jury scheduling.
• Students have the same people examining them every year;
• Issues with workload when not all examiners are available.

Action: AK to set up meeting to discuss process this week.

There being no further business the committee closed at 3pm.
# Resolution updates for Resolutions of the Senate

**Author**
Veronica Boulton, Head of Education, Faculty of Science

**Reviewer/Approver**
Professor Pauline Ross, Associate Dean, Education

**Paper title**
Resolution updates for Resolutions of the Senate

**Purpose**
To make several updates to the Resolutions of the Senate to correct omissions and remove degrees no longer offered.

**RECOMMENDATION**

That the Academic Board:

1. approve the proposal from the Faculty of Science to update the Resolutions of the Senate with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

The proposed changes include:
- correcting the assessment type from “Published Work” to “Research” for the PhDs
- removing the Bachelor of Science (Veterinary) and the Master of Animal Science (and its various streams, graduate diplomas and graduate certificates), which have now been taught out
- adding the course code for the Master of Veterinary Studies/Master of Veterinary Clinical Studies and correcting the stream list to include all possible streams
- correcting the Master of Veterinary Studies which incorrectly lists “Small Animal Studies”

These resolutions were reviewed by the Graduate Studies Committee on 14 October 2019 and the Undergraduate Studies Committee on 15 October 2019. Both committees endorsed the changes subject to the removing the listing for the BAdvStudies, which the Faculty has now been notified will sit in a new Resolutions of the Senate for Interdisciplinary Studies (3.24 Resolution AB-GSC-19/06-30 and Resolution USC2019/6-7). This change has been made.

**IMPLEMENTATION**

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

**ATTACHMENTS**

1. Original USC submission
2. Marked up resolutions for the Resolutions of the Senate
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Resolution updates for Resolutions of the Senate</td>
</tr>
</tbody>
</table>

**Purpose**
In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.

To make several updates to the Resolutions of the Senate to correct omissions and remove degrees now no longer offered.

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to update the Resolutions of the Senate with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

The proposed changes include
- removing the Bachelor of Science (Veterinary) and the Master of Animal Science (and its various streams, graduate diplomas and graduate certificates), which have now been taught out
- other changes that are the remit of the Graduate Studies Committee such as correcting the assessment type from “Published Work” to “Research” for the PhDs adding the course code for the Master of Veterinary Studies/Master of Veterinary Clinical Studies and correcting the stream list to include all possible streams and correcting the Master of Veterinary Studies which incorrectly lists “Small Animal Studies”

**IMPLEMENTATION**

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

**ATTACHMENTS**

Minor Course Amendment Proposal and marked up resolutions for the:

1. Resolutions of the Senate
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. **Name of award course**
   
   Resolutions of the Senate - Science

2. **Purpose of proposal**

   To amend the Resolutions of the Senate to remove degrees with no new intake where all students have now graduated and to add course codes and streams previously missing.

3. **Details of amendment**

   Resolutions of the Senate
   
   Clause
   
   (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 specified by the Faculty at the time.

   (2) Degrees
   
   PhD: Published Work Research
   
   MAANMSCI-02 Master of Animal Science (no new intake from 2018). MAAnimSc(ABMgt)-72
   
   MAASCABM-01 Animal Breeding Management (available by distance online only) (no new intake from 2018). MAAnimSc(ABMgt)-72
   
   Animal Genetics (no new intake from 2018). MAAnimSc(Animal Genetics)-72
   
   
   
   MAVETSTD-04 Master of Veterinary Studies (no new intake from 2018). MVetStud-72
   
   MAVETSTD-04 Master of Veterinary Studies (Small Animal Clinical Studies) MVetStud(Small Animal Clinical Studies)-48
   
   BPSCIENCE-05 Advanced (no new intake from 2018). BSc(Advanced)-144
   
   Advanced Mathematics (no new intake from 2018). BSc(Advanced Mathematics)-144
   
   BUSVCETE-01 Bachelor of Science (Veterinary) (no new intake from 2018). BSc(Vet)-48
   
   (3) Combined Degrees
   
   MAVETSTD-03 RMVETCLS-01 Master of Veterinary Studies/Master of Veterinary Clinical Studies MVetStud/ MVetClinStud 48
   
   Avian Medicine MVetStud/MVetClinStud(Avian Medicine)-48
   
   Bovine Medicine MVetStud/MVetClinStud(Bovine Medicine)-48
   
   Equine Sport Medicine & Rehabilitation MVetStud/MVetClinStud(Equine Sports)-48
   
   Veterinary Behaviour MVetStud/MVetClinStud(Veterinary Behaviour)-48
   
   Veterinary Epidemiology MVetStud/MVetClinStud(Veterinary Epidemiology)-48
   
   Veterinary Neurology MVetStud/MVetClinStud(Veterinary Neurology)-48
   
   Veterinary Oncology MVetStud/MVetClinStud(Veterinary Oncology)-48
   
   Veterinary Ophthalmology MVetStud/MVetClinStud(Veterinary Ophthalmology)-48
   
   (5) Graduate diplomas
   
   GNANMSCI-02 Graduate Diploma in Animal Science (no new intake from 2018). GradDipAnimSc-48
   
   GNASCABM-01 Animal Breeding Management (available by distance online only) (no new intake from 2018). GradDipAnimSc(ABMgt)-48
   
   Animal Genetics (no new intake from 2018). GradDipAnimSc(Animal Genetics)-48
   
   
   
   GNVEPSCGF-01 Graduate Diploma in Veterinary Public Health (no new intake from 2017). GradDipVPh-36
   
   GNVEPSCGF-01 Graduate Diploma in Veterinary Public Health Management (no new intake from 2018). GradDipVPhMgt-36
   
   MAVETSTD-02 Graduate Diploma in Veterinary Studies (no new intake from 2018). GradDipVetStud-48
   
   Small Animal Clinical Studies GradDipVetStud(Small Animal Clinical Studies)-36
   
   GNWPHMGT-02 Graduate Diploma in Wildlife Health and Population Management (no new intake from 2018). GradDipMWHPMgt-48

Minor Course Amendment Proposal

Version 01.10.2014
4. **Transitional arrangements**

*None required.*

5. **Other relevant information**

6. **Signature of Dean**

[Signature]

---

*Minor Course Amendment Proposal*  
*Version 01.10.2014*
Faculty of Science

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Science

(1) With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
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<td>Published Work</td>
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Faculty of Science

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*may be awarded with honours following a further year of study.
*may be awarded with honours in an integrated program.

3 Combined degrees

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<td>BPEMCSI-02</td>
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<td>BPGENGSCI-01</td>
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Faculty of Health

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Faculty of Advanced
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<td>Veterinary Neurology</td>
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<td>Veterinary Oncology</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.

4 Double degrees

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### Graduate diplomas

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<td>GNIMATHSCI-01</td>
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### Graduate certificates

<table>
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<td>GCPSYCOA-01</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>GradCert(CoachingPsych)</td>
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<td>GCMASCVOG-01</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>GradCertMarSciMgt</td>
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<td>GMATTHSCI-01</td>
<td>Graduate Certificate in Mathematical Sciences (exit only)</td>
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<td>GCENVSCI-01</td>
<td>Graduate Certificate in Environmental Science</td>
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<tr>
<td>GCSCHIPS-01</td>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>GradCertSci(H&amp;PS)</td>
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<td>Code</td>
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<td>Small Animal Clinical Studies</td>
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</tbody>
</table>
Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of Science
(1) With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
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<th>Abbreviation</th>
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<tbody>
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<td>Published Work</td>
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<tr>
<td>RHAGRECO-01</td>
<td>Doctor of Agricultural Economics</td>
<td>DAgEc</td>
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<td>Doctor of Science in Agriculture</td>
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<td>MAMATHSCI-01</td>
<td>Master of Mathematical Sciences</td>
<td>M Math Sci</td>
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<td>MAENVSCI-01</td>
<td>Master of Environmental Science</td>
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<tr>
<td>MAENSCOLA-02</td>
<td>Master of Environmental Science and Law</td>
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<td>MAMEDPHY-01</td>
<td>Master of Medical Physics</td>
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<td>MANUTDIE-01</td>
<td>Master of Nutrition and Dietetics</td>
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<td>MASUSTAI-01</td>
<td>Master of Sustainability</td>
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<td>Master of Clinical Psychology</td>
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### Faculty of Science

<table>
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<tr>
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<td>MAVETMED-01</td>
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<td>BPLIARSC-02</td>
<td>Bachelor of Liberal Arts and Science*</td>
<td>BLAS</td>
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<td>BPSCIENC-05</td>
<td>Bachelor of Science*</td>
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*may be awarded with honours following a further year of study.

### Combined degrees

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<td>BPEMSSCI-02</td>
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<td>BPENGSCI</td>
<td>Bachelor of Engineering Honours* and Bachelor of Science*</td>
<td>BE/BSc</td>
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</table>

*may be awarded with honours in an integrated program.

### Dalyell

**Health**

<table>
<thead>
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<td>BURESCN-01</td>
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<td>BUSCAGRI-01</td>
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<tr>
<td>BUANVEBI-01</td>
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**Advanced**

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**Dalyell**

**Advanced**

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<td>MAVETSTD-03/MAVETCLS-01</td>
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<td>Equine Medicine</td>
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<td>Equine Sports Medicine &amp; Rehabilitation</td>
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<td>Feline Medicine</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.

### Double degrees

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<th>Code</th>
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<th>Credit points</th>
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<td>BSc/MND</td>
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<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)* and Doctor of Medicine</td>
<td>BSc(Adv)/MD</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>(no new intake from 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science and Doctor of Medicine</td>
<td>BSc/MD</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* may be awarded with honours following a further year of study.

5 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNPSYCOA-01</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>GradDip(CoachPsyc)</td>
<td>36</td>
</tr>
<tr>
<td>GNMSCMG-02</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>GradDipMarSciMgt</td>
<td>48</td>
</tr>
<tr>
<td>GENVNSCI-02</td>
<td>Graduate Diploma in Environmental Science</td>
<td>GradDipEnviSci</td>
<td>48</td>
</tr>
<tr>
<td>GNMATHTSC-01</td>
<td>Graduate Diploma in Mathematical Sciences (exit only)</td>
<td>GradDipMathSci</td>
<td>72</td>
</tr>
<tr>
<td>GNMEDEPHY-01</td>
<td>Graduate Diploma in Medical Physics</td>
<td>GradDipMedPhys</td>
<td>48</td>
</tr>
<tr>
<td>GNPSYCHO-03</td>
<td>Graduate Diploma in Psychology</td>
<td>GradDipPsych</td>
<td>60</td>
</tr>
<tr>
<td>GNSCIENC-01</td>
<td>Graduate Diploma in Science</td>
<td>GradDipSc</td>
<td>48</td>
</tr>
<tr>
<td>GNSUSTAI-01</td>
<td>Graduate Diploma in Sustainability</td>
<td>GradDipSust</td>
<td>48</td>
</tr>
<tr>
<td>GNAGRENV-01</td>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>GradDip Agr Env</td>
<td>48</td>
</tr>
<tr>
<td>GNASAMSCI-02</td>
<td>Graduate Diploma in Animal Sciences</td>
<td>GradDip Anim Sci</td>
<td>48</td>
</tr>
<tr>
<td>GNASABM-01</td>
<td>Animal Breeding Management (available by distance online only)</td>
<td>GradDip Anim Sci(ABMgt)</td>
<td>48</td>
</tr>
<tr>
<td>GNAANSCI-01</td>
<td>Animal Genetics</td>
<td>GradDip Anim Sci(Animal Genetics)</td>
<td>48</td>
</tr>
<tr>
<td>GNVETPHM-01</td>
<td>Graduate Diploma in Veterinary Public Health (no new intake from 2018)</td>
<td>GradDip VetPhMgt</td>
<td>36</td>
</tr>
<tr>
<td>GNVETSTD-02</td>
<td>Graduate Diploma in Veterinary Studies (no new intake from 2018)</td>
<td>GradDip Vet Stud</td>
<td>48</td>
</tr>
<tr>
<td>GNWHEPM-02</td>
<td>Graduate Diploma of Wildlife Health and Population Management</td>
<td>GradDip WHEPMgt</td>
<td>48</td>
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</table>

6 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCPSYCOA-01</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>GradCert(CoachPsyc)</td>
<td>24</td>
</tr>
<tr>
<td>GCMASCMG-01</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>GradCert MarSciMgt</td>
<td>24</td>
</tr>
<tr>
<td>GCMATHTSC-01</td>
<td>Graduate Certificate in Mathematical Sciences (exit only)</td>
<td>GradCert MathSci</td>
<td>48</td>
</tr>
<tr>
<td>GCEVNSCI-01</td>
<td>Graduate Certificate in Environmental Science</td>
<td>GradCert EnviSci</td>
<td>24</td>
</tr>
<tr>
<td>GCSCIHIPS-01</td>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>GradCert Sci(HPS)</td>
<td>24</td>
</tr>
<tr>
<td>GSCAUTAI-01</td>
<td>Graduate Certificate in Sustainability</td>
<td>GradCert Sust</td>
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<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
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<tr>
<td>GCAGRENV-01</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>GradCertAgrEnv</td>
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</tr>
<tr>
<td>GCANMSCI-01</td>
<td>Graduate Certificate in Animal Science</td>
<td>GradCertAnimSc</td>
<td>24</td>
</tr>
<tr>
<td>GCASCABM-01</td>
<td>Animal Breeding Management (available by distance online only)</td>
<td>GradCertAnimSc(ABMgt)</td>
<td>24</td>
</tr>
<tr>
<td>GCASCABM(ABMgt)</td>
<td>Animal Breeding Management (available by distance online only)</td>
<td>GradCertAnimSc(ABMgt)</td>
<td>24</td>
</tr>
<tr>
<td>GCASCABM(Animal Genetics)</td>
<td>Animal Genetics</td>
<td>GradCertAnimSc(Animal Genetics)</td>
<td>24</td>
</tr>
<tr>
<td>GCVETPHE-01</td>
<td>Graduate Certificate in Veterinary Public Health</td>
<td>GradCertVPH</td>
<td>24</td>
</tr>
<tr>
<td>GCVETPHMgt-01</td>
<td>Graduate Certificate in Veterinary Public Health Management</td>
<td>GradCertVPHMgt</td>
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</tr>
<tr>
<td>GCVETSTD-01</td>
<td>Graduate Certificate in Veterinary Studies</td>
<td>GradCertVetStud</td>
<td>24</td>
</tr>
<tr>
<td>GCWIHEPM-02</td>
<td>Graduate Certificate in Wildlife Health and Population Management</td>
<td>GradCertWHIPMgt</td>
<td>24</td>
</tr>
</tbody>
</table>
Non-Confidential

Author | Christine Lacey, Senior Policy and Projects Officer, Education Strategy
Reviewer/Approver | Associate Professor Peter McCallum, Acting Registrar and Academic Director, Education Policy and Quality
Paper title | CHANGE TO THE OPEN LEARNING ENVIRONMENT CREDIT POINT REQUIREMENT FOR DALYELL SCHOLARS AND COURSE RESOLUTION AMENDMENTS RELATING TO THE DALYELL STREAM

Purpose
In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.
To amend the course resolutions of degrees offering the Dalyell stream to incorporate a reduced OLE credit point requirement for Dalyell scholars, introduce Table D, and clarify progression rules in the Dalyell stream.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board approve:

a) the proposal to amend the degrees listed below; and
b) the amendment to the course resolutions arising from the proposal with effect from 1 January 2020.

- Bachelor of Commerce
- Bachelor of Commerce/Bachelor of Advanced Studies
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Science
- Bachelor of Science/Bachelor of Advanced Studies
- Bachelor of Science/Bachelor of Laws
- Bachelor of Science/Doctor of Medicine
- Bachelor of Science/Doctor of Dental Medicine
- Bachelor of Science/Master of Nutrition and Dietetics
- Bachelor of Science/Master of Mathematical Sciences
- Bachelor of Psychology
- Bachelor of Arts
- Bachelor of Arts/Bachelor of Advanced Studies
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Arts/Bachelor of Social Work
- Bachelor of Arts/Doctor of Medicine
- Bachelor of Economics
- Bachelor of Economics/Bachelor of Advanced Studies
- Bachelor of Economics/Bachelor of Laws
- Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts
- Bachelor of Education (Secondary: Mathematics)/Bachelor of Science
- Bachelor of Education (Secondary: Science)/Bachelor of Science
- Bachelor of Engineering (Honours)
- Bachelor of Engineering (Honours)/Bachelor of Arts
- Bachelor of Engineering (Honours)/Bachelor of Science
- Bachelor of Engineering (Honours)/Bachelor of Commerce
- Bachelor of Engineering (Honours)/Bachelor of Design Architecture
- Bachelor of Engineering (Honours)/Bachelor of Laws
- Bachelor of Engineering (Honours)/Bachelor of Project Management
- Bachelor of Advanced Computing
- Bachelor of Advanced Computing/ Bachelor of Commerce
- Bachelor of Advanced Computing/ Bachelor of Science
- Bachelor of Design Computing/Bachelor of Advanced Studies
- Bachelor of Arts/Master of Nursing
- Bachelor of Science/Master of Nursing
EXECUTIVE SUMMARY

Dalyell Scholars are required to take 12 credit points of Dalyell units in addition to their degree requirements. Some Dalyell Scholars have reported difficulty in meeting their Dalyell requirements without overloading, while others have indicated that they have little or no remaining elective space. This creates a tension with the strategic intent and design of the Dalyell stream. In order to help alleviate the enrolment constraints on Dalyell Scholars, the Board of Interdisciplinary Studies (BIS) has recommended the solution that the Open Learning Environment (OLE) requirement for Dalyell Scholars be reduced from 12 credit points to 6 credit points on the rationale that both Dalyell units and OLE units are designed to assist students in developing the graduate qualities.

The change will be implemented by amending the course resolutions of all degrees that have a mandatory OLE requirement to indicate the different OLE credit point requirement for Dalyell Scholars.

The Education Portfolio has identified opportunities to make updates to help clarify the Dalyell Stream requirements. Further amendments to the degree resolutions include:

a) The creation of a Table D in the Interdisciplinary Studies Handbook to incorporate the Dalyell units of study from 2020, distinguishing it from Table S. All references to Table S in connection with the Dalyell Stream will change to Table D.

b) Inclusion of consistent wording to describe the requirement for Dalyell Scholars to achieve the required Cross-Semester Average Mark to remain in the Dalyell Stream.

c) Clarification that if a student does not complete the required 12 credit points of Dalyell units of study, then they will not be eligible to graduate with Dalyell Scholars on their testamur.

d) In relevant degrees, clarification that where a student has available elective space they may choose to undertake additional units from Table O or Table D, in addition to Table A or Table S.

At its meeting of 26 September 2019 the Board of Interdisciplinary Studies noted the importance of achieving commonalities across degree resolutions, with reference to the Faculty of Science adopting a somewhat different wording in implementing the resolution changes regarding Dalyell. Given the very short timeframe for approval of the Dalyell amendment in time to take effect from 2020 and the large number of degrees involved, commonality of wording may not be achieved for 2020. There will be an opportunity to address this issue more systematically and on a larger scale with the implementation of a new platform for the handbook, currently being planned by the SOM project. It is envisaged that this process will provide both the opportunity and the tools for review and alignment.

Amendments made in response to advice from USC and GSC

The Graduate Studies Committee and Undergraduate Studies Committee requested changes to the resolutions of the following degrees, which have been incorporated in the proposal:

- Bachelor of Arts/Doctor of Medicine: correction re numbering
- Bachelor of Psychology: reference to Table S corrected to Table D
- Bachelor of Engineering Honours: clarification to wording as recommended by the Education Portfolio
- Bachelor of Engineering Honours combined degrees: clarification re Honours for combined Bachelor of Project Management, Bachelor of Design in Architecture and Bachelor of Laws as recommended by the Education Portfolio
- Bachelor of Science/Master of Nutrition and Dietetics: clarification on requirements for Honours

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Dalyell stream
Bachelor of Commerce

Bachelor of Commerce/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
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<tbody>
<tr>
<td>BPCOMMER-06</td>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>BPCOMAVS-01</td>
<td>Bachelor of Commerce / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

(1) The Dalley stream is available in the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies.

(2) Completion of a stream is not a requirement of the Bachelor of Commerce or the Bachelor of Commerce/Bachelor of Advanced Studies.

(3) The requirements for the completion of the Dalley stream are as specified in Table O of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system.

4 Cross-faculty management

(1) Candidates in the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies will be under the supervision of the University of Sydney Business School throughout.

(2) Candidates undertaking honours in the Bachelor of Commerce/Bachelor of Advanced Studies will be under the management of the University of Sydney Business School.

(3) Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the University of Sydney Business School on all matters relating to admission, requirements, award of honours mark and award of honours grade.

(4) The Dean of the University of Sydney Business School shall exercise authority in any matter concerned with the Bachelor of Commerce/Bachelor of Advanced Studies and the Bachelor of Commerce/Bachelor Advanced Studies (Honours) combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidate

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. Admission prerequisites set by the Academic Board must be met where applicable. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature-aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

(2) Admission to the Dalley Stream requires the achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies;

(b) Table S of the Shared Pool for Undergraduate Degrees; and

(c) Table O of the Shared Pool for Undergraduate Degrees.

(d) For students enrolled in the Dalley stream, Table D of the Shared Pool for Undergraduate Degrees.

(2) In these resolutions, except where otherwise specified, Table A, Table S, and Table O and Table D mean Table A for the Bachelor of Commerce and Bachelor of Commerce/Bachelor Advanced Studies, Table S, and Table O and Table D as specified here.

(3) Bachelor of Commerce:

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

(a) 24 credit points of core units of study as set out in Table A;

(b) a major (48 credit points) or program listed in Section 7 below and specified in Table A;

(c) a minor (36 credit points) or second major (48 credit points) as listed and specified in Table A or Table S;

(d) for students not enrolled in the Dalley Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

(e) for students enrolled in the Dalley Stream:
BCommerce

(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) a minimum of 12 credit points of Dalveyll units of study as specified in Table D;

(iii) for students previously but no longer enrolled in the Dalveyll Stream who have completed at least 6 credit points of Dalveyll units of study;

(iv) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(v) where appropriate, elective units from Table A for the Bachelor of Commerce, Table A for the Bachelor of Economics or Table S, Table O or, for students enrolled in the Dalveyll Stream, Table D;

(vi) if enrolled in a stream, complete the requirements for the stream as specified in Table D.

(4) Bachelor of Commerce/Bachelor of Advanced Studies:

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

(a) 24 credit points of core units of study as set out in Table A;

(b) a major (48 credit points) or program listed in Section 7 below and specified in Table A;

(c) a second major (48 credit points) as listed and specified in Table A or Table S;

(d) for students not enrolled in the Dalveyll Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;

(e) for students enrolled in the Dalveyll Stream;

(f) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(g) a minimum of 24 credit points at 4000-level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points; and

(h) where appropriate, elective units from Table A, or Table S, Table O or, for students enrolled in the Dalveyll Stream, Table D.

(i) if enrolled in a stream, complete the requirements for the stream as specified in Table D.

7 Programs, majors and minors

(1) Bachelor of Commerce:

Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Commerce.

(2) Bachelor of Commerce/Bachelor of Advanced Studies:

Completion of a major or program from Table A and a second major from Table A for the Bachelor of Commerce and Bachelor of Advanced Studies, Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Commerce/Bachelor of Advanced Studies.

(3) Requirements for programs, majors and minors

(a) A program, major and minor are as defined in the Learning and Teaching Policy.

(b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S.

(c) Units of study higher than 1000-level contributing towards one program, major or minor may not contribute towards any other program, major or minor completed except where a unit is listed as core for both course components.

(4) The programs, majors and minors available in Table A for the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>Programs</th>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Accounting</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Business Analytics</td>
<td>Business Analytics</td>
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<tr>
<td>Business Information Systems</td>
<td>Business Information Systems</td>
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<td>Business Law</td>
<td>Business Law</td>
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<tr>
<td>Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Relations and Human Resource Management</td>
<td>Industrial Relations and Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td>International Business</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing</td>
<td></td>
</tr>
</tbody>
</table>

(5) The minors and majors available as second majors in the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies are as listed in Table A and Table S.

8 Progression rules

(1) Full time students must enrol in all 1000-level core units of study within the first year of enrolment.

(2) Part time students must enrol in all 1000-level core units of study within the first two years of enrolment.

(3) Progression within a major, minor or program:

Enrolment and progression within a major, minor or program is governed by progression rules specified for that component in the relevant Table.

(4) Progression within the Bachelor of Commerce/Bachelor of Advanced Studies:

Except with the permission of the Bachelor of Commerce program director, candidates who are not in the Dalveyll Stream must complete the degree requirements listed under (6)(3) before progressing to 4000-level units.

(5) Progression within the Dalveyll Stream:

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

(b) Candidates must achieve an Cross-Semester Average Mark (CSAM) Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalveyll Stream.

(c) Candidates who do not maintain an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Commerce but will not remain in the Dalveyll Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in the award course under any other major, minor, program or stream into which they were admitted, but will not remain in the Dalveyll Stream.

(d) Candidates enrolled in the Dalveyll Stream who do not satisfy requirements for the Dalveyll Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalveyll Stream.
9 Requirements for the Bachelor of Commerce/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Commerce/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the Business School must complete the requirements for the honours component full-time over two consecutive semesters. If the Business School is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component with the Business School, admission, requirements and award of honours are according to these resolutions, the Coursework Policy and the Resolutions of the University of Sydney Business School.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions, the Coursework Policy and the relevant resolutions of the faculty in which the honours component is undertaken.

(5) Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the following:

(a) 144 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment (6 credit points for students enrolled in the Dalyell Stream);

(b) a Weighted Average Mark of at least 65 in units of study completed to that point;

(c) a major or study of equivalent depth in the area of the proposed honours component; and

(d) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(6) To qualify for the award of the Bachelor of Commerce/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree, and 36–48 credit points of honours units at 4000-level or above, including an honours research project of 12–36 credit points, and 12–36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table 6 of the Shared Pool for Undergraduate Degrees.

(7) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component as specified in these resolutions, the Resolutions of the University of Sydney Business School or in the resolutions of the relevant faculty.

10 Award of the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and Bachelor of Commerce/Bachelor of Advanced Studies with honours

(1) Candidates for the Bachelor of Commerce/Bachelor of Advanced Studies combined degree who have completed the requirements for the Bachelor of Commerce but who do not meet the requirements for the combined degree will be awarded the Bachelor of Commerce.

(2) Honours in the Bachelor of Commerce/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table, the Coursework Policy and rules specified in the Resolutions of the University of Sydney Business School or relevant resolutions for the faculty in which the embedded honours component is undertaken.

A student who achieves an honours mark in the range... will be awarded honours...

<table>
<thead>
<tr>
<th>Range</th>
<th>Honours Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>80&gt;&gt; honors mark &lt;=100</td>
<td>First Class</td>
</tr>
<tr>
<td>75&gt;&gt; honors mark &lt;80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70&gt;&gt; honors mark &lt;75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65&gt;&gt; honors mark &lt;70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Commerce/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet the requirements for the Bachelor of Commerce, or the Bachelor of Commerce/Bachelor of Advanced Studies will be awarded the Bachelor of Commerce or Bachelor of Commerce/Bachelor of Advanced Studies as appropriate.

11 Cross-institutional study

Cross-institutional study is available in this course under the conditions specified in the Resolutions of the University of Sydney Business School.

12 International mobility

The Business School encourages candidates in this course to participate in international exchange mobility programs as set out in the Resolutions of the University of Sydney Business School.

13 Course transfer

A candidate may abandon the Bachelor of Commerce/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Commerce in accordance with these resolutions.

14 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy, the University of Sydney Business School Credit Transfers, or in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty. Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the University of Sydney Business School.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 and are seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Commerce/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.

(2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Commerce/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Commerce proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Commerce degree under the resolutions that applied at 1 January, 2017.

(3) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2027.
These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Commerce and Bachelor of Laws

Bachelor of Commerce and Bachelor of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the University of Sydney Business School and the University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMLAW-05</td>
<td>Bachelor of Commerce and Bachelor of Laws</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Commerce in this combined degree is available in the following streams:

(a) Dalyell.

(b) A major (48 credit points) from Table A for the Bachelor of Commerce as set out in Section 7 below;

(c) a minimum of 12 credit points of elective units from Table A for the Bachelor of Commerce; or

(d) the University of Sydney Law School Undergraduate Table.

(2) Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell stream are as specified in Table S, Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

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

4 Cross faculty management

(1) Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

(2) Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. Admission prerequisites set by the Academic Board must be met where applicable. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking.

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

6 Requirements for award

(1) The units of study that may be taken for this combined degree are set out in the following tables:

(a) Table A for the Bachelor of Commerce;

(b) Tables O (the Open Learning Environment) and S of the Shared Pool for Undergraduate Degrees; and

(c) for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees; and

(d) the University of Sydney Law School Undergraduate Table.

In these resolutions, except where otherwise specified, Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O and Table D as specified here.

(2) To qualify for the award of the pass combined degrees, a candidate must complete 240 credit points, comprising:

(a) 24 credit points of core units from Table A for the Bachelor of Commerce;

(b) a major (48 credit points) from Table A of the Bachelor of Commerce as set out in Section 7 below;

(c) for students not enrolled in the Dalyell stream, minimum of 12 credit points of units from the Open Learning Environment as set out in Table O of the Shared Pool for Undergraduate Degrees;

(d) for students enrolled in the Dalyell stream:

(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;

(e) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:

(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(ii) a minimum of 12 credit points of elective units from Table A for the Bachelor of Commerce, or Table S, Table O or, for students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees; and

(f) 144 credit points of Law units of study as specified in the University of Sydney Law School Undergraduate Table, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 of the combined degree and are credited towards the requirements for both the Bachelor of Commerce and the Bachelor of Laws.

(3) Requirements for the Bachelor of Commerce:
Bachelor of Commerce and Bachelor of Laws

To qualify for the award of the Bachelor of Commerce, a candidate must complete 144 credit points, comprising:
(a) 96 credit points specified in 6 (2) (a) – (h) above; and
(b) 48 credit points of Combined Law compulsory subjects from years 1, 2 and 3 from the University of Sydney Law School Undergraduate Table which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Commerce.

(4) Requirements for the Bachelor of Laws:
To qualify for the award of the Bachelor of Laws, a candidate must complete 144 credit points taken from the University of Sydney Law School Undergraduate Table, comprising:
(a) 102 credit points of compulsory units of study as specified in the University of Sydney Law School Undergraduate Table; and
(b) 42 credit points from the Elective Unit of Study Table (undergraduate) for the University of Sydney Law School, of which a maximum of 36 credit points are taken from Part 1, Elective Units of Study or as specified in 6 (4) (c) below, and a minimum of 6 credit points are taken from Part 2, Jurisprudence Units of Study.
(c) Students may apply to take up to a maximum of 24 credit points of advanced learning Master’s units of study as elective units of study.
(i) Enrolment in Master’s units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
(ii) Enrolment in Master’s units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
(iii) Students may only enrol in Master’s units listed in the Bachelor of Laws Elective Units of Study Table.

7 Majors
(1) Completion of a major from Table A for the Bachelor of Commerce is a requirement for this combined degree.
(2) Requirements for majors are as specified in the Learning and Teaching Policy and Table A for the Bachelor of Commerce.
(3) The majors available as first majors in the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies are:
(a) Accounting
(b) Banking
(c) Business Analytics
(d) Business Information Systems
(e) Business Law
(f) Finance
(g) Industrial Relations and Human Resource Management
(h) International Business
(i) Management
(j) Marketing.

8 Progression rules
(1) Candidates in a combined law course must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.
(2) Candidates are required to complete Bachelor of Laws units in the order listed in the University of Sydney Law School Undergraduate Table.
(3) Candidates must enrol in all Bachelor of Commerce 1000-level degree core units of study as listed in Table A for the Bachelor of Commerce within the first year of enrolment.
(4) Except with permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Commerce before proceeding to Year Four of the combined degree with Bachelor of Laws.
(5) Progression within a major
Enrolment and progression within a major is governed by the progression rules specified for the major in Table A.
(6) Progression within the Dalyell Stream
Candidates in the Dalyell Stream may proceed in the Bachelor of Commerce according to the resolutions of the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and Table 6 D.

9 Requirements for award with Honours
(1) Honours is available to meritorious candidates in the Bachelor of Laws and in the Bachelor of Commerce.
(2) Honours in the Bachelor of Commerce is available by suspending enrolment in the Bachelor of Commerce and Bachelor of Laws and taking an embedded honours component on the Bachelor of Advanced Studies in an additional year of full-time study, or by enrolling in the Bachelor of Advanced Studies after the completion of the pass degree.
(3) Candidates who qualify to undertake honours in the Bachelor of Commerce may elect to enrol in the honours program:
(a) by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the University of Sydney Law School, and enrolling in the Bachelor of Advanced Studies and taking an embedded honours component; or
(b) by enrolling in the Bachelor of Advanced Studies and undertaking an embedded honours component after completion of both degrees in the combined program.
(4) Candidates undertaking an honours component within the Business School must complete the requirements for the honours component full-time over two consecutive semesters. If the Business School is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Business School, admission, requirements and award of honours are according to these resolutions and the Resolutions of the University of Sydney Business School.
(5) Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator after the completion of 144 credit points and the requirements for the Bachelor of Commerce, including a major, degree core and 12 credit points from the Open Learning Environment (6 credit points for students enrolled in the Dalyell Stream). Admission requires an Annual Average Mark of at least 65 in units of study completed to that point, and an Annual Average Mark of at least 70 across 2000 and 3000-level units of study in the major subject area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours as set out in the relevant resolutions.
(5) To qualify for the award of the Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the Bachelor of Advanced Studies (minus (c) below) but include 36 – 48 credit points of honours units at 4000 level or above as specified by the Sydney Business School for the relevant honours area, including:
(a) any compulsory units specified by the Sydney Business Schools for the honours component as specified in Table A for the Bachelor of Commerce;
(b) an honours research project of 12 – 36 credit points as specified in Table A for the Bachelor of Commerce; and
(c) honours coursework to the value of 12 – 36 credit points as specified in Table A for the Bachelor of Commerce.
For candidates completing the Bachelor of Commerce in a combined degree with the Bachelor of Laws and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A for the Bachelor of Commerce.

Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the combined degree program. Admission, requirements and calculation of the honours grade are as set out in the resolutions for the Bachelor of Laws.

Award of the degrees

1. The Bachelor of Commerce is awarded in the grade of Pass.
2. The Bachelor of Laws is awarded in the grades of either Pass or Honours.
3. Candidates who successfully complete the Bachelor of Commerce as specified in 6 and also complete an embedded honours component with the Bachelor of Advanced Studies shall:
   (a) if they have not already graduated, be awarded the Bachelor of Commerce / Bachelor of Advanced Studies with honours;
   (b) if they have already graduated, be awarded the Bachelor of Advanced Studies with honours.
4. Candidates for the Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies with honours who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree of Bachelor of Commerce for which they fulfill requirements at pass level.
5. Honours in the Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies taken as part of a combined degree with the Bachelor of Laws as specified in 9 above is awarded in classes ranging from First Class to Third Class in accordance with the following table and the resolutions of the University of Sydney Business School.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in</th>
<th>will be awarded honours...</th>
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</thead>
<tbody>
<tr>
<td>the range...</td>
<td></td>
</tr>
<tr>
<td>1. 80 &gt;= honours mark &lt;= 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2. 75 &gt;= honours mark &lt;= 80</td>
<td>Second Class/Division 1</td>
</tr>
<tr>
<td>3. 70 &gt;= honours mark &lt;= 75</td>
<td>Second Class/Division 2</td>
</tr>
<tr>
<td>4. 65 &gt;= honours mark &lt;= 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

6. Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.
7. Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

Cross-institutional study

1. Cross-institutional study is available in this course subject to the terms set out in the Resolutions of the University of Sydney Business School during the first 144 credit points of the combined degree and subsequently to the terms set out in the Resolutions of the University of Sydney Law School.

International mobility

1. The Business School and University of Sydney Law School encourage candidates in this course to participate in international exchange programs subject to the terms set out in the Resolutions of the University of Sydney Business School during the first 144 credit points of the combined degree and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

Course transfer

1. A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Commerce by written application to the Business School Student Centre, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidate in the Bachelor of Laws will cease in these circumstances.
2. A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete the requirements for honours in a stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Commerce and Bachelor of Laws.

Credit for previous study

1. Credit transfer is subject to the relevant provisions of the Coursework Policy, the Resolutions of the Business School and the University of Sydney Law School. Credit transfers may be subject to the University of Sydney Business School Credit Provisions - Rule and the Resolutions of the University of Sydney Business School.

Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
2. Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 2000 level units in the Bachelor of Commerce prior to 2020 and that it may not be possible to complete requirements for the Bachelor of Commerce degree before the end of Semester 2 of that year. Where a student in the Bachelor of Commerce proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.
3. Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2027.
4. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies

Bachelor of Science

Bachelor of Science/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
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<tr>
<td>BPSCIENCE-05</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>BPSCIAVS-01</td>
<td>Bachelor of Science / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

1 Candidates may enter and complete the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies through a stream.
2 The Bachelor of Science is available in the following streams:
   (a) Health
   (b) Medical Science
   (c) Dalyell
3 Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
4 The Bachelor of Science/Bachelor of Advanced Studies is available in the following streams:
   (a) Advanced
   (b) Agriculture
   (c) Animal and Veterinary Bioscience
   (d) Food and Agribusiness
   (e) Health
   (f) Medical Science
   (g) Dalyell
   (h) Taronga Wildlife Conservation
5 Completion of a stream is not a requirement of the Bachelor of Science/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
6 Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-faculty management

1 Candidates in Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies will be under the supervision of the Faculty of Science throughout.
2 Candidates undertaking honours will be under the management of the Faculty of Science. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Science on all matters relating to admission, requirements, award of honours mark and award of honours grade.
3 The Dean of the Faculty of Science shall exercise authority in any matter concerned with the Bachelor of Science/Bachelor of Advanced Studies and the Bachelor of Science/Bachelor Advanced Studies with honours not otherwise dealt with in these resolutions.

5 Admission to candidature

1 Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.
2 Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

1 The units of study that may be taken for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are set out in:
Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies

(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees; and—In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
(d) For students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.
(e) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.

(2) Bachelor of Science:

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

(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed and specified in Table A or Table S; and
(d) for students never enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O and
(e) for students enrolled in the Dalyell Stream;
(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
(f) for students previously enrolled in the Dalyell Stream in their current degree, who are but no longer enrolled in the Dalyell stream and have completed at least 6 credit points of Dalyell units of study; who have completed at least 6 credit points of Dalyell units of study, will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O; or
(i) who have not completed any Dalyell units of study, 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(ii) where appropriate, elective units from Table A, Table S, Table O, or for students enrolled in the Dalyell Stream, Table D; and
(h) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

(3) Bachelor of Science/Bachelor of Advanced Studies:

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

(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and
(d) for students never enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O; and
(e) for students enrolled in the Dalyell Stream;
(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
(f) for students previously but no longer enrolled in the Dalyell Stream in their current degree, who are no longer enrolled in the stream and have completed at least 6 credit points of Dalyell units of study; who have completed at least 6 credit points of Dalyell units of study, 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(i) for those who have not completed any Dalyell units of study, 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(g) a minimum of 24 credit points at 4000 level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points; and
(h) where appropriate, elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D; and
(i) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

7 Programs, majors and minors

(1) Bachelor of Science:

(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Science. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Science have the option of completing:
(i) a program (which contains a major); and
(ii) a second major from Table A or Table S in place of the minor.

(2) Bachelor of Science/Bachelor of Advanced Studies:

Completion of a major or a program (which contains a major) from Table A and second major from Table A or Table S is a requirement of the Bachelor of Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.

(3) The majors and minors available in Table A in the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
</tr>
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<tbody>
<tr>
<td>Anatomy and Histology</td>
<td>Anatomy and Histology</td>
</tr>
<tr>
<td>Animal Health, Disease and Welfare</td>
<td>Animal Health, Disease and Welfare</td>
</tr>
<tr>
<td>Animal Production</td>
<td>Animal Production</td>
</tr>
<tr>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience program)</td>
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</tr>
<tr>
<td>Applied Medical Science</td>
<td>Applied Medical Science</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology</td>
<td>Biochemistry and Molecular Biology</td>
</tr>
<tr>
<td>Biology</td>
<td>Plant Science</td>
</tr>
<tr>
<td>Cell and Developmental Biology</td>
<td>Cell and Developmental Biology</td>
</tr>
<tr>
<td>Majors</td>
<td>Minors</td>
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<tr>
<td>Chemistry</td>
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<td>Computer Science</td>
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<td>Data Science</td>
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<tr>
<td>Ecology and Evolutionary Biology</td>
<td>Wildlife Conservation</td>
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<tr>
<td>Environmental Science (only available in Environmental Science program)</td>
<td>Environmental Studies</td>
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<td>History and Philosophy of Science</td>
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<td>Mathematics</td>
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<tr>
<td>Psychological Science</td>
<td>Psychological Science</td>
</tr>
<tr>
<td>Quantitative Life Sciences</td>
<td>Quantitative Life Sciences</td>
</tr>
<tr>
<td>Software Development</td>
<td>Software Development</td>
</tr>
<tr>
<td>Soil Science and Hydrology</td>
<td>Soil Science and Hydrology</td>
</tr>
<tr>
<td>Statistics</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

Wildlife Conservation (only available in the Taronga Wildlife Conservation Program)

(4) The programs available in Table A of the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>The programs available in the Bachelor of Science are:</th>
<th>The programs available in the Bachelor of Science/Bachelor of Advanced Studies are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture (only available in Agriculture stream)</td>
<td></td>
</tr>
<tr>
<td>Agroecosystems</td>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience stream)</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Food and Agribusiness (only available in Food and Agribusiness stream)</td>
<td></td>
</tr>
<tr>
<td>Mathematical Sciences (only available to students eligible for the Dalyell stream)</td>
<td>Mathematical Sciences (only available to students eligible for the Dalyell stream)</td>
</tr>
<tr>
<td>Medical Science (only available in Medical Science stream)</td>
<td>Medical Science (only available in Medical Science stream)</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Nanoscience and Nanotechnology (also available to combined Bachelor of Engineering Honours/Bachelor of Science students)</td>
</tr>
<tr>
<td>Psychology</td>
<td>Taronga Wildlife Conservation (only available in the Taronga Wildlife Conservation Stream)</td>
</tr>
</tbody>
</table>

(5) The minors and majors available as second majors in the Bachelor of Science are as listed in Table A and Table S.

8 Progression rules

(1) Progression within a stream, program or Honours component:
Enrolment and progression for each candidate for a stream, program or honours component is governed by progression rules specified in the relevant Table for the component.

(2) Progression within Bachelor of Science/Bachelor of Advanced Studies:
Except with the permission of the Dean, candidates who are not in the Dalyell stream must complete the degree requirements listed under Section 6(4) before progressing to 4000-level units (including 4000-level project units).

(3) Progression within the Dalyell Stream:
Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

(4) Progression within the Advanced Stream:

(a) Candidates in the Advanced Stream may attempt advanced or units at higher levels than the usual sequence.

(b) Candidates must achieve an Annual Average Mark of at least 65.0 for each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain an Annual Average Mark at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.

9 Requirements for the Bachelor of Science/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Science/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Science must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt the honours component on a full-time basis and the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Science, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Faculty of Science. For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(2) Admission to the honours program is by permission of the Associate Dean and on advice from the administering School relevant honours coordinator or head of department after the completion of all of the following requirements:

(a) a Bachelor of Science degree (or equivalent) including at least one major or program; or 144 credit points, including at least one major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.

(b) an AAM of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or a credit average in 48 credit points in relevant intermediate and senior 2000-level and above units of study relevant to the honours area, as determined by the School concerned.

(c) Any requirements for honours entry set by the relevant department, school or faculty.

(3) To qualify for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree as specified in 6(a) above, and at least 36 and a maximum of 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of honours coursework, as required by the relevant department/School and published in the faculty handbook. Honours subject areas and units of study for honours within the Faculty of Science are listed in Table A for the relevant faculty or Table S in the Shared Pool for Undergraduate degrees.

(4) The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Faculty of Science or in the resolutions of the relevant faculty.

10 Award of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Science/Bachelor of Advanced Studies with Honours

(1) Candidates for the Bachelor of Science/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Science who do not meet requirements for the combined degree will be awarded the Bachelor of Science. The Bachelor of Science is awarded at pass level.

(2) Honours in the Bachelor of Science/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Science or relevant resolutions for the faculty in which the embedded honours component is undertaken and the rules and tables in the University Coursework Policy 2014.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range of</th>
<th>will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – honours mark ≥ 100</td>
<td>First-Class</td>
</tr>
<tr>
<td>75 – honours mark ≥ 75</td>
<td>Second-Class / Division 1</td>
</tr>
<tr>
<td>70 – honours mark ≥ 70</td>
<td>Second-Class / Division 2</td>
</tr>
<tr>
<td>65 – honours mark ≥ 70</td>
<td>Third-Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Science, or the Bachelor of Science/Bachelor of Advanced Studies will be awarded the Bachelor of Science or Bachelor of Science/Bachelor of Advanced Studies as appropriate.

11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Science.

12 International exchange Mobility

The Faculty of Science encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Science.

13 Course transfer

A candidate may transfer from the Bachelor of Science and elect to complete the Bachelor of Science/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Science. A candidate may abandon the Bachelor of Science/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Science in accordance with these resolutions and receive credit in accordance with the requirements of the Bachelor of Science. Readmission to the Bachelor of Science/Bachelor of Advanced Studies in the future, after abandoning the Bachelor of Science/Bachelor of Advanced Studies will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.
Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science and Bachelor of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty of Science and of the University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCILAW-02</td>
<td>Bachelor of Science and Bachelor of Laws</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Science in this combined degree is available in the following streams:

(a) Dalyell

(2) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

(3) Candidates wishing to transfer between streams should contact the Student Centre.

(3) Candidates who qualify for the Dalyell Stream may complete that stream while also completing another stream.

4 Cross faculty management

(1) Candidates will be under the general supervision of the Faculty of Science until the end of the semester in which they complete requirements for the Bachelor of Science. After completion of requirements for the Bachelor of Science, students will be under the supervision of the University of Sydney Law School.

(2) The Dean of the Faculty of Science and the Head of School and Dean of the Sydney Law School shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for this combined degree are set out in:

(a) Table A for the Bachelor of Science;

(b) the University of Sydney Law School Undergraduate Table;

(c) Table S from the Shared Pool for Undergraduate Degrees; and

(d) Table O of the Shared Pool for Undergraduate Degrees.

(e) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees

(f) In these resolutions, except where otherwise specified, Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O mean Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O as specified here.

(2) To qualify for the award of the pass combined degrees, a candidate must complete 240 credit points, comprising:

(a) a major (48 credit points) from Table A for the Bachelor of Science as set out in Section 7 below;

(b) 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major to fulfil this requirement); and

(c) 12 credit points of 1000-level or higher science elective units of study (excluding Mathematics) as set out in Table A (students may count the units from their major to fulfil this requirement); and

(d) For students never enrolled in the Dalyell stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O;

(e) 12 credit points of units of study in the Open Learning Environment as set out in Table O in the Shared Pool for Undergraduate Degrees;

(f) For students enrolled in the Dalyell stream:

(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) 12 credit points of Dalyell units of study as specified in Table D;

(f) Students previously but no longer enrolled in the Dalyell stream:
Bachelor of Science and Bachelor of Laws

(i) who have completed at least 6 credit points of Dalveil units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) who have not completed any Dalveil units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O.

(g) a minimum of 24 credit points of elective units or units taken towards a program from Table A, or for the Bachelor of Science or Table S, or for students enrolled in the Dalveil stream, Table D; and

(h) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D; and

(i) 144 credit points of Law units of study as specified in the University of Sydney Law School Undergraduate Table, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 of the combined degree and are credited towards the requirements for both the Bachelor of Science and the Bachelor of Laws.

(3) Requirements for the Bachelor of Science

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

(a) 96 credit points specified in 6 (2) (a) – (f) above; and

(b) 48 credit points of Combined Law compulsory subjects from years 1, 2 and 3 from the University of Sydney Law School Undergraduate Table which shall take the place of the minor specified in the course resolutions for the Bachelor of Science.

(4) Requirements in the Bachelor of Science and Bachelor of Laws who also enrol in the Bachelor of Advanced Studies

For candidates completing the Bachelor of Science in a combined degree with the Bachelor of Laws who enrol in the Bachelor of Advanced Studies to complete a stream or honours, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

(5) Requirements for the Bachelor of Laws

To qualify for the award of the Bachelor of Laws, a candidate must complete 144 credit points taken from the Sydney Law School Undergraduate Table, comprising:

(a) 102 credit points of compulsory units of study as specified in the University of Sydney Law School Undergraduate Table;

(b) 42 credit points from the Elective Unit of Study Table (undergraduate) for the University of Sydney Law School, of which a maximum of 36 credit points are taken from Part 1, Elective Units of Study, or as specified in 6 (5) (c) below, and a minimum of 6 credit points are taken from Part 2, Jurisprudence Units of Study; and

(c) Students may apply to take up to a maximum of 24 credit points of advanced learning Master’s units of study as elective units of study.

(i) Enrolment in Master’s units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.

(ii) Enrolment in Master’s units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.

(iii) Students may only enrol in Master’s units listed in the Bachelor of Laws Elective units of study Table.

8 Majors and Programs

(1) Completion of a major from Table A for the Bachelor of Science is a requirement for this combined degree.

(2) Candidates have the option of completing a program with an embedded major from Table A for the Bachelor of Science of up to 72 credit points.

(3) The majors and programs for the Bachelor of Science are as specified in the Learning and Teaching Policy and in the degree resolutions and Table A for the Bachelor of Science.

8 Progression rules

(1) Candidates in a combined law program must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.

(2) Candidates are required to complete Bachelor of Laws units in the order listed in the Sydney Law School Undergraduate Table.

(3) Except with permission of the Head of School and Dean of the Sydney Law School, candidates must complete the requirements for the Bachelor of Science before proceeding to Year Four of the combined degree with the Bachelor of Laws.

5 Progression in the Dalyell Stream

Candidates in the Dalyell Stream may proceed in the Bachelor of Science according to the resolutions of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Table SD.

9 Requirements for award with Honours

(1)Honours is available to meritorious candidates in the Bachelor of Science and Bachelor of Laws and in an area of study within the Bachelor of Science by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component after the completion of the pass Bachelor of Science degree.

(2) Candidates who qualify to undertake honours in the Bachelor of Science may elect to enrol in the honours program:

(a) by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the University of Sydney Law School, and enrolling in the Bachelor of Advanced Studies and taking an embedded honours component; or

(b) by enrolling in the Bachelor of Advanced Studies and undertaking an embedded honours component after completion of both degrees in the combined program.

(3) For candidates completing the Bachelor of Science in a combined degree with the Bachelor of Laws and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

(4) Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the Combined Law program. Admission, requirements and calculation of the honours grade are as set out in the resolutions for the Bachelor of Laws.

10 Award of the degrees

(1) The Bachelor of Laws is awarded in the grades of either Pass or Honours.

(2) Candidates who successfully complete requirements for the Bachelor of Science as specified in 6 (4) and also complete an embedded honours component or a stream with the Bachelor of Advanced Studies shall be awarded the Bachelor of Science and the Bachelor of Advanced Studies with the appropriate stream or honours.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree for which they fulfill requirements at the highest level of achievement.

(4) Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.

(5) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(6) For candidates qualifying for the Dalyell Scholar, the words "Dalyell scholar" will be inserted below the degree name on the testamur.
11 Cross-institutional study
Cross-institutional study is available in this course subject to the terms set out in the Resolutions of the Faculty of Science during the first 144 credit points of the Combined degree and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

12 International exchange mobility
The Faculty of Science and the University of Sydney Law School encourage candidates in this course to participate in international exchange and global mobility programs subject to the terms set out in the Resolutions of the Faculty of Science during the first 144 credit points of the combined degree and subsequently subject to the terms set out in the Resolutions of the School of Law, University of Sydney Law School.

13 Course transfer
(1) A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Science by written application to the Faculty of Science, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.
(2) With the permission of the Faculty of Science and the University of Sydney Law School, suitably qualified candidates may, after completing requirements for the Bachelor of Science as specified in 6 (3) and 6 (4), defer progression to the Bachelor of Laws and undertake an embedded honours component in the Bachelor of Advanced Studies and then continue to the Bachelor of Laws.
(3) A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete requirements for honours or a stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Science and Bachelor of Laws.

14 Credit for previous study
Credit transfer is subject to the relevant provisions of the Coursework Policy and the Resolutions of the Faculty of Science and the University of Sydney Law School.

15 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science/Doctor of Medicine

These resolutions must be read in conjunction with the applicable University By-Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the "Coursework Rule"), the Coursework Policy 2014 (the "Coursework Policy"), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

1 Course resolutions

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCIMED-01</td>
<td>Bachelor of Science/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

1. The Bachelor of Science in this double degree is available in the following streams:
   (a) Medical Science
   (b) Dalyell.
2. Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

3. Candidates wishing to transfer between streams should contact the Student Centre.

4. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross faculty management

1. Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney Medical School.

2. The Faculty of Science and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Alternate admission pathways are open for Aboriginal and Torres Strait Islander people and applicants to other special admissions schemes approved by the Sydney Medical School, the Faculty of Science and the Academic Board. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

2. Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.

3. Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.

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

6 Requirements for award

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

2. To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
      (i) 12 credit points of mathematics degree core units of study as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and
      (ii) A major (48 credit points) or program defined in Section 7 below and listed in Table A; and
      (iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and
      (iv) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHS12XX07 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP3007); and
**Bachelor of Science/Doctor of Medicine**

(b) for students never enrolled in the Dalyell stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

(c) for students enrolled in the Dalyell stream:

(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) 12 credit points of Dalyell units of study as specified in Table D.

(d) students previously but no longer enrolled in the Dalyell stream:

(i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O.

(e) Where appropriate, elective units from Table A and Table S; and, Table O, or for students enrolled in the Dalyell stream, Table D; and

(f) If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D Table G.

(g) 192 credit points to qualify for the award of the Doctor of Medicine as specified in the resolutions for the Doctor of Medicine.

7 **Programs, majors and minors**

(1) Completion of a major from Table A is a requirement for this double degree.

(2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.

(3) Candidates have the option of completing a program with an embedded major from Table A provided that the total credit point value of the program and the degree core does not exceed 78 credit points.

(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.

(5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 **Progression rules**

(1) Progression within the Bachelor of Science

(a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for medicine offered by the Faculty of Science specified in (8) (5) (a) (iv), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Medicine course.

(b) Candidates must achieve an Annual Average Mark (AAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

(2) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.

(b) Candidates must achieve an AAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain this AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.

(c) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

(2) Progression within the Medical Science Stream

(a) Candidates in this stream will be required to meet the progression requirements for the stream as specified in the resolutions of the Bachelor of Science.

(3) Progression within the Doctor of Medicine is as specified in the resolutions for the Doctor of Medicine.

9 **Requirements for the award with Honours**

(1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.

(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science, and the Coursework Policy 2014.

10 **Award of the degrees**

(1) The Bachelor of Science is awarded at Pass level. Honours in science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree orderrades at pass level for which they fulfill requirements.

11 **Domestic Cross-institutional study**

Cross institutional study is not available in this double degree course.

12 **International exchange Mobility**

The Faculty of Science encourages candidates in this course to participate in international exchange and global mobility programs while undertaking the Bachelor of Science as specified set out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 **Course transfer**

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing the degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
With the permission of the Faculty of Science and the University of Sydney Medical School, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.

A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the Faculty of Medicine, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/Doctor of Medicine to obtain credit for previous studies. Candidates will not be granted credit for tertiary studies undertaken or completed prior to enrolment in this course, apart from exceptional circumstances at the discretion of the Dean of the Faculty of Science and Head of School and Dean of the University of Sydney Medical School.

Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science/Doctor of Dental Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty of Science and the University of Sydney School of Dentistry Faculty of Dentistry, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BPSCIDMD-01</td>
<td>Bachelor of Science/Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

1. The Bachelor of Science in this double degree is available in the following stream:
   (a) Dalyell.

2. Completion of a stream is not a requirement of the Bachelor of Science/Doctor of Dental Medicine. The requirements for the completion of the stream is as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees and Part B of these resolutions.

4 Cross faculty management

1. Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney School of Dentistry.

2. The Faculty of Science and the University of Sydney School of Dentistry shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Alternative admission pathways are open for Aboriginal and Torres Strait Islander candidates and educationally disadvantaged applicants from low socio-economic backgrounds. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.

2. Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.

3. Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.

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

6 Requirements for award

1. The units of study that may be taken for the course are set out in:
   (a) Table A for the Bachelor of Science; and
   (b) Table S from the Shared Pool for Undergraduate Degrees; and
   (c) Table O from the Shared Pool for Undergraduate Degrees; and
   (d) The Table of units for the Doctor of Dental Medicine from the University of Sydney School of Dentistry.
   (e) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees

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

3. To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
     (i) 12 credit points of mathematics degree core units of study as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and
     (ii) 6 credit points of foundational knowledge units of study for dentistry selected from BIOL1XX3, or BIOL1XX6, or BIOL1XX7 or BIOL1XX8 and one zero credit point unit of study (SDDP1011); and
   (b) 12 credit points of units of study in the Open Learning Environment as listed in Table O.
Bachelor of Science/Doctor of Dental Medicine

(c) for students enrolled in the Dalyell stream:
(ii) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(iii) 12 credit points of Dalyell units of study as specified in Table D.
(d) students previously but no longer enrolled in the Dalyell stream:
(i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as specified in Table O.
(e) Where appropriate, elective units from Table A, and Table S, Table O or, for students enrolled in the Dalyell stream, Table D; and
(f) If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table A or Table S.
(4) 192 credit points to qualify for the award of the Doctor of Dental Medicine as specified in the resolutions for the Doctor of Dental Medicine.

7 Programs, majors and minors
(1) Completion of a major from Table A for the Bachelor of Science is a requirement for this double degree.
(2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.
(3) Candidates have the option of completing a program with an embedded major from Table A of up to 72 credit points.
(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.
(5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 Progression rules
(1) Progression within the Bachelor of Science
(a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for dentistry offered by the Faculty of Science specified in 6 (3) (a) (v), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension.
(b) Candidates must achieve a Weighted Average Mark of at least 65.0 in each year of study for each 48 credit point block in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Dental Medicine.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.
(2) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve an Annual Average Mark (AAM) at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream. Candidates who do not maintain this AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree but will not remain in the Dalyell Stream.
(c) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.
(3) Progression within the Doctor of Dental Medicine
(a) Progression within the Doctor of Dental Medicine is as specified in the resolutions for the Doctor of Dental Medicine.

9 Requirements for award with Honours
(1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney School of Dentistry, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.
(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A, and the Resolutions of the Faculty of Science and the Coursework Policy 2014.

10 Award of the degrees
(1) The Bachelor of Science is awarded at Pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fulfill requirements.
(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfill requirements.
(4) The Doctor of Dental Medicine is awarded as a Pass grade.

11 Domestic Cross-institutional study
Cross institutional study is not available in this double degree course.

12 International exchange mobility
The Faculty of Science encourages candidates in this course to participate in international exchange and global mobility programs as set out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course Transfer
(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Doctor of Dental Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
(2) With the permission of the Faculty of Science and the Faculty of University of Sydney School of Dentistry, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Dental Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies and then, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Dental Medicine.
(3) A candidate who has suspended enrolment in the double degree program to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney School of Dentistry, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Dental Medicine.

Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/ Doctor of Dental Medicine to obtain credit for previous studies.

Transitional provisions

(1) These resolutions apply to candidates who commenced their candidature after 1 January 2018 who are not seeking credit for prior study and candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January 2019 who elect to transfer and proceed under these resolutions, should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020, nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Science component of the double degree before the end of Semester 2 2019.

(3) Candidates who commenced their candidature prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science/ Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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.

1 Course resolutions

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<td>BPSCINUD-02</td>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
</tr>
<tr>
<td>MANUTDIE-01</td>
<td>Master of Nutrition and Dietetics</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to student choice, whereas the attendance pattern for the Master of Nutrition and Dietetics is full time only.

3 Streams

(1) The Bachelor of Science and Master of Nutrition and Dietetics is available in the following stream:

(b) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Science and Master of Nutrition and Dietetics. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table B of the Shared Pool for Undergraduate Degrees.

3.2 Candidates wishing to transfer between streams should contact the Student Centre.

3.3 Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule. It is accredited by the Dietitians Association of Australia.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:

(a) Table A for the Bachelor of Science;

(b) Table S of the Shared Pool for Undergraduate Degrees;

(c) Table O of the Shared Pool for Undergraduate Degrees; and

(d) for students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees; and

(e) The Table of units for the Bachelor of Nutrition and Dietetics from the Faculty of Science.

(f) In these resolutions, except where otherwise specified, Table A, Table S, and Table O and Table D mean Table A, Table S, and Table O and Table D as specified here.

(2) To qualify for the award of both degrees a candidate must successfully complete 240 credit points, comprising:

(a) 144 credit points to qualify for the award of the Bachelor of Science as specified in resolutions for the Bachelor of Science, including:

(i) 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement);

(ii) 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A or Table S;

(iii) a minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S;

(iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O;

(v) where appropriate, elective units from Table A and Table S; and

(vi) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table S.

(b) for students never enrolled in the Dalyell Stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O and

(c) for students enrolled in the Dalyell Stream:

(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) 12 credit points of Dalyell units of study as specified in Table D.

(d) students previously but no longer enrolled in the Dalyell Stream;

...
Bachelor of Science/ Master of Nutrition and Dietetics

(i) who have completed at least 6 credit points of Dalvey units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(ii) who have not completed any Dalvey units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(g) where appropriate, elective units from Table A, Table S, Table O or, for students enrolled in the Dalvey Stream, Table D; and
(f) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

7 Programs, majors and minors

- Completion of a program in Nutrition and Dietetics from Table A for the Bachelor of Science is a requirement for this double degree.
- Completion of a minor or second major from Table A or Table S is a requirement for this double degree.

8 Progression rules

- Candidates must complete the requirements for the Bachelor of Science with a Weighted Average Mark of at least 65 in order to be eligible to proceed to the Master of Nutrition and Dietetics.
- Candidates who complete the requirements for the Bachelor of Science but fail to achieve a WAM of 65 will not progress to the Master of Nutrition and Dietetics and will be awarded the Bachelor of Science only.
- Progression within the Dalvey Stream:
  (a) With the permission of the Dalvey coordinator, candidates in the Dalvey Stream may attempt units at higher levels than the usual sequence.
  (b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies or over each 48 credit point block to continue in the Dalvey Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalvey Stream.
  (c) Candidates enrolled in the Dalvey Stream who do not satisfy requirements for the Dalvey Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalvey Stream. Students may not progress to the Master of Nutrition and Dietetics unless they complete the maximum credit points for their award course except with the approval of the Associate Dean.

9 Requirements for the Bachelor of Science award with honours

- Access to the Bachelor of Advanced Studies with Honours

  (1) Honours in the Bachelor of Advanced Studies in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study. Award requirements for honours in the Bachelor of Advanced Studies are listed in the Resolutions of the Bachelor of Advanced Studies (Honours).

- Award of the degree

  (1) The Bachelor of Science is awarded at Pass level. Honours in science disciplines is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

  (2) Candidates who elect to complete the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fail to meet requirements.

11 Course transfer

- A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Nutrition and Dietetics in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

- With the permission of the Faculty of Science, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Master of Nutrition and Dietetics and undertake an embedded honours component in the Bachelor of Advanced Studies and then, upon completion of the Bachelor of Advanced Studies, continue to the Master of Nutrition and Dietetics.

- A candidate who has suspended enrolment in the double degree program to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science, abandon the Bachelor of Advanced Studies and enrol in the Master of Nutrition and Dietetics.

12 Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not cooking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units in the Bachelor of Advanced Studies degree prior to 2020 and 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, 2020 or the Bachelor of Science before the end of Semester 2, 2019.

These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science / Master of Mathematical Sciences

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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<tbody>
<tr>
<td>BPSCIMTC-01</td>
<td>Bachelor of Science / Master of Mathematical Sciences</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to candidate choice. The attendance pattern for the Master of Mathematical Sciences is full time or part time according to candidate choice.

3 Streams

1. The Bachelor of Science/Master of Mathematical Sciences is a vertically integrated degree and is only available in the following streams:
   a. Advanced
   b. Dalyell

2. Completion of the advanced stream is a requirement of the Bachelor of Science/Master of Mathematical Sciences. The requirements for the completion of the Dalyell stream are in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

4 Masters type

The masters degree in these resolutions is an Advanced Learning Master’s course, as defined by the Coursework Policy 2014.

5 Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy 2014.

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

6 Requirements for award

1. The units of study that may be taken for the course are set out in:
   a. Table A for the Bachelor of Science and;
   b. Table S of the Shared Pool for Undergraduate Degrees; and
   c. Table O of the Shared Pool for Undergraduate Degrees;
   d. for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees, and
   e. The Table of units for the Master of Mathematical Sciences from the Faculty of Science

2. In these resolutions, except where otherwise specified, Table A, Table S, and Table O and Table D as specified here.

3. To qualify for the award of the Bachelor of Science/Master of Mathematical Sciences, a candidate must successfully complete 216 credit points, comprising:
   a. 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
      i. 12 credit points of mathematics degree core units, as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
      ii. 6 additional credit points of science core units of study (excluding units listed as mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
   b. 66 credit points of the Mathematical Sciences program as defined in Table A, and
   c. A minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S.
   d. For students never enrolled in the Dalyell stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   e. For students enrolled in the Dalyell stream:
      i. 6 credit points of study in the Open Learning Environment as specified in Table O; and
      ii. 12 credit points of Dalyell units of study as specified in Table O.

21 October 2019 14:49:40 NOT ACADEMIC BOARD APPROVED
Bachelor of Science / Master of Mathematical Sciences

(viii) Where appropriate, elective units from Table A, Table S, Table O or for students in the Dalyell stream, Table D; and
(ix) If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table A or Table D.
(b) 96 credit points to qualify for the award of the Master of Mathematical Sciences as specified in the Table of units for the Master of Mathematical Sciences from the Faculty of Science including:
(i) No more than 24 credit points of 3000 level electives; and
(ii) No more than 48 credit points of 4000 level electives; and
(iii) At least 12 credit points of 5000 level electives, and
(iv) 24 credit points of research core project units

7 Progression rules

(1) Progression within the Bachelor of Science
(a) Candidates must complete all the requirements for the degree of Bachelor of Science, within three years fulltime or six years on a part time basis excluding any authorised periods of suspension, in order to progress to the Master of Mathematical Sciences degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the integrated course. The requirement for progression to the Masters of Mathematical Sciences is at least a distinction average in 24 credit points of units in Mathematical Sciences program as defined in Science Table A at 3000 level or above.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the integrated degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.
(2) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator of the School of Mathematics and Statistics, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell stream.
(c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with the approval of the Associate Dean.
(d) Candidates must achieve a WAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a WAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the degree, but will not remain in the Dalyell Stream.
(3) Progression within the Master of Mathematical Sciences
(a) Progression within the Master of Mathematical Sciences is as specified in the resolutions for the Master of Mathematical Sciences.

8 Award of the degree

(1) The Bachelor of Science is awarded as a Pass degree.
(2) The Master of Mathematical Sciences is awarded as a Pass degree only.

9 Course transfer

A student may abandon this course and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Mathematical Sciences in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Psychology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. 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>BPPSYCHO-02 / BHPSYCHH-03</td>
<td>Bachelor of Psychology</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3. Dalyell Stream

1. Candidates may enter and complete the Bachelor of Psychology through a Dalyell stream.
2. Completion of a stream is not a requirement of the Bachelor of Psychology. The requirements for the completion of the stream are as specified in Table D of the Shared Pool for Undergraduate Degrees.

4. Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. Applicants with 48 credit points or more of previous tertiary qualifications must meet both the relevant tertiary admission score for the degree, and the progression rules listed in these resolutions.

English language requirements must be met, where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Detailed admission policies are found in the University of Sydney (Coursework Rule) 2014 and the Coursework Policy 2014.

5. Requirements for award

1. The units of study that may be taken for the Bachelor of Psychology are set out in:
   a. Table A for the Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies;
   b. Table S of the Shared Pool for Undergraduate Degrees; and
   c. Table O of the Shared Pool for Undergraduate Degrees; and
   d. In the resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
   e. For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
2. To qualify for the award of the Bachelor of Psychology, students must successfully complete 192 credit points, including all requirements.
3. Requirements for all students
   a. complete the Psychology Program comprising 60 credit points from Table A including:
      i. a minimum of 12 credit points of 1000-level core Psychology units of study; and
      ii. 24 credit points of 2000-level core Psychology units of study; and
      iii. 24 credit points of 3000-level selective Psychology units of study (which must include PSYC3010) and (PSYC 3018, if PSYC2015 / PSYC2915 not previously completed); and
   b. an additional 6 credit points of 3000- or 4000-level psychology selective units of study; and
   c. a minimum of 42 credit points of units of study outside of Psychology which must include:
      i. 6 credit points of 1000-level Mathematics; and
      ii. a minor (36 credit points) from Table S; and
   d. an additional 36 credit points of electives from Tables A, S or O;
   e. 48 credit points of Psychology Honours units of study from the Honours units of study table listed in Table A.

6. Progression rules

1. Completion of the Honours Psychology units is a requirement for the award of the Bachelor of Psychology. Progression to the Honours 4th year is based on successful completion of 1000-level to 3000-level units of study of the course and academic merit.
   a. All students who have successfully achieved an average of at least 70 in the core Psychology units at 1000-level will be eligible to progress to 2000-level Psychology units.
   b. All students who have successfully achieved an average of at least 70 in the core Psychology units at 2000-level will be eligible to progress to 3000-level Psychology units.
   c. Students who fail to achieve progression into 2000-level or 3000-level units of study will be transferred to the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Arts or Bachelor of Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed.
   d. To progress to the Honours year, students must have completed 144 credit points, including all core requirements, and achieved a minimum average mark of 70 weighted across the four 2000-level Psychology units and four 3000-level Psychology units.
   e. Students who fail to achieve progression into the Honours 4th year will be transferred to the Bachelor of Science, Bachelor of Arts or to the combined Bachelor Science/Bachelor of Advanced Studies or Bachelor Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed.
of enrolment with credit for relevant units of study that have been completed. Students may need to undertake additional units of
study in order to fulfil the degree requirements. Students should refer to the relevant degree resolutions and the requirements of award
for each degree.

(f) To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours
units of study table.

(2) Progression within the Dalyell Stream:

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual
sequence.

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of
study or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark
at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted,
major, program or minor but will not remain in the Dalyell Stream. Candidates must achieve a Cross-Semester Average Mark (CSAM)
at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in
the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may
continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

Award of the degree

(1) The Bachelor of Psychology is an integrated Honours course. In accordance with the Coursework Policy 2014, the award of Honours
is assessed and calculated using a grade average based on 48 credit points of Psychology Honours units of study undertaken in the
candidate’s final year of study. Psychology Honours units of study are set out in the Faculty of Science Honours units of study table.

(2) The Bachelor of Psychology (Honours) is awarded in classes ranging from First Class to Third Class according to the conditions specified
in the Coursework Policy 2014 and the Resolutions of the Faculty of Science.

(3) Candidates who do not achieve an Honours mark of 65 or more will be awarded a Bachelor of Psychology.

Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2020 and persons who commenced their
candidature prior to 1 January 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the
time of their commencement.
Bachelor of Arts/Bachelor of Advanced Studies

Bachelor of Arts

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
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<td>Bachelor of Arts</td>
</tr>
<tr>
<td>BPARTAVS-01</td>
<td>Bachelor of Arts/Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3. Streams

(1) The Bachelor of Arts is available in the following streams:
   (a) Dalyell.
   (2) The Bachelor of Arts/Bachelor of Advanced Studies is available in the following streams:
   (a) Dalyell
   (b) International and Global Studies
   (c) Languages
   (d) Media and Communications
   (e) Politics and International Relations

(3) Completion of a stream is not a requirement of the Bachelor of Arts or the Bachelor of Arts/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Arts/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4. Cross-faculty management

(1) Candidates in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies and those undertaking honours in the Bachelor of Arts/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences.

(2) Candidates undertaking honours in the Bachelor of Arts/Bachelor Advanced Studies will be under the management of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.

(3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts/Bachelor of Advanced Studies and the Bachelor of Arts/Bachelor Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

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

6. Requirements for award

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

(2) Bachelor of Arts

To qualify for the award of the Bachelor of Arts degree, candidates must complete 144 credit points in total, comprising:
Bachelor of Arts/Bachelor of Advanced Studies

(1) Bachelor of Arts
(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Arts. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Arts have the option of completing:
   (i) A program (which must contain a major); and
   (ii) A second major from Table A or Table S in place of the minor.
(c) Requirements for completion of programs are as set out in Table A.

(2) Bachelor of Arts/Bachelor of Advanced Studies
(a) Completion of a major from Table A and second major from Table A or Table S is a requirement of the Bachelor of Arts/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Arts have the option of completing a program (which must contain a major).

(3) Requirements for programs, majors and minors
(a) Programs, majors and minors as defined in the Learning and Teaching Policy 2015.
(b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S.

(4) Majors available in Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:
   Agriculture and Resource Economics
   American Studies
   Ancient Greek
   Ancient History
   Anthropology
   Arabic Language and Cultures
   Archaeology
   Art History
   Asian Studies
   Biblical Studies and Classical Hebrew
   Chinese Studies
   Criminology (from 2020)
   Cultural Studies
   Digital Cultures
   Econometrics
   Economics
   Economic Policy
   English
   European Studies
   Film Studies
   Financial Economics
   French and Francophone Studies
   Gender Studies
   Germanic Studies
   Global Studies (Available only as a major and only to students admitted into the International and Global Studies stream or Bachelor of Arts/Bachelor of Law)
   Hebrew (modern)
   History
   Indigenous Studies
   Indonesian Studies
   International and Comparative Literary Studies
   International Relations

2
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Linguistics
Media Studies (Available only as a major and only to students admitted into the Media and Communications stream or Bachelor of Arts/Bachelor of Law)
Modern Greek Studies
Music
Philosophy
Political Economy
Politics
Politics and International Relations (Available only as a major and only to students admitted into the Politics and International Relations stream. Students completing this major cannot also complete separate majors in Politics or International Relations)
Socio-legal Studies
Sociology
Spanish and Latin American Studies
Studies in Religion
Theatre and Performance Studies
Visual Arts

(5) Programs in the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:
- International and Global Studies
- Media and Communications
- Politics and International Relations
- Psychology (from Table A of the Bachelor of Science)
- With the exception of Psychology, programs in the Bachelor of Arts are only available to students admitted into relevant streams. A Psychology program may only be taken in addition to a major from Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies.

(6) Table A minors
(a) All majors available as Table A majors in the Bachelor of Arts, except the majors in Global Studies, Politics and International Relations and Media Studies, are available as Table A minors in the Bachelor of Arts. Minors available in the Bachelor of Arts also include those listed in Table S and the following additional Table A minors:
- Celtic Studies
- Diversity Studies
- Sanskrit
- Social Policy
- Writing Studies

(7) Second majors
All majors available as Table A majors in the Bachelor of Arts are available as second majors in the Bachelor of Arts/Bachelor of Advanced Studies. Second majors available in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies also include those listed in Table S.

8 Progression rules

(1) Progression within a major, program or minor
(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units.
(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.
(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts/Bachelor of Advanced Studies
Except with the permission of the Associate Dean Undergraduate, candidates who are not in the Dalyell Stream must complete 144 credit points, including at least one major, one minor or second major and the required credit points from the Open Learning Environment as set out in Section 6 above before progressing to 4000-level units, including 4000-level project units.

(3) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt advanced units at higher levels than the usual sequence through a program, major or minor.
(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) or Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM or Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.
(c) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with the approval of the Associate Dean.

9 Requirements for the Bachelor of Arts/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Arts/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(2) Admission
Bachelor of Arts/Bachelor of Advanced Studies

Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the Bachelor of Arts in accordance with section 6(1) of these resolutions. Admission requires a major or study of equivalent depth with a WAM of at least 70 in the area of the proposed honours component, together with the completion of a second major in accordance with these resolutions. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(3) Requirements

To qualify for the award of the Bachelor of Arts/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Faculty of Arts and Social Sciences, candidates must complete 48 credit points of honours units.

(4) The honours mark

The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. Award requirements for honours in the Bachelor of Arts are listed in the Resolutions of the Faculty of Arts and Social Sciences.

10 Award of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies

(1) Candidates for the Bachelor of Arts/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Arts but do not meet requirements for the combined degree will be awarded the Bachelor of Arts.

(2) Honours in the Bachelor of Arts/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Arts and Social Sciences or relevant resolutions for the faculty in which the embedded honours component is undertaken.

| A student who achieves an honours mark in the range ... | will be awarded honours ...
<table>
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<tr>
<td>80 honours mark ≥ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Arts/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Arts, or the Bachelor of Arts/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

12 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13 Course transfer

A candidate may transfer from the Bachelor of Arts and elect to complete the Bachelor of Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Arts. A candidate may abandon the Bachelor of Arts/Bachelor of Advanced Studies degree and elect to complete the Bachelor of Arts in accordance with these resolutions.

14 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

15 Transitional provisions

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

Candidates who commenced their candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts is proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts degree under the resolutions that applied at 1 January, 2017.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020. Candidates in the Dalyell Stream who commenced prior to 1 January, 2020 may complete the requirements for the stream under 6(2) of these resolutions.

(3) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Arts/Bachelor of Laws

Bachelor of Arts/Bachelor of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule); the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
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<tr>
<td>BPARTLAW-04</td>
<td>Bachelor of Arts and Bachelor of Laws</td>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Arts in this combined degree is available in the following streams:

(a) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Arts. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Arts/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell Stream may complete that stream while also completing another stream.

(3) With the permission of the Faculty of Arts Social Sciences and the University of Sydney Law School, candidates for the combined Bachelor of Arts and Bachelor of Laws degree may undertake the Politics and International Relations, International and Global Studies stream or the Media and Communications stream in the Bachelor of Arts/Bachelor of Advanced Studies, as listed in the degree resolutions, by fulfilling requirements for the first 144 credit points of the stream in the Bachelor of Arts and then suspending their enrolment in the combined Bachelor of Arts and Bachelor of Laws degree and enrolling in the Bachelor of Advanced Studies to complete the requirements of the stream before proceeding with the Bachelor of Laws.

4 Cross-faculty management

(1) Candidates will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete requirements for the Bachelor of Arts. After completion of requirements for the Bachelor of Arts, students will be under the supervision of the University of Sydney Law School.

(2) The Deans of the Faculty of Arts and Social Sciences and the University of Sydney Law School shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for this combined degree are set out in:

(a) Table A for the Bachelor of Arts;
(b) the University of Sydney Law School Undergraduate Table;
(c) Table S of the Shared Pool for Undergraduate Degrees; and
(d) Table O of the Shared Pool for Undergraduate Degrees; and
(e) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O, and Table D mean Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O, and Table D as specified here.

(2) To qualify for the award of the pass combined degrees, a candidate must complete 240 credit points, comprising:

(a) a major (48 credit points) from Table A as set out in Section 7 below;
(b) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units from the Open Learning Environment as set out in Table O;
(c) For students enrolled in the Dalyell stream;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of units of study as specified in Table D;
(d) For students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study;
Bachelor of Arts/Bachelor of Laws

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O
(2) 36 credit points of elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell stream, Table D;
(3) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D;
(4) 144 credit points of Law units of study as specified in the University of Sydney Law School Undergraduate Table, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 of the combined degree and are credited towards the requirements for both the Bachelor of Arts and the Bachelor of Laws.

(3) Requirements for the Bachelor of Arts:
To qualify for the award of the Bachelor of Arts, a candidate must complete 144 credit points, comprising:
(a) 96 credit points specified in 6 (2) (a)-(e) above; and
(b) 48 credit points of Combined Law compulsory subjects from years 1, 2 and 3 from the University of Sydney Law School Undergraduate Table which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Arts.
(4) Requirements for students in the Bachelor of Arts and Bachelor of Laws who also enrol in the Bachelor of Advanced Studies:
For candidates completing the Bachelor of Arts in a combined degree with the Bachelor of Laws who enrol in the Bachelor of Advanced Studies to complete astreem or honours, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.
(5) Requirements for the Bachelor of Laws:
To qualify for the award of the Bachelor of Laws, a candidate must complete 144 credit points taken from the University of Sydney Law School Undergraduate Table, comprising:
(a) 102 credit points of compulsory units of study as specified in the University of Sydney Law School Undergraduate Table; and
(b) 42 credit points from the Elective Unit of Study Table (undergraduate) for the University of Sydney Law School, of which a maximum of 36 credit points are taken from Part 1, Elective Units of Study or as specified in 6 (5) (c) below, and a minimum of 6 credit points are taken from Part 2, Jurisprudence Units of Study.
(c) Students may apply to take up to a maximum of 24 credit points of advanced learning Master’s units of study as elective units of study
(i) Enrolment in Master’s units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
(ii) Enrolment in Master’s units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
(iii) Students may only enrol in Master’s units listed in the Bachelor of Laws Elective units of study Table.

7 Majors and Programs
(1) Completion of a major from Table A is a requirement for this combined degree.
(2) With the permission of the Faculty, candidates have the option of completing a program with an embedded major from Table A and to complete the program, of enrolling concurrently in the Bachelor of Advanced studies to complete requirements where necessary.
(3) Requirements for majors are as specified in the Learning and Teaching Policy and in the degree resolutions And Table A for the Bachelor of Arts.

8 Progression rules
(1) Candidates in a combined law program must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.
(2) Candidates are required to complete Bachelor of Laws units in the order listed in the University of Sydney Law School Undergraduate Table.
(3) Except with the permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Arts before proceeding to Year Four of the combined degree with Bachelor of Laws.
(4) Progression within a major or program:
(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass all 1000-level units of study within a major (except a language major) or program, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program or major coordinator, candidates must pass all 2000-level units of study within a major (except a language major) or program, before proceeding to 3000-level units, or else undertake those 2000-level units concurrently with the 3000-level units.
(b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.
(5) Progression within the Dalyell Stream:
Candidates in the Dalyell Stream may proceed in the Bachelor of Arts according to the resolutions of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and Table S0.

9 Requirements for award with Honours
(1) Honours is available to meritorious candidates in the Bachelor of Laws and in an area of study within in the Bachelor of Arts by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component.
(2) Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.
(3) Candidates who qualify to undertake honours in the Bachelor of Arts may elect to enrol in the honours program:
(a) by answering the admission program, major or program for a year, with the permission of the University of Sydney Law School; and enrolling in the Bachelor of Advanced Studies and taking an embedded honours component; or
(b) by enrolling in the Bachelor of Advanced Studies and undertaking an embedded honours component after completion of both degrees in the combined program.
(4) Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator or head of department after the completion of 144 credit points and the requirements as laid out above for the Bachelor of Arts, including at least one major or program and 12 credit points from Table O. Admission requires a major of study of equivalent depth with a WAM of at least 70 in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
(5) To qualify for the Bachelor of Arts and an embedded honours component in the Bachelor of Advanced Studies, a candidate must complete the requirements for the Bachelor of Advanced Studies (noting clause 9 (6) below) but include 48 credit points of honours units at 4000 level as specified by the Faculty of Arts and Social Sciences for the relevant honours area, including:
(a) any compulsory units specified by the Faculty of Arts and Social Sciences for the honours component as specified in Table A for the Bachelor of Arts; and
(b) an honours research project of 12 – 36 credit points as specified in Table A for the Bachelor of Arts; and
(c) honours coursework to the value of 12 – 36 credit points as specified in Table A for the Bachelor of Arts.
(6) For candidates completing the Bachelor of Arts in a combined degree with the Bachelor of Laws and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

(7) The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A for the Bachelor of Arts.

(8) Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the combined degree program. Admission, requirements and calculation of the honours grade are as set out in the resolutions for the Bachelor of Laws.

10 Award of the degree

(1) The Bachelor of Laws is awarded in the grades of either Pass or Honours.

(2) Candidates who successfully complete the Bachelor of Arts as specified in clause 6 (3) and also complete an embedded honours component or a stream in the Bachelor of Advanced Studies as specified in clause 9 (4) or clause 9 (5) shall be awarded the Bachelor of Arts and the Bachelor of Advanced Studies with the appropriate stream or honours.

(3) Candidates for the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies with honours who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degrees for which they fulfil requirements at pass level.

(4) Honours in the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies taken as part of a combined degree with the Bachelor of Laws as specified in 9 above is awarded in classes ranging from First Class to Third Class in accordance with the following table and the resolutions of the Faculty of Arts and Social Sciences.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in</th>
<th>will be awarded honours...</th>
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<tbody>
<tr>
<td>the range...</td>
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</tr>
<tr>
<td>1</td>
<td>80  honours mark 100</td>
</tr>
<tr>
<td>2</td>
<td>75  honours mark &lt; 80</td>
</tr>
<tr>
<td>3</td>
<td>70  honours mark &lt; 75</td>
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<tr>
<td>4</td>
<td>65  honours mark &lt; 70</td>
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</table>

(5) Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.

(6) For candidates qualifying for the Dalyell Stream, the words “Dalyell scholar” will be inserted below the degree name on the testamur.

11 Cross-institutional study

Cross-institutional study is available in this course subject to the terms set out in the Resolutions of the Faculty of Arts and Social Sciences during the first 144 credit points of the program and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

12 International exchange

The Faculty of Arts and Social Sciences and the University of Sydney Law School encourage candidates in this course to participate in international exchange programs subject to the terms set out in the Resolutions of the Faculty of Arts and Social Sciences during the first 144 credit points of the combined degree and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

13 Course transfer

(1) A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Arts by written application to the Faculty of Arts and Social Sciences, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

(2) With the permission of the Faculty of Arts and the University of Sydney Law School, suitably qualified candidates may, after completing requirements for the Bachelor of Arts as specified in 6 (3) and 6 (4), defer progression to the Bachelor of Laws and undertake an embedded honours component in the Bachelor of Advanced Studies and then continue to the Bachelor of Laws.

(3) A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete requirements honours or a stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Arts and Bachelor of Laws.

(4) A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete requirements honours or a stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Arts and Bachelor of Laws.

14 Credit for previous study

Credit transfer is subject to the relevant provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Law School.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.

Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 2000 level units in the Bachelor of Arts prior to 2022 and that it may not be possible to complete requirements for the Bachelor of Arts degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements according to those resolutions or may proceed in accordance with the resolutions in force at the time of their commencement; provided that the requirements are completed by 1 January, 2027. Candidates in the Dalyell stream who commenced prior to 1 January, 2020 may complete the requirements for the stream under C (2) of these resolutions.

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Arts and Bachelor of Social Work

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
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<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPARTSWK-04</td>
<td>Bachelor of Arts and Bachelor of Social Work</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for the Bachelor of Arts component of this combined degree is full time or part time according to candidate choice. The attendance pattern for the Bachelor of Social Work component undertaken in years four and five of this combined degree is full time only.

3. Streams

(1) The combined degree program is available in the following streams:

(a) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Arts. The requirements for the completion of the Dalyell Stream are as specified in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions, candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4. Faculty management

(1) Candidates in this combined degree program will be under the general supervision of the Faculty of Arts and Social Sciences.

(2) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts/Bachelor of Social Work combined degree not otherwise dealt with in these resolutions, where the matter involves components administered by another faculty the Dean may consult at his or her discretion.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

6. Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts and Bachelor of Social Work in the combined program are set out in:

(a) Table A for the Bachelor of Arts/Bachelor of Advanced Studies;
(b) Table S from the Shared Pool for Undergraduate Degrees; and
(c) Table O for the Shared Pool for Undergraduate Degrees;
(d) Table A for the Bachelor of Social Work.

(2) To quality for the award of the Bachelor of Arts and Bachelor of Social Work, candidates must complete 240 credit points comprising:

(a) A major (48 credit points) from Table A as set out in Section 7 below;
(b) A minor (36 credit points) from Table A or Table S;
(c) For students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 6 credit points of units of study as specified in Table D.
(d) For students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units from the Open Learning Environment as set out in Table O;
(e) For students enrolled in the Dalyell Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;
(f) 6 credit points of elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D;
(g) 12 credit points at 1000-level units in Sociology as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
(h) 6 credit points at 2000-level in Sociology as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
(i) 6 credit points in Social Policy as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
(j) 18 credit points at 2000-level in Social Work core units of study as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
Bachelor of Arts and Bachelor of Social Work

(k) 96 credit points of core social work units of study prescribed for the Fourth and Fifth Years in Table A for the Bachelor of Arts/Bachelor of Social Work.

7. Majors and Minors

(1) Completion of a major from Table A for the Bachelor of Arts is a requirement for this combined degree.

(2) Candidates have the option of completing a program with an embedded major from Table A for the Bachelor of Arts of up to 72 credit points.

(3) Completion of a minor from Table S is a requirement for the combined degree.

(4) The majors available for the Bachelor of Arts and Bachelor of Social Work are as specified in the degree resolutions for the Bachelor of Art, Bachelor of Arts/Bachelor of Advanced Studies.

(5) The minors available for the Bachelor of Arts and Bachelor of Social Work as specified in Table S.

8. Progression rules

(1) Progression within a major, program or minor:

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass all 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass all 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Dalvey Stream:

Candidates in the Dalvey Stream may proceed in the Bachelor of Arts according to the resolutions of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and Table D.

9. Requirements for the Honours degree

(1) Honours is available to meritorious candidates in the Bachelor of Social Work and an area of study in the Bachelor of Arts.

(2) Honours in an area of study in the Bachelor of Arts is available to meritorious students by enrolling in the Bachelor of Advanced Studies.

(3) With the permission of the Faculty of Arts and Social Sciences a candidate may suspend enrolment in the Bachelor of Arts and Bachelor of Social Work after completing 144 credit points and the requirements specified in clause 6 (2) (a) – (h) and complete an embedded honours component in the Bachelor of Advanced Studies and then return to the Bachelor of Arts and Bachelor of Social Work to complete the combined degree.

(4) For candidates completing the Bachelor of Arts and Bachelor of Social Work and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall, if not met while completing requirements specified in clause 6 (2) (a) – (h), be deemed to have been met by completion of the 96 credit points of units of study from Table A for the Bachelor of Social Work specified in clause 6 (2) (i).

(5) Admission and award requirements for honours in the Bachelor of Social Work are set out in these resolutions and the Resolutions of the Bachelor of Social Work. Admission and award requirements for honours in the Bachelor of Arts are listed in the Resolutions of the Bachelor of Arts/Bachelor of Advanced Studies.

(6) Honours in the Bachelor of Social Work is available as an embedded component to meritorious students who complete an alternative set of units of study in semester two of fourth year and semester two of fifth year in the combined program.

10. Award of the degrees

(1) The Bachelor of Social Work is awarded in two grades: Pass or Honours.

(2) The Bachelor of Arts is awarded at pass level. Honours in arts is taken by enrolling in the Bachelor of Advanced Studies and completing the Bachelor of Advanced Studies.

(3) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The honours degree in the Bachelor of Social Work is awarded in classes ranging from First Class to Second Class according to the rules specified in the Resolutions of the Faculty of Arts and Social Sciences.

11. Course transfer

(1) Candidates may abandon the combined degree program and elect to transfer to the Bachelor of Arts or the Bachelor of Social Work degree, by written application to the faculty, and complete the requirements in accordance with the Resolutions governing that degree at the time of transfer. Candidate for the abandoned degree in the future would require a new application for admission to candidature for that course.

(2) A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete an embedded honours component may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Arts and Bachelor of Social Work.

12. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2018 2020 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.

(2) Candidates who commenced candidature prior to 1 January 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the Bachelor of Arts degree under the resolutions that applied at 1 January 2017.

(3) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed prior to 1 January 2020. Candidates in the Dalvey Stream who commenced prior to 1 January 2020 may complete the requirements for the stream under Part 5 in these resolutions.

(4) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Arts/Doctor of Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of 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. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPARTMED-01</td>
<td>Bachelor of Arts/Doctor of Medicine</td>
</tr>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Arts in this combined degree is available in the following streams:

(a) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Arts. The requirements for the completion of the Dalyell stream are specified in these resolutions and in Table O of the Shared Pool for Undergraduate Degrees. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete the requirements for the Bachelor of Arts. They will then be under the supervision of the University of Sydney Medical School.

(2) The Faculty of Arts and Social Sciences and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking, Details of admission policies are found in the Coursework Policy.

(2) Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.

(3) Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:

(a) Table A for the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced,

(b) Table S from the Shared Pool for Undergraduate Degrees;

(c) Table O from the Shared Pool for Undergraduate Degrees; and

(d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees; and

(e) The Table of units for the Doctor of Medicine from the University of Sydney Medical School.

(2) In these resolutions, Table A, Table S, and Table O and Table D mean Table A, Table S, Table O and Table D as specified here.

(3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:

(a) 144 credit points to qualify for the award of the Bachelor of Arts as specified in the resolutions for the Bachelor of Arts, including;

(i) A major (48 credit points) listed and defined in Section 7 below and specified in Table A; and

(ii) A minor (36 credit points) or 2nd major (48 credit points) as defined in Table A or Table S; and

(iii) For students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

(iv) For students enrolled in the Dalyell Stream:

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(2) a minimum of 12 credit points of Dalyell units of study as specified in Table D.

(v) For students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(vi) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHSI2X05 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP3007); and
Bachelor of Arts/Doctor of Medicine

(vii) Where appropriate, elective units from Table A and/or Table S, Table O or, for students enrolled in the Dalyell Stream, Table D; and

(viii) If enrolled in a stream, complete the requirements for the stream as specified in Table SD; and

192 credit points specified by the resolutions for the Doctor of Medicine from the University of Sydney Medical School.

7 Programs, majors and minors

(1) Completion of a major from Table A is a requirement for this double degree.

(2) Completion of a minor or 2nd major from Table A or Table S is a requirement for this double degree.

(3) The programs and majors available as first majors in the Bachelor of Arts are as specified in the resolutions for the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table A.

(4) The minors and majors available as second majors in the Bachelor of Arts are as specified in Table A and Table S.

8 Progression rules

(1) Progression within a major, program or minor:

(a) With the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts:

(a) Candidates must complete all requirements for the degree of Bachelor of Arts, including the designated foundational knowledge units for medicine offered by the Faculty of Science specified in Section 6(3)(a)(iv) above, within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, and maintain a credit average in each year of the Bachelor of Arts, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(b) Failure to maintain the minimum progression requirements and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Arts degree with full credit for all units of study successfully completed.

(3) Progression with the Dalyell Stream:

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Arts component of the double degree, but will not remain in the Dalyell Stream.

(c) Candidates in the Dalyell Stream in the Bachelor of Arts must proceed according to the requirements for the Dalyell stream specified in the resolutions of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table SD.

(4) Progression within the Doctor of Medicine:

Progression within the Doctor of Medicine is as specified in the Faculty Resolutions for the University of Sydney Medical School.

9 Requirements for the award with Honours

(1) Honours in the Bachelor of Arts is available to meritorious candidates who have completed requirements for the Bachelor of Arts degree, by suspending candidature, with the permission of the Faculty of Arts and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full-time study.

(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Arts and Social Sciences.

(3) Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

(4) Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator or head of department after the completion of 144 credit points, including at least one major or program, any degree or stream-specific course, and a minor. Admission requires a WAM of at least 65 in units of study completed to that point, and a WAM of at least 70 across 2000 and 3000-level units of study in the major of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(5) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A.

10 Award of the degrees

(1) The Bachelor of Arts is awarded at Pass level. Honours is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirements for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fulfill requirements.

(3) The Doctor of Medicine is awarded as a Pass grade.

11 Cross-institutional study

Cross-institutional study is not available in this double degree course.

12 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs while undertaking the Bachelor of Arts as specified in the Resolutions of the Faculty of Arts and Social Sciences provided that the progression requirements and timelines in Section 8 of these resolutions can be met.
Course transfer

1. A candidate may abandon the double degree program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

2. With the permission of the Faculty of Arts and the Faculty of Medicine, suitably qualified candidates may, after completing requirements for the Bachelor of Arts, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.

3. A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Arts and Social Sciences and the University of Sydney Medical School, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Arts / Doctor of Medicine to obtain credit for previous studies.

Transitional provisions

1. These resolutions apply to candidates who commenced their candidature after 1 January 2018 and candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions. Candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units and projects in the Bachelor of Arts / Bachelor of Advanced Studies combined degree prior to 2020 nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete the requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Arts component of the double degree before the end of Semester 2 2019.

2. Candidates who commenced their candidature prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement. Candidates in the Dalyell stream who commenced prior to 1 January 2020 may complete the requirements for the stream under 6 (3) in these resolutions.
Bachelor of Economics

Bachelor of Economics/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tr>
<td>BPECNOM-05</td>
<td>Bachelor of Economics</td>
</tr>
<tr>
<td>BPECNAVS-01</td>
<td>Bachelor of Economics / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are available in the following streams:

(a) Dalyell

(2) Completion of a stream is not a requirement of the Bachelor of Economics or the Bachelor of Economics/Bachelor of Advanced Studies. The requirements for the completion of the Dalyell Stream are as specified in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross-faculty management

(1) Candidates in the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences throughout.

(2) Candidates undertaking honours in the Bachelor of Economics/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.

(3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Economics/Bachelor of Advanced Studies and the Bachelor of Economics/Bachelor Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

(2) Admission to the Dalyell Stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies;

(b) Table S of the Shared Pool for Undergraduate Degrees;

(c) Table O of the Shared Pool for Undergraduate Degrees;

(d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

(e) Specified units relating to available majors and minors as specified in Section 7 below and in Table S.

(f) In these resolutions, except where otherwise specified, Table S, and Table O, and Table D mean Table S, Table 0, and Table D as specified here.

(2) Bachelor of Economics:

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

(a) A minimum of 84 credit points from Table A for the Bachelor of Economics or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 below;

(b) A minor (36 credit points) or second major (48 credit points) other than Economic Policy as defined in Section 7 below and as listed and specified in Table A for the Bachelor of Economics or Table S;
Candidates enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

For students enrolled in the Dalyell Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.

For students previously enrolled in the Dalyell stream in their current degree who are no longer enrolled in the stream and have completed at least 6 credit points of Dalyell units of study:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.

For students not enrolled in the Dalyell Stream:
(a) A program, major and minor are as defined in the Learning and Teaching Policy.

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) or Annual Average Mark (AAM) in each year of study or over each 48 credit point block to continue in the Dalyell Stream.

(c) Candidates who do not maintain a CSAM or AAM at a level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Economics but will not remain in the Dalyell Stream.

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

7 Programs, majors and minors

Bachelor of Economics:
Completion of a program in Economics as specified in Section 7 and Table A for the Bachelor of Economics and a minor or second major from Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Economics. Requirements for completion of programs, majors, and minors are as set out in Table A of the relevant degree and Table S.

Bachelor of Economics/Bachelor of Advanced Studies:
Completion of a program in Economics as specified in Table A for the Bachelor of Economics and a program or second major from Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Economics/Bachelor of Advanced Studies. Requirements for completion of programs, majors, and minors are as set out in Table A for the relevant degree and Table S.

(1) Requirements for programs, majors and minors
(a) A program, major and minor are as defined in the Learning and Teaching Policy.

(b) The requirements for completion of programs, majors and minors are as set out in Table A for the Bachelor of Economics and Table S.

(2) The programs, majors and minors available in Table A for the Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies are:
(a) Agricultural and Resource Economics
(b) Economics/Econometrics
(c) Economics/Environmental, Agricultural and Resource Economics
(d) Financial Economics

(3) The majors as well as second majors and the minors available in the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are:
(a) the majors listed in 7 (24) above;
(b) the majors and minors other than Economic Policy listed in Table S.

8 Progression rules

(1) Progression within a major, minor or program:
(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 1000-level units of study within a program, major (except a language major) or minor, before proceeding to 2000-level units within that program, major or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a program, major (except a language major) or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the faculty and must complete lower level units before proceeding to the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Economics/Bachelor of Advanced Studies:
Except with the permission of the Associate Dean Undergraduate, candidates who are not in the Dalyell Stream must complete 144 credit points, including a program in Economics, a minor or second major and 12 credit points from the Open Learning Environment before progressing to 4000-level units, including 4000-level project units.

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

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) or Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream.

(c) Candidates who do not maintain a CSAM or AAM at a level determined by the Board of Interdisciplinary Studies will not remain in the Dalyell Stream.

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

(1) Admission to candidature
(a) Admission to this pathway is on the basis of a secondary school leaving qualification such as the NSW Higher School certificate (including national and international equivalents). English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.
(b) In addition, admission to this pathway requires the applicant to submit a statement of motivation, CV, transcripts, and to attend an interview. The results of this process will form part of the ranking of applicants.

(2) Requirements for award
(a) Candidates will satisfy all academic requirements of the partner institution over two years immediately prior to commencing the Bachelor of Economics at the University of Sydney.
(b) To qualify for the award of the Bachelor of Economics degree, candidates must complete 144 credit points in total, comprising:
(i) a maximum of 48 credit points granted as credit on the basis of studies at the partner institution;
(ii) a minimum of 84 credit points from Table A for the Bachelor of Economics or Table S from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 above;
(iii) a minor (36 credit points) or second major (48 credit points) other than Economic Policy as defined in Section 7 above and as listed and specified in Table A for the Bachelor of Economics or Table S;
(iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(v) Where appropriate, elective units from Table A for the Bachelor of Economics, Table S or Table O of the Shared Pool for Undergraduate Degrees.

(3) Progression rules
(a) Students must make satisfactory academic progress as stipulated by the rules of the partner institution and must complete years one and two of the partner degree to be eligible to continue the dual degree pathway.
(b) The progression rules as stated in Section 8 apply to this dual degree pathway.

(4) Cross-institutional management
(a) Candidates in the dual degree program will be under the general supervision of the partner institution until the end of their fourth semester. They will then be under the supervision of the Faculty of Arts and Social Sciences.
(b) The Faculty of Arts and Social Sciences and the partner institution shall jointly exercise authority in any matter concerned with the dual degree pathway not otherwise dealt with in these resolutions.

10 Requirements for the Bachelor of Economics/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Economics/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours courses full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attend the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

(2) Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the Bachelor of Economics in accordance with section 6(1) of these resolutions. Admission requires a major or study of equivalent depth with an AAM of at least 70 in the area of the proposed honours component, together with the completion of a second major in accordance with these resolutions. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(3) To qualify for the award of the Bachelor of Economics/Bachelor of Advanced Studies with honours in economics a candidate must complete:
(a) the requirements for the pass degree, including a program in Economics with an embedded major from Economics Table A and a second major;
(b) 48 credit points of units in Economics at 4000 level comprising five coursework seminars and a thesis.
(4) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. Award requirements for honours in the Bachelor of Economics are listed in the Resolutions of the Faculty of Arts and Social Sciences.

11 Award of the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies and Bachelor of Economics/Bachelor of Advanced Studies with honours

(1) Candidates for the Bachelor of Economics/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Economics who do not meet requirements for the combined degree will be awarded the Bachelor of Economics.
(2) Honours in the Bachelor of Economics/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Arts and Social Sciences or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range ...</th>
<th>will be awarded honours ...</th>
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<tbody>
<tr>
<td>80 honours mark &lt; 100</td>
<td>First Class</td>
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<tr>
<td>75 honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Economics/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Economics, or the Bachelor of Economics/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

12 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Business School.

13 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.
14 Course transfer
A candidate may transfer from the Bachelor of Economics and elect to complete the Bachelor of Economics/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Economics. A candidate may abandon the Bachelor of Economics/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Economics in accordance with these resolutions. Completion of the Bachelor of Economics/Bachelor of Advanced Studies in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

15 Credit for previous study
Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

16 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement. Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Economics/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Economics proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Economics degree under the resolutions that applied at 1 January, 2017.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements according to these resolutions or may proceed in accordance with the resolutions in force at the time of their commencement provided that the requirements are completed by 1 January, 2027. Candidates in the Dalyell stream who commenced prior to 1 January 2020 may complete the requirements for the stream under these resolutions.
Bachelor of Economics/Bachelor of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<td>BPECNLAW-07</td>
<td>Bachelor of Economics and Bachelor of Laws</td>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Economics/Bachelor of Advanced Studies in this combined degree is available in the following streams:

(a) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Economics. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Economics/Bachelor of Advanced Studies or, in the case of the Dalyell Stream, in Table 62 of the Shared Pool for Undergraduate Degrees. Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell Stream may complete that stream while also completing another stream.

(3) With the permission of the Faculty of Arts and Social Sciences and the University of Sydney Law School, candidates for the combined Bachelor of Economics and Bachelor of Laws degree may undertake the Economics stream in the Bachelor of Economics/Bachelor of Advanced Studies, as listed in the degree resolutions, by fulfilling requirements for the first 144 credit points of the stream in the Bachelor of Economics and then suspending their enrolment in the combined Bachelor of Economics and Bachelor of Laws degree and enrolling in the Bachelor of Advanced Studies to complete the requirements of the stream before proceeding with the Bachelor of Laws.

4 Cross-faculty management

(1) Candidates will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete requirements for the Bachelor of Economics. After completion of requirements for the Bachelor of Economics, students will be under the supervision of the University of Sydney Law School.

(2) The Deans of the Faculty of Arts and Social Sciences and the University of Sydney Law School shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for this combined degree are set out in:

(a) Table A for the Bachelor of Economics;
(b) the University of Sydney Law School Undergraduate Table;
(c) Table S of the Shared Pool for Undergraduate Degrees; and
(d) Table O of the Shared Pool for Undergraduate Degrees; and
(e) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O, and Table D mean Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O, and Table D as specified here.

(2) To qualify for the award of the pass combined degrees, a candidate must complete 240 credit points, comprising:

(a) a program in Economics (72 credit points) as specified in Table A for the Bachelor of Economics as set out in Section 7 below;
(b) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units from the Open Learning Environment as set out in Table O;
(c) for students enrolled in the Dalyell stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;
(d) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(e) 12 credit points of elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell stream, Table D;
The Bachelor of Economics and Bachelor of Laws are awarded in the grades of either Pass or Honours.

Award of the degree

The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an examination of the candidate’s performance in that component. The grade shall be based on a weighted average of the marks obtained in the component.

Requirements for the Bachelor of Economics

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

(a) 96 credit points specified in 6 (2) (a)-(e) above; and
(b) 48 credit points from the Elective Unit of Study Table (undergraduate) for the University of Sydney Law School, of which a minimum of 36 credit points are taken from Part 1, Elective Units of Study as specified in 6 (5) (c) below, and a minimum of 6 credit points are taken from Part 2, Jurisprudence Units of Study.

(c) Students may apply to take up to a maximum of 24 credit points of advanced learning Master's units of study as elective units of study enrolment in Master's units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.

(ii) enrolment in Master's units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.

(iii) students may only enrol in Master's units listed in the Bachelor of Laws Elective units of study Table.

Programs

Completion of a program in Economics (72 credit points) as specified in Table A for the Bachelor of Economics is a requirement for this combined degree.

Progression rules

1. Candidates in a combined law program must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.

2. Candidates are required to complete Bachelor of Laws units in the order listed in the University of Sydney Law School Undergraduate Table.

3. Except with permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Economics before proceeding to Year Four of the combined degree with the Bachelor of Laws.

4. Progression within a major or program

Except with the permission of the relevant program or major coordinator, candidates must pass all 1000-level units of study within a program, before proceeding to 2000-level units within that program, or else undertake those 2000-level units concurrently with the 2000-level units. Except with the permission of the relevant program or major coordinator, candidates must pass all 2000-level units of study within a program before proceeding to 3000-level units, or else undertake those 3000-level units concurrently with the 3000-level units.

5. Progression within the Dalyell Stream

Candidates in the Dalyell Stream may proceed in the Bachelor of Economics according to the resolutions of the Bachelor of Arts, Bachelor of Economics/Bachelor of Advanced Studies and Table SD.

Requirements for award with Honours

1. Honours is available to meritorious candidates in the Bachelor of Laws and in an area of study in Economics by additional enrolment in the Bachelor of Economics and taking an embedded honours component.

2. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the School is satisfied that a student is unable to complete the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

3. Candidates who qualify to undertake honours in the Bachelor of Economics may elect to enrol in the honours program:

(a) with the permission of the University of Sydney Law School and the Faculty of Arts and Social Sciences, by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the University of Sydney Law School; and enrolling in the Bachelor of Advanced Studies and taking an embedded honours component; or

(b) by enrolling in the Bachelor of Advanced Studies and undertaking an embedded honours component after completion of both degrees in the combined program.

4. Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator or head of department after the completion of 144 credit points and the requirements for the Bachelor of Economics, including a program in Economics with an embedded Economics major and 12 credit points from Table O. Admission requires a WAM of at least 70 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours component.

5. To qualify for an award in the Bachelor of Economics and an embedded honours component in the Bachelor Advanced Studies, a candidate must complete the requirements for the Bachelor of Advanced Studies (noting clause 9 (7) below), but include 48 credit points of honours units at 4000 level comprising five coursework seminars and a thesis.

6. For candidates completing the Bachelor of Economics in a combined degree with the Bachelor of Laws and also completing the embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

7. The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A for the Bachelor of Economics.

8. Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the combined degree program. Admission, requirements and calculation of the honours grade are as set out in the resolutions for the Bachelor of Laws.

Award of the degree

The Bachelor of Economics and Bachelor of Laws are awarded in the grades of either Pass or Honours.
Candidates who successfully complete the Bachelor of Economics as specified in 6(3) and also complete an embedded honours component or a stream with the Bachelor of Advanced Studies as specified in clause 6(4) or clause 9(2) shall be awarded the Bachelor of Sydney Economics and Bachelor of Advanced Studies with the appropriate stream or honours.

Candidature in the Bachelor of Economics and Bachelor of Advanced Studies with honours who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degrees for which they fulfil requirements at pass level.

Honours in the Bachelor of Economics with an embedded honours component in the Bachelor of Advanced Studies taken as part of a combined degree with the Bachelor of Laws as specified in 9 above is awarded in classes ranging from First Class to Third Class in accordance with the following table and the resolutions of the Faculty of Arts and Social Sciences.

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<thead>
<tr>
<th>A student who achieves an honours mark in</th>
<th>will be awarded honours...</th>
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<tr>
<td>the range...</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>80 honours mark 100</td>
</tr>
<tr>
<td>2</td>
<td>75 honours mark &lt; 80</td>
</tr>
<tr>
<td>3</td>
<td>70 honours mark &lt; 75</td>
</tr>
<tr>
<td>4</td>
<td>65 honours mark &lt; 70</td>
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</tbody>
</table>

Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.

Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

For candidates qualifying for the Dalyell Stream, the words "Dalyell scholar" will be inserted below the degree name on the testamur.

Cross-institutional study

Cross-institutional study is available in this course subject to the terms set out in the Resolutions of the Faculty of Arts and Social Sciences during the first 144 credit points of the combined degree and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

International exchange

The Faculty of Arts and Social Sciences and the University of Sydney Law School encourage candidates in this course to participate in international exchange programs subject to the terms set out in the Resolutions of the Faculty of Arts and Social Sciences during the first 144 credit points of the combined degree and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

Course transfer

(1) A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Economics by written application to the Faculty of Arts and Social Sciences, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

(2) A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete an embedded honours component or a stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Economics and Bachelor of Laws.

Credit for previous study

Credit transfer is subject to the relevant provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Law School.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions. These resolutions also apply to students who commenced their candidature prior to 1 January, 2020 and who did not elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Candidates who commence candidature after 1 January, 2019 who are seeking credit for prior study should note that the University does not undertake to offer 2020 level units in the Bachelor of Economics prior to 2020 and that it may not be possible to complete requirements for the Bachelor of Economics degree before the end of Semester 2 of that year. Where a student in the Bachelor of Economics proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 or 2020 may complete the requirements according to these resolutions or may proceed in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020. Candidates in the Dalyell stream who commenced prior to 1 January, 2020 may complete the requirements for the stream under 7 (2) of these resolutions.
Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPESUAR02</td>
<td>Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Streams

(1) The Bachelor of Arts is available in the following streams:
(a) Dalyell.
(2) Completion of a stream is not a requirement of the course.
(3) The requirements for completion of the Dalyell Stream are as specified in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4. Faculty management

(1) Candidates in this combined degree program will be under the general supervision of the Faculty of Arts and Social Sciences for the duration of the combined degree course.
(2) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for teacher education must also be met. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.
(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) or equivalent set by the Board of Interdisciplinary Studies.

6. Requirements for award

(1) The units of study that may be taken for the degrees in the combined program are set out in:
(a) the Table of Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts units of study; and
(b) Table A for the Bachelor of Arts/Bachelor of Advanced Studies; and
(c) Table S from the Shared Pool for Undergraduate Degrees;
(d) Table O from the Shared Pool for Undergraduate Degrees; and
(e) for students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.

These resolutions, except where otherwise specified, Table A, Table S, and Table O, and Table D mean Table A, Table S, and Table O, and Table D as specified here.

(2) To qualify for the award of the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts, a candidate must complete 240 credit points of units of study, comprising:
(a) 108 units from Table A, Table S or Table O as appropriate;
(i) a major from Table A, which must align with the first teaching area;
(ii) a minimum of 24 and a maximum of 48 credit points in a second teaching area from Table A or Table S;
(iii) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units from the Open Learning Environment as set out in Table O;
(iv) for students enrolled in the Dalyell Stream:
(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(2) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
(v) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:
(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(vi) elective units from Table A, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D as appropriate;
(vii) if enrolled in a stream, complete the requirements for the stream in Table D or
(b) 132 credit points of units of study from the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts Table.

(3) The enrolment pattern for these requirements is set out below.
Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts

(a) Year 1:

(i) 12 credit points of Education One units of study from the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts Table;
(ii) 12 credit points of 1000-level units or, for non-beginner language students, equivalent first year units from an Arts Major according to the requirements set out in Table A which shall be the first teaching area;
(iii) 12 credit points of 1000-level units of study or, for non-beginner language students, equivalent first year units in a second teaching area, chosen from Table A or Table S which shall be the second teaching area;
(iv) 12 credit points of elective units from Table A, or Table S, Table O or, for students in the Dalyell stream, Table D.
(b) Year 2:

(v) 24 credit points of units of study from the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts Table, including 12 credit points of Education Two units and 12 credit points of Curriculum and Professional Studies units;
(vi) 12 credit points of 2000-level units or, for non-beginner language students, equivalent second year units from the Arts major (first teaching area) selected according to 2 (a) (ii) above as set out in Table A; and
(vii) 12 credit points of 2000-level units or, for non-beginner language students, equivalent second year units from the second teaching area selected according to 2 (a) (ii) above area, chosen from Table A or Table S.
(c) Year 3:

(i) 36 credit points of Curriculum and Professional Studies units of study from the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts Table, including 24 credit points of teaching area units; and
(ii) 12 credit points of 3000-level units or, for non-beginner language students, equivalent third year units from the Arts major (first teaching area) selected according to 2 (a) (i) above as set out in Table A.
(d) Year 4:

(i) 36 credit points of Curriculum and Professional Studies units of study from the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts Table, including 12 credit points of teaching area units; and
(ii) 12 credit points of 3000-level units or, for non-beginner language students, equivalent third year units from the Arts Major (first teaching area) selected according to 2 (a) (i) above as set out in Table A.
(e) Year 5:

(i) 24 credit points of Curriculum and Professional Studies units of study from the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts Table, including 6 credit points of Education Three Optional units; and 18 credit points of Curriculum and Professional Studies units; and
(ii) 12 credit points of 3000-level units or, for non-beginner language students, equivalent third year units from the second teaching area selected according to 2 (a) (ii) above or 12 credit points of elective units from the Faculty of Humanities and Social Sciences as listed in Table A; and
(iii) 12 credit points of study from the Open Learning Environment as listed in Table O or, for students in the Dalyell stream, Table D according to 2 (a) (iii-v) above.

(4) Selection of majors, minors and units of study must align with requirements set by the Faculty, relevant Schools and departments, and regulatory bodies or accrediting agencies.

7. Majors

(1) Completion of a major in the first teaching area as set out in Table A for the Bachelor of Arts is a requirement of the Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts. Candidates have the option of completing a minor in the second teaching area as set out in Table A or Table S. Both the major and the minor must support the teaching areas.

(2) The majors and corresponding teaching areas available in the Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts are:

<table>
<thead>
<tr>
<th>Teaching areas</th>
<th>Majors in the Faculty of Arts and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>Indigenous Studies</td>
</tr>
<tr>
<td>Ancient History *</td>
<td>Ancient History</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic Language Literature and Culture</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese Studies</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>French</td>
<td>French Studies</td>
</tr>
<tr>
<td>German</td>
<td>Germanic Studies</td>
</tr>
<tr>
<td>Classical Hebrew and Judaeo Studies</td>
<td>Modern Hebrew or Biblical Studies and Classical Hebrew</td>
</tr>
<tr>
<td>Hebrew (Modern)</td>
<td>Hebrew (Modern)</td>
</tr>
<tr>
<td>Modern History *</td>
<td>History</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Indonesian Studies</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian Studies</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese Studies</td>
</tr>
<tr>
<td>Korean</td>
<td>Korean Studies</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>Modern Greek Studies</td>
</tr>
<tr>
<td>Drama</td>
<td>Theatre and Performance Studies</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish and Latin American Studies</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics or Economic Policy</td>
</tr>
<tr>
<td>Economics</td>
<td>Political Economy</td>
</tr>
</tbody>
</table>

* Candidates selecting Ancient History as a first teaching area may not choose Modern History as a second teaching area and vice versa.

(3) The minors and majors available as second teaching areas in the Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts are:

<table>
<thead>
<tr>
<th>Teaching areas</th>
<th>Minors available as second majors in the Faculty of Arts and Social Sciences</th>
</tr>
</thead>
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<tr>
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</table>
Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts

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<td>Chinese Studies</td>
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</tr>
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<td>Geography</td>
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<td>Linguistics</td>
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<td>TESOL</td>
<td>Languages Other Than English</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Work and Organisational Studies</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Political Economy</td>
</tr>
</tbody>
</table>

*Candidates selecting Ancient History as a first teaching area may not choose Modern History as a second teaching area and vice versa.

(4) Requirements for majors are as set out in Table A.

(5) Requirements for minors are as set out in Table S.

8. Progression rules

(1) Except with permission of the Dean a candidate must complete all unit of study requirements specified for each year, including Professional Experience units, before proceeding to the next year.

(2) Progression within a major, minor or program:

(a) Except with the permission of the relevant major, minor or program coordinator (except a language major), candidates must pass all 1000-level units of study within a major, program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass all 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(b) Candidates in a language major commence at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(3) Progression within the Dalyell Stream:

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

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

9. Requirements for the Honours degree

(1) Honours is available to meritorious candidates, in either Education or an area of study in the Bachelor of Arts.

(2) Honours in Education requires the completion of an alternative 12 credit point honours pathway described in the Bachelor of Education (Secondary: Humanities and Social Sciences) Table of units. Completion of the degree is required in the minimum standard fulltime duration.

(3) Honours in an area of study in the Bachelor of Arts is available to meritorious students by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts combined degree.

(4) For candidates completing the Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 132 credit points of units of study from the Bachelor of Education(Secondary: Humanities and Social Sciences)/Bachelor of Arts Table specified in 6 (2) (b).

(5) Admission and award requirements for honours in the Bachelor of Education (Secondary: Humanities and Social Sciences) are set out in these resolutions and in the Resolutions of the Faculty of Arts and Social Sciences. Admission and award requirements for honours in an area of the Bachelor of Arts are listed in the Resolutions of the Bachelor of Arts/Bachelor of Advanced Studies, Table A and the Bachelor of Advanced Studies.
10. **Award of the degrees**

1. The Bachelor of Education (Secondary: Humanities and Social Science) is awarded at either Pass or Honours level.
2. The Bachelor of Arts is awarded at pass level. Honours in Arts is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
3. Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfill requirements.
4. The honours degree in the Bachelor of Education (Secondary: Humanities and Social Science) is awarded in classes ranging from First Class to Second Class according to the rules specified in the Resolutions of the Faculty of Arts and Social Sciences.

11. **Course transfer**

A candidate may abandon the combined program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree.

12. **Transitional provisions**

1. These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts degree under the resolutions that applied at 1 January, 2018.

2. Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020, and provided that there is no suspension of candidature. In which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time. Candidates in the Dalyell Stream who commenced prior to 1 January, 2018 may complete the requirements for the stream under Part 6 of these resolutions.
Bachelor of Education (Secondary: Mathematics) and Bachelor of Science

Bachelor of Education (Secondary: Mathematics) and Bachelor of Science

These resolutions must be read in conjunction with applicable University Bye-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
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<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPESMSCI-03</td>
<td>Bachelor of Education (Secondary: Mathematics) and Bachelor of Science</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Streams

(1) The Bachelor of Science is available in the following streams
   (a) Dalyell.
   (2) Completion of a stream is not a requirement of the course.
   (3) The requirements for the completion of the Dalyell Stream are as specified in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4. Cross faculty management

(1) Candidates in this combined degree program will be under the general supervision of the Faculty of Arts and Social Sciences for the duration of the combined degree course.
   (2) The Deans of the Faculty of Arts and Social Sciences and the Faculty of Science shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for teacher education must also be met. Special admission pathways are open for aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.
   (2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) or equivalent set by the Board of Interdisciplinary Studies.

6. Requirements for award

(1) The units of study that may be taken for the degrees in the combined program are set out in:
   (a) Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table of units of study;
   (b) Table A for the Bachelor of Science/Bachelor of Advanced Studies;
   (c) Table S from the Shared Pool for Undergraduate Degrees; and
   (d) Table O from the Shared Pool for Undergraduate Degrees. For students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.

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

   (2) To qualify for the award of Education (Secondary: Mathematics) and Bachelor of Science, a candidate must complete 240 credit points of units of study comprising:
      (a) 108 units from Table A, Table S, or Table O or, for students enrolled in the Dalyell Stream, Table D, including:
          (i) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A or, for students taking mathematics core units as part of their major, and 12 credit points of 1000-level science elective units of study (excluding units whose alphanumeric code begins with MATH) as specified in Table A; and
          (ii) a Major from Table A (the first teaching area);
          (iii) a minimum of 24 and a maximum of 48 credit points in a second teaching area from Table A or Table S;
          (iv) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units from the Open Learning Environment as set out in Table O;
          (v) for students enrolled in the Dalyell Stream;
              (1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
              (2) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
          (vi) For students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study;
              (1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
              (ii) Elective units from Table A, or Table S, Table O or, for students enrolled in the Dalyell Stream, Table D as appropriate.
              (iii) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D;
Bachelor of Education (Secondary: Mathematics) and Bachelor of Science

(1) 132 credit points of units of study from the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table.

(3) The enrolment pattern for these requirements is set out below.

(a) Year 1:
   (i) 12 credit points of 1000 level or 2000 level science elective units of study (excluding Mathematics) as set out in Table A; and
   (ii) 12 credit points of 1000 level units from one of the Mathematics Major listed in section 7 below according to the requirements set out in Table A which shall be the first teaching area;
   (iii) 12 credit points of 1000 level units of study in a second teaching area, chosen from Table A or Table S.
   (iv) Candidates who intend on having Science as their second teaching area must include in the above requirements 12 credit points of units of study of one of either Biology, Chemistry or Physics.

(b) Year 2:
   (i) 24 credit points of units of study from the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table, including 12 credit points of Education Two units and 12 credit points of Curriculum and Professional Studies units;
   (ii) 12 credit points of 2000 level units from the Mathematics Major (first teaching area) selected according to 2 (a) (iii) above as set out in Table A; and
   (iii) 12 credit points of 2000 level units from the second teaching area selected according to 2 (a) (iv) above, area, chosen from Table A or Table S.

(c) Year 3:
   (i) 36 credit points of Curriculum and Professional Studies units of study from the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table, including 24 credit points of teaching area units; and
   (ii) 6 credit points of 2000 level selective units and 6 credit points of level 3000 units from the Mathematics Major (first teaching area) selected according to 2 (a) (iii) above as set out in Table A.

(d) Year 4:
   (i) 36 credit points of Curriculum and Professional Studies units of study from the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table, including 12 credit points of teaching area units; and
   (ii) 12 credit points of 3000 level units from the Mathematics Major (first teaching area) selected according to 2 (a) (iii) above as set out in Table A, one of which must include an approved research, industry, community, entrepreneurship project.

(e) Year 5:
   (i) 24 credit points of Curriculum and Professional Studies units of study from the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table, including 6 credit points of Education Three Optional units; and
   (ii) 18 credit points of Curriculum and Professional Studies units; and
   (iii) 12 credit points of 3000 level units from the second teaching area selected according to 2 (a) (iv) above or 12 credit points of elective units as listed in Table A or Table S; and
   (iv) 12 credit points of study from the Open Learning Environment as listed in Table O or from Table D according to 2 (a) (iv-vi) above.

(4) Selection of minors, majors and units of study must align with requirements set by the Faculty, relevant Schools and departments, and regulatory bodies or accrediting agencies.

7. Majors

(1) Completion of a major in Mathematics as set out in Table A is a requirement of the Bachelor of Education (Secondary: Mathematics)/Bachelor of Science. Candidates have the option of completing a minor as set out in Table A or S of the Shared Pool for Undergraduate Degrees. Both the major and the minor must support the teaching areas.

(2) The majors available in the Bachelor of Education (Secondary: Mathematics)/Bachelor of Science are:
   (a) Mathematics
   (b) Mathematics
   (c) The minors available as second teaching areas in the Bachelor of Education (Secondary: Mathematics)/Bachelor of Science can be found in Table A or S. Selection of minors and units of study must align with requirements set by regulatory bodies.

8. Progression rules

(1) Except with permission of the Dean, a candidate must complete all unit of study requirements specified for each year, including Professional Experience units, before proceeding to the next year.

(2) Progression within the Dalyell Stream:
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may continue in the Dalyell Stream at a level determined by the Board of Interdisciplinary Studies in each year of study or for each 12 credit point block to continue in the Dalyell Stream. Candidates who do not maintain a Cross-Semester Average Mark (CSAM) or Annual Average Mark at a level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.
   (b) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not do any other stream additional to the maximum credit points for their award course except with approval of the Associate Dean.

9. Requirements for award with Honours

(1) Honours is available to meritorious candidates, in either Education or Science.

(2) Honours in Education requires the completion of an alternative 12 credit-point honors pathway described in the Bachelor of Education (Secondary: Mathematics) Table of units. Completion of the degree is required in the minimum standard full-time duration.

(3) Honours in Mathematics in the Faculty of Science is available to meritorious students by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Education (Secondary: Mathematics)/Bachelor of Science combined degree.

(4) For candidates completing the Bachelor of Education (Secondary: Mathematics)/Bachelor of Science and also completing an embedded honours component in Mathematics in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 132 credit points of units of study from the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science Table.

(5) Admission and award requirements for honours in the Bachelor of Education (Secondary: Mathematics) are set out in these resolutions and in the Resolutions of the Faculty of Arts and Social Sciences. Admission and award requirements for honours in the Bachelor of Science are listed in the Resolutions of the Faculty of Science and the Bachelor of Science/Bachelor of Advanced Studies.

10. Award of the degrees

(1) The Bachelor of Education (Secondary: Mathematics), is awarded at either Pass or Honours level.

(2) The Bachelor of Science is awarded at pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The honours degree in the Bachelor of Education (Secondary: Mathematics) is awarded in classes ranging from First Class to Second Class according to the rules specified in the Resolutions of the Faculty of Arts and Social Sciences.

11. Course transfer
(1) A candidate may abandon the combined program and elect to transfer to the Faculty of Science and complete the Bachelor of Science in accordance with the resolutions governing that degree.

12. Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts degree under the resolutions that applied at 1 January, 2017.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time. Candidates for the Dalyell Stream who commenced prior to 1 January, 2020 may complete requirements for the stream under Part 6 of these resolutions.
Bachelor of Education (Secondary: Science) and Bachelor of Science

Bachelor of Education (Secondary: Science) and Bachelor of Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPESSCI-03</td>
<td>Bachelor of Education (Secondary: Science) and Bachelor of Science</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Science is available in the following streams:
   (a) Dalyell.
   (2) Completion of a stream is not a requirement of the course.

3 Cross-faculty management

(1) Candidates in this combined degree program will be under the general supervision of the Faculty of Arts and Social Sciences for the duration of the combined degree course.
   (2) The Deans of the Faculty of Arts and Social Sciences and the Faculty of Science shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

4 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for teacher education must also be met. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule 2014 and the Coursework Policy 2014.
   (2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) or equivalent set by the Board of Interdisciplinary Studies, or equivalent standard.

5 Requirements for award

(1) The units of study that may be taken for the degrees in the combined program are set out in:
   (a) the Bachelor of Education (Secondary: Science) and Bachelor of Science table of units of study;
   (b) Table A for the Bachelor of Science/Bachelor of Advanced Studies;
   (c) Table S from the Shared Pool for Undergraduate Degrees;
   (d) Table O from the Shared Pool for Undergraduate Degrees; and-
   (e) For students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.

(2) In these resolutions, except where otherwise specified, Table A, Table S, and Table O, and Table D mean Table A, Table S, and Table O, and Table D as specified here.

(3) To qualify for the award of the Bachelor of Education (Secondary: Science) and Bachelor of Science, a candidate must complete 240 credit points of units of study, comprising:
   (a) 108 units from Table A, Table S or Table O or, for students enrolled in the Dalyell Stream, Table D, including:
      (i) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement);
      (ii) a major from Table A (the first teaching area);
      (iii) a minimum of 24 and a maximum of 48 credit points in a second teaching area from Table A or Table S;
      (iv) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units from the open learning environment as set out in Table O;
   (v) for students enrolled in the Dalyell Stream:
      (1) a minimum of 6 credit points of units in the Open Learning Environment as specified in Table O; and
      (2) a minimum of 12 credit points of Dalyell units of study as specified in Table D.

21 October 2019 9:55:10 NOT ACADEMIC BOARD APPROVED
Bachelor of Education (Secondary: Science) and Bachelor of Science

(vii) Elective units from Table A, Table B, and Table C, as appropriate; and
(viii) if enrolled in a stream, complete the requirements for the stream in Table A or Table B.
(b) 12 credit points of units of study from the Bachelor of Education (Secondary: Science) and Bachelor of Science Table.

(3) The enrolment pattern for these requirements is set out below.

(a) 12 credit points of Education One units of study from the Bachelor of Education (Secondary: Science) and Bachelor of Science Table;
(b) 12 credit points of Education Two units and 12 credit points of Curriculum and Professional Studies units;
(c) 12 credit points of 1000-level units from one of the Science Majors listed in section 7 below according to the requirements set out in Table A which shall be the first teaching area;
(d) 12 credit points of 1000-level units of study in a second teaching area, chosen from Table A.
(e) Candidates must include in the above requirements 12 credit points of units of study of one of either Biology, Chemistry or Physics.
(f) Mathematics.

(d) Physics
(b) Chemistry
(a) Biology
(c) Geology and Geophysics (Teaching area: Earth & Environmental Science)
(d) Physics
(e) Environmental Science (only available to candidates in Environmental Science Program; Teaching area: Earth and Environmental Science).
(f) Mathematics.

(3) The minors available as second teaching areas in the Bachelor of Education (Secondary: Science)/Bachelor of Science are:
(a) Biology
(b) Chemistry
(c) Geology and Geophysics (Teaching area: Earth & Environmental Science)
(d) Physics
(e) Geography
(f) Mathematics.

(4) Requirements for minors and second majors are as set out in Table A and in Table S.

7 Majors

(1) Completion of a major in the first teaching area as set out in Table A is a requirement of the Bachelor of Education (Secondary: Science)/Bachelor of Science. Candidates have the option of completing a minor offered by the Faculty of Science in the second teaching area as set out in Table A or S of the Shared Pool for Undergraduate Degrees. Both the major and the minor must support the teaching areas.

(2) The majors available in the Bachelor of Education (Secondary: Science)/Bachelor of Science are:
(a) Biology
(b) Chemistry
(c) Geology and Geophysics (Teaching area: Earth & Environmental Science)
(d) Physics
(e) Environmental Science (only available to candidates in Environmental Science Program; Teaching area: Earth and Environmental Science).

(3) The minors available as second teaching areas in the Bachelor of Education (Secondary: Science)/Bachelor of Science are:
(a) Biology
(b) Chemistry
(c) Geology and Geophysics (Teaching area: Earth & Environmental Science)
(d) Physics
(e) Geography
(f) Mathematics.

(4) Requirements for minors and second majors are as set out in Table A and in Table S.

8 Progression rules

(1) Except with permission of the Dean, a candidate must complete all unit of study requirements specified for each year, including Professional Experience units, before proceeding to the next year.

(2) Progression within the Dalyell Stream

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

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream. Candidates must achieve a Cross-Semester average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study by or each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

9 Requirements for the Honours degree

(1) Honours is available to meritorious candidates, in either Education or Science.
Honours in Education requires the completion of an alternative 12 credit-point honours pathway described in the Bachelor of Education (Secondary: Science) Table of units. Completion of the degree is required in the minimum standard full-time duration.

Honours in Science is available to meritorious students by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Education (Secondary: Science)/Bachelor of Science combined degree.

For candidates completing the Bachelor of Education (Secondary: Science)/Bachelor of Science and also completing an embedded honours component in Science in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 132 credit points of units of study from the Bachelor of Education (Secondary: Science) and Bachelor of Science Table specified in 6(2)(b).

Admission and award requirements for honours in the Bachelor of Education (Secondary: Science) are set out in these resolutions and in the Resolutions of the Faculty of Arts and Social Sciences. Admission and award requirements for honours in the Bachelor of Science are listed in the Resolutions of the Faculty of Science and the Bachelor of Advanced Studies.

**Award of the degrees**

1. The Bachelor of Education (Secondary: Science) is awarded at either Pass or Honours level.
2. The Bachelor of Science is awarded at Pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
3. Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.
4. The honours degree in the Bachelor of Education (Secondary: Science) is awarded in classes ranging from First Class to Second Class according to the rules specified in the Resolutions of the Faculty of Science Arts and Social Sciences.

**Course transfer**

A candidate may abandon the combined program and elect to transfer to the Faculty of Science and complete the Bachelor of Science in accordance with the resolutions governing that degree.

**Transitional provisions**

1. These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts degree under the resolutions that applied at 1 January, 2017.

2. Candidates who commenced prior to 1 January, 2018/2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2026 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Engineering Honours

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

The Bachelor of Engineering Honours provides students with advanced knowledge and special proficiency in the professional work of engineering.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) The Bachelor of Engineering Honours is available in the following streams:
(a) Aeronautical Engineering
(b) Biomedical Engineering
(c) Chemical and Biomolecular Engineering
(d) Civil Engineering
(e) Electrical Engineering
(f) Mechanical Engineering
(g) Mechatronic Engineering
(h) Software Engineering
(i) With Space Engineering Major
(j) Dalyell

(2) Completion of a stream is a requirement of the course. Candidates who qualify for the Dalyell stream must complete another stream in conjunction with the Dalyell stream. Candidates who qualify for the Space major must complete another stream in conjunction with the Space major, chosen from Aeronautical, Mechanical, or Mechatronic. The requirements for the completion of each stream are as specified in the relevant degree tables and in the case of the Dalyell stream, in Table 4D of the Shared Pool for Undergraduate Degrees for the Dalyell stream.

(3) Students may apply to change streams by direct application to the Faculty Office/Student Centre. Approval is required from the relevant Associate Dean for any case. Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will able to complete the new stream in the normal time period.

(4) Flexible First Year
(a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year program pathway, instead of choosing a particular stream.
(b) The Flexible First Year Program pathway is listed in the Flexible First Year Table. At the end of Semester 1 Students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program pathway for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.
(c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering program stream will be guaranteed approval to transfer into that program stream, even though they chose the Flexible First Year Program pathway. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program pathway that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent standard.
5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Honours Flexible First Year Table of units of study, the Bachelor of Engineering Honours Core Table, the Bachelor of Engineering Honours Stream Core Tables, and the Bachelor of Engineering Honours Stream Specialist Tables of units of study for the specialised stream in the degree.

(2) To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:
(a) successfully complete 192 credit points comprising:
   (i) A minimum of 36 credit points from the Engineering Core Table, including all required units;
   (ii) A minimum of 108 credit points from the Engineering Stream Table pertaining to the specialist stream being undertaken, including all required units;
   (iii) A minimum of 48 credit points of additional units from the Engineering Stream Specialist Table pertaining to the specialist stream being undertaken, including satisfying any additional requirements specified for the Specialist Table.
(b) Successfully complete the requirements of the Professional Engagement Program.
(3) The class of Honours will be determined by the EIHWAM.

6 Progression rules

(1) Progression within the Dalyell Stream
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
   (b) Candidates must achieve an Cross-Semester Average Mark (CSAM) Annual Average Mark (AAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain an CSAM Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.
   (c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

7 Level of Honours Awarded

(1) The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's EIHWAM.

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

8 Majors

(1) There is no requirement to complete a major.
(2) Availability of Majors:
   (a) Except where otherwise specified in the details of a specific major, a major will be available to all students who satisfy the requirements of that major. The availability of the major does not however mean that the units of study listed in the table for the major (or required prerequisite units of study) will be available to all students, or that students in all streams will have sufficient free electives to complete the required units.
   (b) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2) and where they satisfy the requirements for those majors. When completing multiple majors, no 3000-level or higher unit may be counted towards satisfying the requirements of more than one major.
   (c) Students cannot be awarded a major that has a title directly associated with the name of their stream.
   (d) Students are eligible to attempt the Space Engineering major based on either a separate and specific admission pathway or on application at the end of any calendar year having achieved an AAM approved by the Dean or nominee.
   (e) There are no restrictions on students attempting majors other than the Space Engineering major.
(3) A major requires:
   (a) the completion of 48 credit points, chosen from units of study listed in the table for that major; and
   (b) satisfying any additional requirements specified for the major, and listed with the table of units for the major.
(4) The majors available are:
   (a) Chemical Engineering
   (b) Computational Engineering
   (c) Computer Engineering
   (d) Construction Management
   (e) Electrical Engineering
   (f) Energy and the Environment
   (g) Engineering Design
   (h) Environmental Engineering
   (i) Fluids Engineering
   (j) Food and Bioprocessing
   (k) Geotechnical Engineering
   (l) Humanitarian Engineering
   (m) Information Technology
   (n) Intelligent Information Engineering
   (o) Internet of Things
   (p) Materials Science and Engineering
   (q) Mechanical Engineering
   (r) Mechatronic Engineering
   (s) Power Engineering
   (t) Process Intensification
   (u) Robotics and Intelligent Systems
   (v) Space Engineering
   (w) Structures
9 Transitional Provisions

(1) These resolutions will take effect from 1 January 2020.
(2) Candidates who commenced prior to 1 January 2020 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes;
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Bachelor of Engineering Honours combined degrees

Bachelor of Engineering Honours and Bachelor of Arts
Bachelor of Engineering Honours and Bachelor of Commerce
Bachelor of Engineering Honours and Bachelor of Design in Architecture
Bachelor of Engineering Honours and Bachelor of Laws
Bachelor of Engineering Honours and Bachelor of Project Management
Bachelor of Engineering Honours and Bachelor of Science

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>BHENGART-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
</tr>
<tr>
<td>BHENGCOM-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
</tr>
<tr>
<td>BHENGDAR-02</td>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BHENGLAW-02</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
</tr>
<tr>
<td>BHENGPRM-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
<tr>
<td>BHENGSCI-03</td>
<td>Bachelor of Engineering and Bachelor of Science</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

(1) The attendance pattern for the following programs is full-time only. The attendance pattern for all other Bachelor of Engineering Honours combined courses is full time or part time.
(a) Bachelor of Engineering Honours and Bachelor of Design in Architecture
(b) Bachelor of Engineering Honours and Bachelor of Laws

(2) Part time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) Completion of a stream is a requirement of the Bachelor of Engineering Honours and students in combined degrees are subject to the stream requirements in the Bachelor of Engineering Honours course resolutions.
(2) Students in the Bachelor of Engineering Honours combined degrees can change the stream of the Bachelor of Engineering Honours portion of their combined degree in accordance with the same requirements specified in the Bachelor of Engineering Honours resolutions.
(3) Flexible First Year
Students gaining entry to any of the Bachelor of Engineering Honours combined degrees may also choose to undertake the Flexible First Year program pathway under the same requirements as specified in the Bachelor of Engineering Honours resolutions.
(4) Within the Bachelor of Engineering Honours and Bachelor of Design in Architecture, the Bachelor of Engineering Honours is available only in the Civil Engineering stream. For all other Bachelor of Engineering Honours combined degrees, the streams available for the Bachelor of Engineering Honours are listed under the course resolution for the Bachelor of Engineering Honours.
(5) The Bachelor of Science degree is available in the following streams:
(a) Health
(b) Medical Science
(c) Dalyell
(6) The Bachelor of Arts degree is available in the following streams:
(a) Dalyell
(7) The Bachelor of Commerce degree is available in the following streams:
(a) Dalyell
(8) Completion of a stream is not a requirement of the Bachelor of Science, the Bachelor of Arts, or the Bachelor of Commerce. The requirements for the completion of each stream are as specified in Table A for the relevant degree, or, in the case of the Dalyell stream, Table 5D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
(9) Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-Faculty Management

(1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering-Information Technologies until the end of the semester in which they complete the requirements for the Bachelor of Engineering Honours. They will then be under the supervision of the University of Sydney Law School. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering-Information Technologies for the duration of the combined program.
Bachelor of Engineering Honours combined degrees

(2) The Dean of the Faculty of Engineering and Information Technologies and the Dean of the Faculty hosting the associated combined degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

(1) Admission to these degrees is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

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

6 Requirements for Award

(1) To qualify for the award of the combined degree:

(a) For all Bachelor of Engineering Honours combined degrees except the Bachelor of Engineering Honours and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses.

(b) For the Bachelor of Engineering Honours and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.

(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering Honours specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.

(2) For the Bachelor of Engineering Honours component of a combined degree:

(a) The units of study that may be taken for the Bachelor of Engineering Honours component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering Honours single degree;

(b) Except where varied by other clauses of these resolutions, all candidates must:

(i) complete a minimum of 144 credit points comprising:

(1) 36 credit points from the Engineering Core Table, including all required units; and

(2) 108 credit points from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;

(ii) successfully complete the requirements of the Professional Engagement Program.

(c) The Faculty Board may, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree combinations, units within the normal requirements for the Bachelor of Engineering Honours component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.

(3) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:

(a) The units of study that may be set out in Table A for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce degrees, and Table S and Table O and, for students enrolled in the Dalryll stream, Table D of the Shared Pool for Undergraduate Degrees.

(b) In these resolutions Table A refers to Table A of the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce according to the degree in which the candidate is enrolled as a component of one of the combined degrees, (respectively) Bachelor of Engineering Honours and Bachelor of Arts, Bachelor of Engineering Honours and Bachelor of Science, or Bachelor of Engineering Honours and Bachelor of Commerce. Table S refers to Table S, and Table O and Table D refers to Table S and Table O and Table D as stated here.

(c) Candidates must complete 96 credit points in the Bachelor of Arts, or the Bachelor of Science or the Bachelor of Commerce including:

(i) any required degree core units as set out in Table A of the degree in which the candidate is enrolled; and

(ii) a major (48 credit points) or a 3-year program with an embedded major from Table A of the degree in which the candidate is enrolled; and

(iii) for students not enrolled in the Dalryll stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

(iv) for students enrolled in the Dalryll stream:

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(2) a minimum of 12 credit points of units of study as specified in Table D.

(v) for students previously but no longer enrolled in the Dalryll stream who have completed at least 6 credit points of Dalryll units of study:

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.

(vi) where appropriate, additional electives from Table A of the degree in which the candidate is enrolled, or Table S or, for students enrolled in the Dalryll stream, Table D;

(vii) if enrolled in a stream, complete the requirements for the stream as specified in Table A of the degree in which the candidate is enrolled or Table D.

(4) For the Bachelor of Design in Architecture component of a combined degree:

(a) Candidates must complete 96 credit points of units of study from the Bachelor of Engineering Honours (Civil) and Bachelor of Design in Architecture - Architecture Table.

(b) The Bachelor of Laws component of a combined degree in which a candidate has completed 144 credit points of Law units of study taken from the University of Sydney School of Law Undergraduate Table, comprising:

(a) 102 credit points of compulsory units of study; and

(b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.

(c) Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study: enrolment in LAWS6000/JURS6000 units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study;

(ii) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws;

(iii) students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.

(6) For the Bachelor of Project Management component of a combined degree:

(a) Candidates must complete 96 credit points comprising:

(i) 84 credit points of core units as set out in the Bachelor of Project Management Unit of Study Table and

(ii) 12 credit points of electives from either the elective units set out in the Bachelor of Project Management Unit of Study Table, or from the Stream Electives in the candidate’s Bachelor of Engineering Honours Stream.
Majors and Programs

(1) For the Bachelor of Engineering Honours component of a combined degree:
   (a) The conditions for awarding of a major, and the majors available, are the same as for the Bachelor of Engineering Honours degree.
   (b) Where a candidate wishes to complete a major, and that major requires completion of additional credit points beyond the standard requirements, then such enrolment will be allowed for the first major to be completed, up to 240cp in total, provided the candidate utilises all allowed elective components in satisfying the requirements of the major.

(2) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:
   (a) Completion of a major or a program which contains a major from Table A of the degree in which the candidate is enrolled is a requirement. The majors and programs available and requirements for completing the degrees are as specified in Table A of the degree in which the candidate is enrolled.

Requirements for Honours

(1) Honours in the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce is available to meritorious candidates as part of the combined degree with the Bachelor of Engineering Honours by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component, after completing 240 credit points and satisfying requirements for the combined degree.

(2) For candidates completing the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce in a combined degree with the Bachelor of Engineering Honours and also completing an embedded honours component in the who subsequently undertake the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be deemed to be met by the 144 credit points of Engineering units specified in 6 (2) above.

(3) The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in the relevant faculty resolutions and degree resolutions for the honours component taken and Table A for the degree in which the candidate was enrolled as a component of the combined degree.

(4) Honours in the Bachelor of Project Management, the Bachelor of Design in Architecture and the Bachelor of Laws is available to meritorious candidates. The requirements for honours are detailed in the resolutions of the Bachelor of Project Management, the Bachelor of Design in Architecture and the Bachelor of Laws.

Award of the Degrees

1. Candidates will be awarded a separate testamur for the Bachelor of Engineering Honours and for the partner bachelor degree.

2. Candidates who successfully complete the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component as specified in 2 (2) and also complete an embedded honours component with the Bachelor of Advanced Studies shall be awarded the Bachelor of Advanced Studies separately with honours in the appropriate discipline.

3. Candidates for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce with an honours component in the Bachelor of Advanced Studies with honours who do not meet the requirements for the Bachelor of Advanced Studies, will be determined by the Board of Interdisciplinary Studies.

4. The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent degrees.

5. Candidates for the award of the Bachelor of Design in Architecture (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Design in Architecture pass degree.

6. The Bachelor of Laws can be awarded in the grades of either Pass or Honours. Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the resolutions of the Bachelor of Laws.

Course Transfer

1. For the Bachelor of Engineering Honours combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture and Bachelor of Project Management, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the associated combined degree in accordance with the resolutions governing that degree.

2. For the Bachelor of Engineering Honours combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering Honours, by written application to the Faculty of Engineering and Information Technologies, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidate in the Bachelor of Laws will cease in these circumstances.

3. For the Bachelor of Engineering Honours combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.

4. Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

5. A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements for an embedded honours component or a stream may abandon the Bachelor of Advanced Studies and return to the combined degree.

Progression Rules

1. General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering and Information Technologies.

2. Candidates in a combined law program:
   (a) must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
   (b) except with the permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Engineering Honours before proceeding to Year Five of the Bachelor of Laws.

3. Progression within the Dalyell Stream
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

   (b) Candidates must achieve an Cross-Semester Mark (CSAM)/Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, major program or minor but will not remain in the Dalyell Stream.

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

4. Progression within the Bachelor of Science (Medical Science) Stream
   Students in this stream will be required to meet the progression requirements for the stream.

Transitional Provisions

1. These resolutions apply to students who commenced their candidature on or after 1 January 2020. 2020.
(2) Students who commenced their candidature prior to 1 January 2020 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
For the Bachelor of Science, Bachelor of Commerce and Bachelor of Arts, transitional arrangements will be as specified in the relevant set of resolutions.
Bachelor of Advanced Computing and combined degrees

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

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1. **Course codes**

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<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>BP COMPUTUT-01</td>
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<tr>
<td>BPADVCMP-01</td>
<td>Bachelor of Advanced Computing</td>
</tr>
<tr>
<td>BPACMSCI-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Science</td>
</tr>
<tr>
<td>BPACMCOM-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Commerce</td>
</tr>
</tbody>
</table>

2. **Attendance Pattern**

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

3. **Streams**

1. The Bachelor of Computing is not available in streams.
2. The Bachelor of Advanced Computing is available in the Dalyell stream.
3. Completion of a stream is not a requirement of the Bachelor of Advanced Computing. The requirements for the Dalyell stream are set out in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer into or out of the Dalyell stream should contact the Student Centre. Candidates who wish to exit the Dalyell Stream should do so through the enrolment system or by contacting the Student Centre.
4. The Bachelor of Science, as part of the Bachelor of Advanced Computing / Bachelor of Science combined degree, is available in the following streams:
   - Dalyell
   - Health
   - Medical Science
   Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between the Bachelor of Science streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
5. The Bachelor of Commerce, as part of the Bachelor of Advanced Computing / Bachelor of Commerce combined degree, is available in the following streams:
   - Dalyell
   Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell stream are set out in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer into or out of the Dalyell stream should contact the Student Centre. Candidates who wish to exit the Dalyell stream should do so through the enrolment system or by contacting the Student Centre.

4. **Cross-Faculty Management**

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

5. **Admission to Candidature**

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

21 October 2019 9:57:36 NOT ACADEMIC BOARD APPROVED
Bachelor of Advanced Computing and combined degrees

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

6. Requirements for Award

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

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

2. For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table S, Table O and Table D mean Table S, Table O or Table D from the Shared Pool for Undergraduate Degrees.

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

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

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

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

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

   a. 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
   b. An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
   c. At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
   d. Degree core: 12 credit points of mathematics degree core units of study as set out in Table A for the Bachelor of Science (students may count the units from their major(s) or minor(s) to fulfill this requirement) and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfill this requirement); and
   e. A Commerce Major (48 credit points) or a 3-year program with an embedded major from Table A for the Bachelor of Science, and which is different from the major completed to satisfy requirements specified clause 6 (4)(b) above (note: candidates taking Computational Data Science to fulfill requirements specified in clauses 6 (4) (b) may not take Data Science to fulfill requirements for the second major specified in this clause);
   f. If enrolled in a stream, requirements for the stream as specified in Table A for the Bachelor of Science or Table S;
   g. for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
   h. for students enrolled in the Dalyell stream;
   i. a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
   j. a minimum of 12 credit points of Dalyell units of study as specified in Table D;
   k. if students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study;
   l. a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
   m. Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Science, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

7. Majors, Minors and Programs

1. Bachelor of Computing and Bachelor of Advanced Computing...
Bachelor of Advanced Computing and combined degrees

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

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

(2) Bachelor of Advanced Computing / Bachelor of Science

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

(b) Completion of a major (the Science Major) or a program which contains a major (the Science Program) from Table A for the Bachelor of Science is a requirement for the Bachelor of Advanced Computing/ Bachelor of Science. The Science Major must not be the same as the Information Technology Major completed to satisfy requirements specified in clause 7 (2)(a) above. Students taking an Information Technology Major in Computational Data Science may not take a Table A major for the Bachelor of Science or Table S Major in Data Science. The majors and programs available and requirements for completing the majors and programs are as specified in Table A for the Bachelor of Science.

(3) Bachelor of Advanced Computing / Bachelor of Commerce

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

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

8. Progression Rules

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

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

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

(4) Progression with the Dalyell stream: Candidates must adhere to any progression rules for the Dalyell stream.

9. Requirements for the Honours degree

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

(2) Bachelor of Advanced Computing (as either a single degree or as part of a combined degree):

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

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

(c) The Honours mark is determined by calculating a WAM from 48 credit points comprising the 24 credit points of research-related units specified above and the best 24 credit points of 3000-, 4000- and 5000-level units from Bachelor of Advanced Computing Table A. Non research-related units must include at least one 4000- or 5000-level unit.

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

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

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

10. Award of the Degrees

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

(2) Honours in the Bachelor of Advanced Computing is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's HWAM.

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<th>Description</th>
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<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= WAM &lt; 80</td>
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</table>
11. Cross-institutional study
Cross-institutional study is not available in the Bachelor of Computing or Bachelor of Advanced Computing. Cross-institutional study in the Bachelor of Commerce or Bachelor of Science is as specified in the relevant degree and faculty resolutions.

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

13. Course Transfer
(1) A candidate enrolled in the Bachelor of Advanced Computing who has satisfied the requirements of the Bachelor of Computing may transfer to the Bachelor of Computing and graduate.
(2) A candidate in a combined degree with the Bachelor of Advanced Computing may abandon that combined degree and elect to complete either the Bachelor of Advanced Computing or the other component of the combined degree (the Bachelor of Science or the Bachelor of Commerce) in accordance with the resolutions governing that degree.
(3) A candidate who, having satisfied requirements for a combined degree with the Bachelor of Advanced Computing, who has enrolled in the Bachelor of Advanced Studies and graduate with the Bachelor of Advanced Computing or the associated combined degree in accordance with the resolutions governing that degree or those degrees.

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

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020.
(2) Candidates who commenced prior to 1 January, 2020 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Bachelor of Design Computing Advanced

Bachelor of Design Computing

Bachelor of Design Computing/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
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<td>BPDESCMP-02</td>
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<tr>
<td>BPDCMAVS1000</td>
<td>Bachelor of Design Computing / Bachelor of Advanced Studies</td>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Design Computing is not available in individual streams.
(2) The Bachelor of Design Computing/Bachelor of Advanced Studies is available in the following streams:
   (a) Dalyell.
(3) Completion of a stream is not a requirement of the Bachelor of Design Computing/Bachelor of Advanced Studies. The requirements of the completion of the Dalyell Stream are as specified in Table 6D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross-faculty management

(1) Candidates in the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and those undertaking honours in the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies will be under the supervision of the University of Sydney School of Architecture, Design and Planning throughout.
(2) Candidates undertaking honours will be under the management of the University of Sydney School of Architecture, Design and Planning. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the University of Sydney School of Architecture, Design and Planning on all matters relating to admission, requirements, award of honours mark and award of honours grade.
(3) The Head of School and Dean of the University of Sydney School of Architecture, Design and Planning shall exercise authority in any matter concerned with the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and the Bachelor of Design Computing/Bachelor Advanced Studies with honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.
(2) Admission to the Dalyell Stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies are set out in:
   (a) Table A for the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies;
   (b) Table S of the Shared Pool for Undergraduate Degrees; and
   (c) Table O of the Shared Pool for Undergraduate Degrees; and
   (d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
   The requirements for the Bachelor of Design Computing/Bachelor of Advanced Studies (Honours) are set out in Section 9 below.
(2) Bachelor of Design Computing:
   To qualify for the award of the Bachelor of Design Computing, a candidate must complete 144 credit points, comprising:
   (a) 96 credit points of core units of study as set out in Table A;
   (b) 48 credit points of elective units of study. At least 12 credit points of these must be 2000-level or 3000-level units.
(3) Bachelor of Design Computing/Bachelor of Advanced Studies:
   To qualify for the award of the Bachelor of Design Computing/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
(a) 84 credit points of core units of study as set out in Table A according to one of the following patterns:

(i) 48 credit points at 1000 level, 24 credit points at 2000-level, and 12 credit points at 3000-level; or
(ii) 48 credit points at 1000 level, 12 credit points at 2000-level, and 24 credit points at 3000-level;
(b) a major (48 credit points) or program specified in Table S for the Bachelor of Advanced Studies;
(c) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O of the Shared Pool for Undergraduate Degrees;
(d) for students enrolled in the Dalyell Stream:
(i) a minimum of 6 credit points of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D; and
(e) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O,
(ii) a minimum of 24 credit points at 4000-level from Table A or Table S, including a research, community, industry or entrepreneurship project of 12 to 36 credit points; and
(iii) where appropriate, elective units from Table A and Table S, Table O or, for students enrolled in the Dalyell Stream, Table O in the Shared Pool for Undergraduate Degrees.

7 Progression rules

(1) Progression within a major, minor or program:
Except with the permission of the relevant major coordinator, candidates must pass all 1000-level units of study within a major, program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant major coordinator, candidates must pass all 2000-level units of study within a major, program or minor, before proceeding to 3000-level units, or else undertake those 2000-level units concurrently with the 3000-level units.

(2) Progression within the Bachelor of Design Computing/Bachelor of Advanced Studies:
Except with the permission of the Program Director, Bachelor of Design Computing/Bachelor of Advanced Studies candidates must complete 144 credit points, the degree core and any stream-specific core, and the required credit points from the Open Learning Environment as set out in Section 6 above before progressing to 4000-level units, (including 4000-level project units).

(3) Progression within the Dalyell Stream:
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.
(b) Candidates must achieve an Annual Average Mark or Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream.
(c) Candidates who do not maintain an Annual Average Mark or CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.
(d) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

8 Requirements for the Bachelor of Design Computing/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final year of the Bachelor of Design Computing/Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the University of Sydney School of Architecture, Design and Planning must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component with the University of Sydney School of Architecture, Design and Planning, admission, requirements and award of honours are according to these resolutions, the Coursework Policy and the Resolutions of the University of Sydney School of Architecture, Design and Planning.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the honours component is undertaken.

(5) Admission to the embedded honours component is by permission of the relevant honours coordinator or Program Director after the following:
(a) 144 credit points, including at least one major or program, any degree or stream-specific core;
(b) a Weighted Average Mark of at least 70 in units of study completed to that point;
(c) a major or study of equivalent depth in the area of the proposed honours component; and
(d) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(6) To qualify for the award of the Bachelor of Design Computing/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree but include 36 to 48 credit points of honours units at 4000-level or above, including an honours research project of 12 to 36 credit points, and 12 to 36 credit points of honours coursework, as required by the relevant department and published in the school handbook. Honours subject areas and units of study for honours within the University of Sydney School of Architecture, Design and Planning are listed in Table A.

(7) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the University of Sydney School of Architecture, Design and Planning, the grade for honours is determined by using a mark derived from weighting the mark for honours dissertation at 70 percent and a Weighted Average Mark of the pass degree at 30 percent.

For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.

9 Award of the Bachelor of Design Computing, Bachelor of Design Computing/Bachelor of Advanced Studies

(1) Candidates for the Bachelor of Design Computing/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Design Computing, who do not meet requirements for the combined degree, will be awarded the Bachelor of Design Computing.

(2) Honours in the Bachelor of Design Computing/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the University of Sydney School of Architecture, Design and Planning or relevant resolutions for the faculty in which the embedded honours component is undertaken.

| A student who achieves an honours mark in the range ... will be awarded honours ... |
|----------------------------------|------------------|
| 80 honours marks 100            | First Class      |
| 75 honours marks < 80           | Second Class / Division 1 |
A student who achieves an honours mark in the range ...

<table>
<thead>
<tr>
<th>Honours Mark</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 75</td>
<td>Second Class</td>
</tr>
<tr>
<td>&lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Design Computing/Bachelor of Advanced Studies (Honours) who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Design Computing or the Bachelor of Design Computing/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

10 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the University of Sydney School of Architecture, Design and Planning.

11 International exchange

The University of Sydney School of Architecture, Design and Planning encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the University of Sydney School of Architecture, Design and Planning.

12 Course transfer

A candidate may transfer from the Bachelor of Design Computing and elect to complete the Bachelor of Design Computing/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Design Computing. A candidate may abandon the Bachelor of Design Computing/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Design Computing in accordance with these resolutions. Completion of the Bachelor of Design Computing/Bachelor of Advanced Studies in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

13 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the University of Sydney School of Architecture, Design and Planning, or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

14 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 not seeking credit for prior study and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2028.
Bachelor of Arts/Master of Nursing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Nursing School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPARTNUR-01</td>
<td>Bachelor of Arts/Master of Nursing</td>
</tr>
</tbody>
</table>

2. Attendance pattern

   The attendance pattern for this course is full time or part time according to candidate choice.

3. Stream

   (1) The Bachelor of Arts and Master of Nursing is available in the following streams:
       (a) Dalyell.
       (2) Completion of a stream is not a requirement of the Bachelor of Arts and the Master of Nursing. The requirements for the completion of the Dalyell Stream, in Table S of the Shared Pool for Undergraduate Degrees, are as specified in Table D of the Shared Pool for Undergraduate Degrees and Part 7 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4. Masters type

   The masters degree in these resolutions is a professional masters course, as defined by the Coursework Policy.

5. Cross faculty management

   (1) Candidates will be under the general supervision of the University of Sydney Nursing School for the duration of the combined degree.
   (2) The Head of School and Dean of the University of Sydney Nursing School and the Dean of the Faculty of Arts and Social Sciences shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

6. Admission to candidature

   (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for teacher education must also be met. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.
   (2) English language requirements for this course are detailed in the Coursework Policy 2014.
   (3) Applicants who have completed:
       (a) Units of study as part of an undergraduate bachelor’s degree at the University of Sydney; or
       (b) Units of study as part of an undergraduate bachelor’s degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).
   (4) Where an applicant has not yet completed 48 credit points at the time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value or 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.
   (5) This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provisions 2015 contains further details of the requirements.
   (6) In addition, this course is not available to applicants who are registered to practise as a nurse in an Australian state or territory.
   (7) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent standard.

7. Requirements for award

   (1) The units of study that may be taken for the Bachelor of Arts are set out in:
       (a) Table A for the Bachelor of Arts;
       (b) Table S from the Shared Pool for Undergraduate Degrees;
       (c) Table O from the Shared Pool for Undergraduate Degrees.
       For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
   In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S and Table O as specified here.
   (2) The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Arts/Master of Nursing.
   (3) Requirements for the Bachelor of Arts/Master of Nursing:
       To qualify for the award of the combined Bachelor of Arts/Master of Nursing, a candidate must complete a total of 192 credit points, including:
       (a) a major (48 credit points) from Table A;
       (b) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units from the Open Learning Environment as specified in Table O;
Bachelor of Arts/Master of Nursing

(c) for students enrolled in the Dalyell Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalvell units of study as specified in Table D.
(d) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalvell units of study;
(e) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
(f) a minimum of 36 credit points of elective units or a minor (36 credit points) from Table A or Table S, Table O or, for students enrolled in the Dalvell Stream, Table D.
(g) if enrolled in a stream, complete the requirements for the stream as specified in Table 0 or D; and
(h) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Arts/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Arts.

Requirements for the Bachelor of Arts:

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

(a) 96 credit points specified in 7(3) (a)-(d) above; and
(b) 48 credit points of units as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Arts/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Arts.

Requirements for the Master of Nursing:

To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Arts/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs

1. Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules

(1) Candidates are required to successfully complete 48 credit points of 1000-level units in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the program; however, they may elect to transfer to the single Bachelor of Arts degree.

(2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credit points in the Bachelor of Arts component as specified in clause 7 (4). The Bachelor of Arts as specified in clause 7 (3) component must be completed before commencing 6000-level Master of Nursing units in the fourth and final year (or part-time equivalent) of the combined degree.

(3) All candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two (6000 level) Master of Nursing units of study.

(4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the University of Sydney Nursing School.

(5) Except with the permission of the relevant major or minor coordinator, candidates must pass all 1000-level units of study within a major, before proceeding to 2000-level units within that major or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant major coordinator, candidates must pass all 2000-level units of study within a major, before proceeding to 3000-level units, or else undertake those 2000-level units concurrently with the 3000-level units.

(6) Candidates in the Dalvell Stream must achieve an average average mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalvell Stream. Candidates who do not maintain a CSAM at a level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalvell Stream.

(7) With the permission of the Dalvell coordinator in the Faculty of Arts and Social Science, candidates in the Dalvell Stream may attempt units at higher levels than the usual sequence through a major or minor within the Bachelor of Arts.

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

10. Requirements for the award with Honours

(1) Honours in an area of study within the Bachelor of Arts is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Arts and Master of Nursing combined degree

(2) For candidates completing the Bachelor of Arts and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study table for the Bachelor of Arts/Master of Nursing specified in clause 7(3)(e).

11. Award of the degree

(1) Candidates will be awarded a separate testamur for each degree completed.

(2) The Bachelor of Arts is awarded at pass level. Honours in Arts is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(3) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The Master of Nursing is awarded at the Pass level only.

12. Time limits

(1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.

(2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.

13. Course transfer

(1) A candidate may abandon the combined degree program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree at the time of transfer. Completion of the Master of Nursing in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14. Credit for previous study

(1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points. Credit will not be awarded for clinical nursing units.

(2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment.
15. Transitional provisions

(1) These resolutions apply to students who commence their candidature after January 1, 2020. Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 3000 level units in the Bachelor of Arts prior to 2020 and that it may not be possible to complete requirements for the Bachelor of Arts degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.

(3) Candidates who commenced prior to 1 January 2018 2020 may complete the requirements according to these resolutions or may proceed in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2029.

(4) These resolutions apply to students who commenced their candidature after January 1, 2020.
Bachelor of Science/Master of Nursing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the Faculty of Science and the Faculty of Medicine and Health, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

### Course resolutions

#### 1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
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<tbody>
<tr>
<td>BPSCINUR-01</td>
<td>Bachelor of Science/Master of Nursing</td>
</tr>
</tbody>
</table>

#### 2. Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

#### 3. Streams

1. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table 9 of the Shared Pool for Undergraduate Degrees and Part 7 of these resolutions. Completion of a stream is not a requirement of the Bachelor of Science and Master of Nursing. Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

#### 4. Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

#### 5. Cross faculty management

1. Candidates will be under the general supervision of the Faculty of Medicine and Health for the duration of the combined degree.
2. The Head of School and Dean of the University of Sydney Nursing School and the Dean of the Faculty of Science shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

#### 6. Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for nurse registration must also be met. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.

2. English language requirements for this course are detailed in the Coursework Policy 2014.
3. Applicants who have completed:
   a. Units of study as part of an undergraduate bachelor's degree at the University of Sydney; or
   b. Units of study as part of an undergraduate bachelor's degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).
4. Where an applicant has not yet completed 48 credit points at time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value of 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.
5. This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provisions 2015 contain further details of the requirements.
6. In addition, this course is not available to applicants who are registered to practise as a nurse in an Australian state or territory.
7. Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or above in an equivalent standard.

#### 7. Requirements for award

1. The units of study that may be taken for the Bachelor of Science are: set out in:
   a. Table A for the Bachelor of Science;
   b. Table B from the Shared Pool for Undergraduate Degrees
   c. Table O from the Shared Pool for Undergraduate Degrees
   d. For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees
   e. In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.
2. The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Science/Master of Nursing.
3. Requirements for the Bachelor of Science/Master of Nursing

   To qualify for the award of the combined Bachelor of Science/Master of Nursing, a candidate must complete a total of 192 credit points, including:

   - [Details of requirements for each stream]
Bachelor of Science/Master of Nursing

(a) Degree core: 12 credit points of Mathematics degree core units of study as set out in Table A and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major to fulfill part of this requirement);
(b) a major (48 credit points) from Table A;
(c) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points from the Open Learning Environment as specified in Table O;
(d) for students enrolled in the Dalyell Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;
(e) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(f) 12 credit points of elective units from Table A or Table S, Table O or, for students enrolled in the Dalyell Stream, Table D, units taken from the Dalyell Stream;
(g) If the candidate is enrolled in the Dalyell or Health stream, complete the requirements for the stream as specified in Table A or Table D;
(h) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Science/Master of Nursing.

(4) Candidates are required to attend clinical simulation and fieldwork as required for the Master of Nursing component. Where appropriate, the faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

(5) Requirements for the Bachelor of Science

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

(a) 96 credit points specified in 7(3) (a) – (eg) above; and
(b) 48 credit points of units as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Science/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Science.

(6) Requirements for the Master of Nursing

To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Science/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs

(1) Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules

(1) Candidates are required to successfully complete 48 credit points at 1000-level in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the combined degree and will be transferred to the single Bachelor of Science degree.

(2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credits points in the Bachelor of Science component as specified clause 7(5). The Bachelor of Science component as specified in clause 7(5) must be completed before commencing 6000-level Master of Nursing units in the fourth and final year of the combined degree (or part-time equivalent).

(3) All candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two Master of Nursing units of study.

(4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the Head of School and Dean of the University of Sydney Nursing School.

(5) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence within the Bachelor of Science.

(b) Candidates who do not achieve the required annual average mark for progression within the Dalyell Stream may continue in any other stream they were admitted but will not remain in the Dalyell Stream.

(c) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

10. Requirements for the award with Honours

(1) Honours in an area of study within the Bachelor of Science is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Science and Master of Nursing combined degree.

(2) For candidates completing the Bachelor of Science and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study table for the Bachelor of Science/Master of Nursing specified in clause 7(3).

11. Award of the degree

(1) Candidates will be awarded a separate testamur for each degree completed.

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

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The Master of Nursing is awarded at the Pass level only.

12. Time limits

(1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.

(2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.
13. Course transfer
(1) A candidate may abandon the Bachelor of Science and Master of Nursing combined degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree at the time of transfer.
(2) Completion of the Master of Nursing in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.
(3) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney Nursing School, abandon the Bachelor of Advanced Studies and exit with the Bachelor of Science and Master of Nursing.

14. Credit for previous study
(1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points.
(2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment. Credit will not be granted for clinical nursing units.

15. Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

**Author**
Dr Laurie Monier-Pilgrim, Senior Policy and Projects Officer

**Reviewer/Approver**
Associate Professor Peter McCallum, Registrar and Director, Education Quality and Policy

**Paper title**
Adjustments to the Standalone Bachelor of Advanced Studies Course Resolutions for 2020

**Purpose**
To provide an update to the course resolutions for the Standalone Bachelor of Advanced Studies for 2020

**RECOMMENDATION**

That the Academic Board approves:

1) the proposal from the Education Portfolio to amend the Bachelor of Advanced Studies;
2) the recommendation of the amendment of the Senate Resolutions for the Board of Interdisciplinary Studies to Senate; and
3) the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

The course resolutions for the Standalone Bachelor of Advanced Studies and Senate resolutions for the Board of Interdisciplinary Studies have been updated to reflect the resolutions as approved by the Academic Board on 16 April 2019. The course resolutions have also been updated to align the requirements and terminology with the build of the degree in Sydney Student.

The revisions include:
- adding the Bachelor of Advanced Studies (Honours) and the Bachelor of Advanced Studies (Psychology) in the list of degrees available in the Senate resolutions and in the course resolutions. Indeed, these are conceived and built as separate degrees;
- updating the course codes;
- removing reference to Table O of the Shared Pool for Undergraduate Degrees as this will not be available to students in the degree;
- refining the names of the tables which set out the units of study that may be taken in the degree to align them with the terminology used in Sydney Student.

The wording of clause 5(3) has also been clarified to address the feedback received at the Undergraduate Studies Committee.

Adjustments are provided at Attachment 1 and Attachment 2. If approved, these changes will take effect from 1 January 2020.

**BACKGROUND**

The Bachelor of Advanced Studies was approved in October 2016 as part of the University’s suite of new and revised undergraduate degrees. It is a 144 credit point degree currently offered in combination with the Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics or Bachelor of Design Computing. In combination with its partner degrees, the Bachelor of Advanced Studies meets the learning outcomes for level 8 of the Australian Qualification Framework. Resolutions for a standalone Bachelor of Advanced Studies were developed for students wishing to return or transfer to the University of Sydney to undertake further study in a particular subject area, including an Honours component (for qualifying students). The standalone degree is also available for students in combined liberal studies/professional degrees who wish to add an honours or advanced coursework and project year to the liberal studies component of the combined degree.
A first revision to the Bachelor of Advanced Studies resolutions was approved by the Academic Board on 27 November 2018. This update introduced a stream in Psychology and (if eligible) Psychology Honours for returning or transferring students seeking further study or accreditation in Psychology. A second revision to the resolutions was approved by the Academic Board on 16 April 2019.

ISSUES

After further discussion with faculties and the Academic Model Team, it was agreed that, with the exception of the Psychology stream, students should only have access to 4000-level units in the standalone Bachelor of Advanced Studies as the degree is designed to meet the learning outcomes for level 8 of the Australian Qualification Framework. This means Table O will not be available to students. A new collection of elective units of study, comprised only of 4000-level units of study, was also created.

ATTACHMENTS

Attachment 1: Standalone Bachelor of Advanced Studies course resolutions
Attachment 2: Senate Resolutions for the Board of Interdisciplinary Studies
BACHELOR OF ADVANCED STUDIES AND BACHELOR OF ADVANCED STUDIES (HONOURS)

Bachelor of Advanced Studies

Bachelor of Advanced Studies (Honours)

Bachelor of Advanced Studies (Psychology)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the 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. These resolutions do not apply to students admitted to a combined degree with the Bachelor of Advanced Studies. Requirements for combined degrees with the Bachelor of Advanced Studies are set out in the resolutions for the combined degree. Current versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPADVSTU-01</td>
<td>Bachelor of Advanced Studies</td>
</tr>
<tr>
<td>BHADVSTH-01</td>
<td>Bachelor of Advanced Studies (Honours)</td>
</tr>
<tr>
<td>BPADVPSY-01</td>
<td>Bachelor of Advanced Studies (Psychology)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

Unless otherwise specified in the resolutions of the supervising faculty, the attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

1 For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (2) of these resolutions, the Bachelor of Advanced Studies is available in the following streams:
2 (a) Bachelor of Advanced Studies: Psychology
3 (b) Bachelor of Advanced Studies: Psychology

2 Completion of a stream is not a requirement of the Bachelor of Advanced Studies. For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (2) of these resolutions, completion of a stream is a requirement of the Bachelor of Advanced Studies.

4 Faculty management

1 Candidates for the Bachelor of Advanced Studies without Honours will be under the supervision of the Faculty that administers the subject area or stream in which the candidate is enrolled.
2 Candidates undertaking Honours in the Bachelor of Advanced Studies will be under the supervision of the Faculty offering and supervising the Honours component in which the candidate is enrolled.
3 The Dean of the supervising Faculty shall exercise authority in any matter concerned with the Bachelor of Advanced Studies and the Bachelor of Advanced Studies with Honours not otherwise dealt with in these resolutions.

5 Admission to candidature

1 Admission to the Bachelor of Advanced Studies with 96 credit points reduction of volume of learning requires:
2 (a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors, or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth; or
3 (b) a bachelor degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards with comparable or appropriate depth to that of a degree listed in clause 5 (1) (a); or
4 (c) 144 credit points towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the student has not yet graduated, including a major from Table A for the relevant degree, or equivalent specialisation, a minor that can be converted into a second major or a completed second major, the degree core, if any, and 12 credit points from the Open Learning Environment as specified in Table S of the Shared Pool for Undergraduate Degrees; and
5 (d) for candidates undertaking an Honours component, a minimum Weighted Average Mark of at least 65 or equivalent or a higher mark or grade as specified by the faculty that administers the proposed Honours component; and
6 (e) other requirements specified by the faculty that administers the proposed subject area (where appropriate), stream or Honours component.

2 Admission to the Bachelor of Advanced Studies with 48 credit points reduction of volume of learning is only available under defined stream(s) as specified in 3 (1) and requires:
3 (a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth; or
4 (b) a degree from the University of Sydney not listed in 5 (2) (a) that the managing faculty as defined in Part 4 deems appropriate preparation to undertake the Bachelor of Advanced Studies; or
BACHELOR OF ADVANCED STUDIES AND BACHELOR OF ADVANCED STUDIES (HONOURS)

(c) a bachelor degree from another university deemed by the relevant Faculty to achieve comparable learning outcomes and standards with comparable or appropriate depth to that of a degree listed in clause 5 (2) (a); and
(d) other requirements specified by the faculty that administers the proposed subject area, stream and, for students seeking admission to Honours, the Honours component.

(e) Faculties may specify pre-requisites that must have been completed in the partner degree specified in S (1) or through non award study as a condition of admission.

(i) Admission to the Psychology stream requires:
(a) a Bachelor of Science, Bachelor of Arts, Bachelor of Economic and Social Sciences, Bachelor of Arts and Sciences, or Bachelor of Liberal Studies from the University of Sydney or equivalent qualification, provided the applicant has not previously completed a major in Psychology; and
(b) completion within the last ten years of twelve credit points of foundation units in psychology as specified in Table A or units of study taken at another university deemed by the relevant Associate Dean to be equivalent in content and standard to these units.

(3) For candidates seeking direct admission with a 96 credit point reduction of learning as specified in S (1) to an embedded Honours component as specified in Clause 9, the major or equivalent referred to in clause (5) (1) (a)-(c), or 5 (2) (a)-(c) must be in a discipline area approved by the relevant faculty.

(4) English language requirements as specified in the Coursework Policy 2014 must be met where these are not demonstrated by sufficient qualifications taught in English.

6 Requirements for award
(1) The Bachelor of Advanced Studies with a reduced volume of learning may only be taken in conjunction with a partner bachelor award which may be:
(a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated but towards which the candidate has completed 144 credit points, including:
(i) a major as defined in Section 7 and specified in Table A for the relevant degree; and
(ii) 12 credit points from the Open Learning Environment as specified in Table EQ of the Shared Pool for Undergraduate Degrees; or
(b) a Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney from which the candidate has graduated; or
(c) a degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards, and comparable or appropriate depth to the Bachelor of Arts, Bachelor of Science, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, from which the candidate has graduated.
(2) The units of study that may be taken for the Bachelor of Advanced Studies are set out in:
(a) Table A for the Bachelor of Advanced Studies;
(b) The 4000-level Elective Collection from Table S of the Shared Pool for Undergraduate Degrees;
(c) the Open Learning Environment as set out in Table O of the Shared Pool for Undergraduate Degrees; and
(d) University-wide Industry and Community Project Units in Table S.

In these resolutions Table S and Table O means Table S and Table O as specified here.

(3) To qualify for the award of the Bachelor of Advanced Studies, a candidate must complete 144 credit points, less any reduction in the volume of learning as specified in clause 4, comprising:
(a) For candidates granted 96 credit point reduction in volume of learning:
(i) A minimum of 24 credit points in a single subject area at 4000 level or above, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points;
(ii) Elective units from Table A, Table O or allowable units in Table S as specified in 6 (2);
(b) For candidates granted 48 credit points reduction in volume of learning:
(i) 48 credit points of units from the Table A of a stream specified in section 3 (1)
(ii) A minimum of 24 credit points in a single subject area at 4000-level from Table A or the University-wide Industry and Community Project Units in Table S, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points;
(iii) Elective units from Table A, Table O or allowable units in Table S as specified in 6 (2);
(iv) Applicants may be granted a reduction in the volume of learning of either 48 or 96 credit points on the basis of a prior bachelor degree or equivalent qualification.
(5) By the completion of the Bachelor of Advanced Studies, students must have completed the requirements for the Stream, Honours Component or Subject Area as set out in 6.3.

7 Streams, Honours Components and Subject Areas
(1) By the completion of the Bachelor of Advanced Studies, students must have completed the requirements for the Stream, Honours Component or Subject Area as set out in 6.3.

8 Progression rules
(1) For candidates granted 48 credit points reduction in volume of learning, except with the permission of the relevant Associate Dean candidates must complete the 48 credit points specified for the stream in 6 (3) (b) (iii) before progressing to 4000-level units.
(2) For candidates undertaking a stream, or subject area, progression rules specified in any of the tables in 6 (3) for that stream or subject area apply.

9 Requirements for the Bachelor of Advanced Studies with Honours
(1) An Honours component, involving a research project, is available to meritorious students in the Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Except with the permission of the Associate Dean from the relevant faculty, candidates undertaking an Honours component must complete the requirements full-time over two consecutive semesters. If the relevant faculty is satisfied that a student is unable to attempt Honours component on a full time basis and if the relevant Associate Dean so recommends, permission may be granted to undertake Honours part-time. Admission, Requirements and the class of award for Honours are as specified in the relevant resolutions of the faculty in which the component is undertaken.

(2) Admission

Admission to the embedded Honours component is by permission of the relevant Honours coordinator or head of department after the completion of 144 credit points, including at least one major in an area related to the intended Honours study and any degree or stream-specific core or equivalent as determined by the relevant faculty. Admission requires a Weighted Average Mark of at least 65 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed Honours component. Applicants for admission to an Honours component must also meet any requirements for Honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(3) Requirements
To qualify for the award of the Bachelor of Advanced Studies with Honours a candidate must complete 36 - 48 credit points of Honours units at 4000 level or above, including an Honours research project of 12 - 36 credit points, and 12 - 36 credit points of Honours coursework,
as required by the relevant department and published in the relevant table listed in 6 (2) (a). Honours subject areas and units of study for Honours are listed in the tables listed in 6 (2) (a).

(4) The Honours mark
The grade of Honours will be determined by an Honours mark calculated from work in the embedded Honours component as specified in the relevant Faculty resolutions.

10 Award of the Bachelor of Advanced Studies
(1) Candidates who successfully undertake the Bachelor of Advanced Studies with Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies with (Honours).

(2) Candidates who undertake the Bachelor of Advanced Studies without Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies.

(3) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated, shall be awarded the Bachelor of Advanced Studies with or without Honours as appropriate.

(4) Honours in the Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the table and rules specified in the resolutions of the relevant faculty in which the embedded Honours component is undertaken.

(5) Candidates who complete the Bachelor of Advanced Studies with a stream will be awarded the Bachelor of Advanced Studies ([stream]).

11 Cross-institutional study
Cross-institutional study is not available for candidates entering the Bachelor of Advanced Studies on the basis of a completed bachelor degree as specified in clauses 5 (1) (a) or (b) or (c).

12 International exchange
International exchange programs are available in the Bachelor of Advanced Studies under conditions specified in the resolutions of the relevant supervising faculty as specified in clause 4 of these resolutions.

13 Concurrent Study
(1) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated; and
(a) who are enrolled in a combined or double degree; or
(b) have suspended enrolment in a combined or double degree; may:
(i) complete the Bachelor of Advanced Studies and then elect to complete the combined or double degree, subject to permission of the relevant faculty; or
(ii) abandon the Bachelor of Advanced Studies and elect to complete the combined or double degree in accordance with the resolutions governing that combined or double degree.

14 Credit for previous study
(1) Credit may be granted subject to the provisions of the Coursework Policy 2014 and the resolutions of the supervising faculty, provided that a candidate completes a minimum of 48 credit points at the University of Sydney while enrolled toward the degree.

(2) Where a student is admitted to the Bachelor of Advanced Studies with a 96 credit point reduction in the volume of learning, no credit will be granted.

15 Transitional provisions
These resolutions apply to students who commenced their candidature in the Bachelor of Advanced Studies after 1 January, 2020.
RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Board of Interdisciplinary Studies

(1) With the exception of the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Board of Interdisciplinary Studies. The Doctor of Philosophy is provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>BPADVSTU-01</td>
<td>Bachelor of Advanced Studies</td>
<td>BAdvStudies</td>
<td>144</td>
</tr>
<tr>
<td>BHADVSTH-01</td>
<td>Bachelor of Advanced Studies (Honours)</td>
<td>BAdvStudies (Hons)</td>
<td>144</td>
</tr>
<tr>
<td>BPADVPSY-01</td>
<td>Bachelor of Advanced Studies (Psychology)</td>
<td>BAdvStudies (Psychology)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Advanced Studies (Media and Communications)</td>
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<td></td>
<td>Master of Advanced Studies</td>
<td>MAdvStudies</td>
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<td></td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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3. Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>GSABTSHP-01</td>
<td>Sydney Professional Certificate in Aboriginal and Torres Strait Islander Health Promotion</td>
<td>SydProfCertAborigTorresStrghtHlthProm</td>
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<tr>
<td>GSBISTH-01</td>
<td>Sydney Professional Certificate in Biostatistics in Health</td>
<td>SydProfCertBiostatHlth</td>
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<td>GSDTLTHP-01</td>
<td>Sydney Professional Certificate in Data Literacy for Health Policymakers</td>
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<td>GSHTLTCMG-01</td>
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<td>Sydney Professional Certificate in Qualitative Health Research</td>
<td>SydProfCertQualHlthRes</td>
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<td>GSCMPHMD-01</td>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>SydProfCertCommrcPharmaMedDvcs</td>
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<td>GSCMPMRG-01</td>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
<td>SydProfCertComplMedRegln</td>
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<td>GSDIABMG-01</td>
<td>Sydney Professional Certificate in Diabetes Management</td>
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<td>GSGDNEEG-01</td>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
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<td>GSFNDIMT-01</td>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
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<td>Sydney Professional Certificate in Intensive Care Medicine</td>
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<td>Sydney Professional Certificate in Intraoperative Neurormonitoring</td>
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<td>Sydney Professional Certificate in Metabolic Health</td>
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<td>Sydney Professional Certificate in Neurological Electrodiagnosis</td>
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<td>Sydney Professional Certificate in Psychology of Pain</td>
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<tr>
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<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>SydProfCertFoundHigherEd</td>
<td>12</td>
</tr>
</tbody>
</table>
Non-Confidential

Author | Dr Laurie Monier-Pilgrim, Senior Policy and Projects Officer  
Reviewer/Approver | Associate Professor Peter McCallum, Registrar and Director, Education Quality and Policy  
Paper title | Adjustments to the Standalone Bachelor of Advanced Studies Course Resolutions for 2021  
Purpose | To provide an update to the course resolutions for the Standalone Bachelor of Advanced Studies for 2021.

RECOMMENDATION

That the Academic Board approves:

1) the proposal from the Education Portfolio to amend the Bachelor of Advanced Studies;
2) the recommendation of the amendment of the Senate Resolutions for the Board of Interdisciplinary Studies to Senate; and
3) the amendment of the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021

EXECUTIVE SUMMARY

The course resolutions for the Standalone Bachelor of Advanced Studies have been updated to re-introduce the Media and Communications (MECO) stream.

The revisions include:
- re-introducing the MECO stream (part 3) to allow students enrolled in the combined Bachelor of Arts and Bachelor of Law to enrol in the Bachelor of Advanced Studies to complete the requirements for the fourth year of the stream;
- adjusting the admission to candidature (part 5) and requirements for award (part 6) to specify the requirements for the MECO stream.

The wording of clause 5(3) has also been clarified to address the feedback received at the Undergraduate Studies Committee.

Adjustments are marked as tracked changes in Attachment 1. The Senate resolutions for the Board of Interdisciplinary Studies have also been updated accordingly and are provided in Attachment 2. The Table A for the MECO stream, and requirements for the build are provided at Attachment 3 and Attachment 4. If approved, these changes will take effect from 1 January 2021.

BACKGROUND

The Bachelor of Advanced Studies was approved in October 2016 as part of the University's suite of new and revised undergraduate degrees. It is a 144 credit point degree currently offered in combination with the Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics or Bachelor of Design Computing. In combination with its partner degrees, the Bachelor of Advanced Studies meets the learning outcomes for level 8 of the Australian Qualification Framework. Resolutions for a standalone Bachelor of Advanced Studies were developed for students wishing to return or transfer to the University of Sydney to undertake further study in a particular subject area, including an Honours component (for qualifying students). The standalone degree is also available for students in combined liberal studies/professional degrees who wish to add an honours or advanced coursework and project year to the liberal studies component of the combined degree.

A first revision to the Bachelor of Advanced Studies resolutions was approved by the Academic Board on 27 November 2018. This first adjustment simplified diet construction and introduced a Specialisation in
Psychology and (if they qualify) Psychology Honours, as the pathway for returning or transferring students seeking further study or accreditation in psychology. The adjustments also enabled students wishing to enrol in the Bachelor of Advanced Studies to be granted a reduction in the volume of learning of either 48 credit points (for the Psychology stream) or 96 credit points on the basis of a prior bachelor degree or equivalent qualification.

A second revision to the resolutions was approved by the Academic Board on 16 April 2019. In this second adjustment, streams that are available in the combined Bachelor of Arts/Bachelor of Advanced Studies and Bachelor of Science/Bachelor of Advanced studies were deleted from the standalone Bachelor of Advanced studies to simplify the course offering and build. The revision also refined terminology and clarified that no credit will be granted for students admitted to the degree with 96 credit points reduced volume of learning.

ISSUES
Following the approval of the second revision to the resolutions of the standalone Bachelor of Advanced Studies, it became clear from discussions with the Faculty of Arts and Social Sciences that the removal of the MECO stream would negatively impact students enrolled in the Bachelor of Arts/Bachelor of Law who complete the standalone Bachelor of Advanced Studies to complete the requirements of the stream. In addition to confusing students as to which units they are required to complete in the standalone Bachelor of Advanced Studies, it also means that students will be awarded a degree that does not specify the stream qualification. The faculty believes there is significant demand from these high-achieving students to have the stream qualification specified in the title of their degree.

Restoring the MECO stream will improve the student experience and enable students to graduate with the stream qualification. As per the faculty's request, the updated resolutions limit admission to the MECO stream in the standalone Bachelor of Advanced Studies to University's students who have completed 144 credit points, including a program in Media Studies, towards a Bachelor of Arts/Bachelor of Law.

ATTACHMENTS
Attachment 1: Standalone Bachelor of Advanced Studies course resolutions
Attachment 2: Senate Resolutions for the Board of Interdisciplinary Studies
Attachment 3: Table A stream in Media and Communications
Attachment 4: Build requirements for the Media and Communications stream
BACHELOR OF ADVANCED STUDIES
BACHELOR OF ADVANCED STUDIES (HONOURS)
BACHELOR OF ADVANCED STUDIES (PSYCHOLOGY)
BACHELOR OF ADVANCED STUDIES (MEDIA AND COMMUNICATIONS)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the resolutions of the supervising faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Honesty in Coursework Policy and Procedures. These resolutions do not apply to students admitted to a combined degree with the Bachelor of Advanced Studies. Requirements for combined degrees with the Bachelor of Advanced Studies are set out in the resolutions for the combined degree.

Current versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPADVSTU-01</td>
<td>Bachelor of Advanced Studies</td>
</tr>
<tr>
<td>BHADVSTH-01</td>
<td>Bachelor of Advanced Studies (Honours)</td>
</tr>
<tr>
<td>BPADVPSY-01</td>
<td>Bachelor of Advanced Studies (Psychology)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Advanced Studies (Media and Communications)</td>
</tr>
</tbody>
</table>

2. Attendance pattern

Unless otherwise specified in the resolutions of the supervising faculty, the attendance pattern for this course is full time or part time according to candidate choice.

3. Streams

(1) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (1) of these resolutions, the Bachelor of Advanced Studies is available in the following streams:
   (a) Media and Communications

(2) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (2) of these resolutions, the Bachelor of Advanced Studies is available in the following streams:
   (a) Psychology

(3) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (1) of these resolutions, completion of a stream is not a requirement of the Bachelor of Advanced Studies.

(4) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (2) of these resolutions, completion of a stream is a requirement of the Bachelor of Advanced Studies.

4. Faculty management
(1) Candidates for the Bachelor of Advanced Studies without Honours will be under the supervision of the faculty that administers the subject area or stream in which the candidate is enrolled.

(2) Candidates undertaking Honours in the Bachelor of Advanced Studies will be under the supervision of the faculty offering and supervising the Honours component in which the candidate is enrolled.

(3) The Dean of the supervising faculty shall exercise authority in any matter concerned with the Bachelor of Advanced Studies and the Bachelor of Advanced Studies with Honours not otherwise dealt with in these resolutions.

5. Admission to candidature
(1) Admission to the Bachelor of Advanced Studies with 96 credit points reduction of volume of learning requires:
   (a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors, or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth; or
   (b) a bachelor degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards with comparable or appropriate depth to that of a degree listed in clause 5 (1) (a); or
   (c) 144 credit points towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the student has not yet graduated, including a major from Table A for the relevant degree, or equivalent specialisation, a second major, the degree core, if any, and 12 credit points from the Open Learning Environment as specified in Table O of the Shared Pool for Undergraduate Degrees; and
   (d) for candidates undertaking an Honours component, a minimum Weighted Average Mark of at least 65 or equivalent or a higher mark or grade as specified by the faculty that administers the proposed Honours component; and
   (e) other requirements specified by the faculty that administers the proposed subject area (where appropriate), stream or Honours component
      (i) Admission to the Media and Communications stream requires 144 credit points towards a Bachelor of Arts/Bachelor of Law at the University of Sydney from which the candidate has not yet graduated, including a completed program in Media Studies as specified in Table A for the degree, 48 credit points of Combined Law compulsory units of study for Years 1, 2 and 3 of the combined Bachelor of Arts/Bachelor of Law degree, the degree core, if any, and 12 credit points from the Open Learning Environment as specified in Table O of the Shared Pool for Undergraduate Degrees

(2) Admission to the Bachelor of Advanced Studies with 48 credit points reduction of volume of learning is only available under defined stream(s) as specified in 3 (2) and requires:
   (a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth; or
   (b) a degree from the University of Sydney not listed in 5 (2) (a) that the managing faculty as defined in Part 4 deems appropriate preparation to undertake the Bachelor of Advanced Studies; or
(c) a bachelor degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards with comparable or appropriate depth to that of a degree listed in clause 5 (2) (a); and
(d) other requirements specified by the faculty that administers the proposed subject area, stream and, for students seeking admission to Honours, the Honours component.

(i) Admission to the Psychology stream requires a Bachelor of Science, Bachelor of Arts, Bachelor of Economic and Social Sciences, Bachelor of Arts and Sciences, or Bachelor of Liberal Studies from the University of Sydney or equivalent qualification, provided the applicant has not previously completed a major in Psychology; and completion within the last ten years of twelve credit points of foundation units in psychology as specified in Table A or units of study taken at another university deemed by the relevant Associate Dean to be equivalent in content and standard to these units.

(3) For candidates seeking direct admission with 96 credit point reduction of learning as specified in 5 (1) to an embedded Honours component as specified in Clause 9, the major or equivalent referred to in clause (5) (1) (a)-(c), or 5 (2) (a)-(c) must be in a discipline area approved by the relevant faculty.

(4) English language requirements as specified in the Coursework Policy 2014 must be met where these are not demonstrated by sufficient qualifications taught in English.

6. Requirements for award

(1) The Bachelor of Advanced Studies with a reduced volume of learning may only be taken in conjunction with a partner bachelor award which may be:

(a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated but towards which the candidate has completed 144 credit points, including:
   (i) a major as specified in Table A for the relevant degree; and
   (ii) 12 credit points from the Open Learning Environment as specified in Table S of the Shared Pool for Undergraduate Degrees; or
(b) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney from which the candidate has graduated; or
(c) a degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards, and comparable or appropriate depth to the Bachelor of Arts, Bachelor of Science, Bachelor of Commerce or Bachelor of Economics. Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, from which the candidate has graduated.

(2) The units of study that may be taken for the Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Advanced Studies;
(b) The 4000-level Elective Collection from Table S of the Shared Pool for Undergraduate Degrees

In these resolutions Table S means Table S as specified here.

(3) To qualify for the award of the Bachelor of Advanced Studies, a candidate must complete 144 credit points, less any reduction in the volume of learning as specified in clause 4, comprising:
(a) For candidates granted 96 credit point reduction in volume of learning;
(i) A minimum of 24 credit points in a single subject area at 4000-level from Table A including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points;
(ii) Elective units from Table S as specified in 6 (2);
(iii) If enrolled in a stream, complete the requirements for the stream as specified in Table A
(b) For candidates granted 48 credit points reduction in volume of learning;
(i) 48 credit points of units from the Table A of a stream specified in section 3 (2)
(ii) A minimum of 24 credit points in a single subject area at 4000-level from Table A, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points;
(iii) Elective units from Table A or Table S as specified in 6 (2);
(4) Applicants may be granted a reduction in the volume of learning of either 48 or 96 credit points on the basis of a prior bachelor degree or equivalent qualification.

7. Streams, Honours Components and Subject Areas
(1) By the completion of the Bachelor of Advanced Studies students, students must have completed the requirements for the Stream, Honours Component or Subject Area as set out in 6.3.

8. Progression rules
(1) For candidates granted 48 credit points reduction in volume of learning, except with the permission of the relevant associate dean candidates must complete the 48 credit points specified for the stream in 6 (3) (b) (iii) before progressing to 4000-level units.
(2) For candidates undertaking a stream, or subject area, progression rules specified in any of the tables in 6 (3) for that stream or subject area apply.

9. Requirements for the Bachelor of Advanced Studies with Honours
(1) An Honours component, involving a research project, is available to meritorious students in the Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Except with the permission of the Associate Dean from the relevant faculty, candidates undertaking an Honours component must complete the requirements full-time over two consecutive semesters. If the relevant faculty is satisfied that a student is unable to attempt Honours component on a full time basis and if the relevant Associate Dean so recommends, permission may be granted to undertake Honours part-time. Requirements and the class of award for Honours are as specified in the relevant resolutions of the faculty in which the component is undertaken.
(2) Admission
Admission to the Honours component is by permission of the relevant Honours coordinator or head of department after the completion of 144 credit points, including at least one major in an area related to the intended Honours study and any degree or stream-specific core or equivalent as determined by the relevant faculty. Admission requires a Weighted Average Mark of at least 65 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed Honours component. Applicants for admission to an Honours component must also meet any requirements for Honours set by the relevant department, school or faculty as set out in the relevant resolutions.
(3) Requirements
To qualify for the award of the Bachelor of Advanced Studies with Honours a candidate must complete 36 – 48 credit points of Honours units at 4000 level or above, including an Honours research project of 12 – 36 credit points, and 12 – 36 credit points of Honours coursework, as required by the relevant department
and published in the relevant table listed in 6 (2) (a). Honours subject areas and units of study for Honours are listed in the tables listed 6 (2) (a).

(4) The Honours mark
The grade of Honours will be determined by an Honours mark calculated from work in the embedded Honours component as specified in the relevant faculty resolutions.

10. Award of the Bachelor of Advanced Studies
(1) Candidates who successfully undertake the Bachelor of Advanced Studies with Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies (Honours).

(2) Candidates who undertake the Bachelor of Advanced Studies without Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies.

(3) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated, shall be awarded the Bachelor of Advanced Studies with or without Honours as appropriate.

(4) Honours in the Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the table and rules specified in the resolutions of the relevant faculty in which the embedded Honours component is undertaken.

(5) Candidates who complete the Bachelor of Advanced Studies with a stream will be awarded the Bachelor of Advanced Studies ([stream]).

11. Cross-institutional study
Cross-institutional study is not available for candidates entering the Bachelor of Advanced Studies on the basis of a completed bachelor degree as specified in clauses 5 (1) (a) or (b) or 5 (2) (a), (b) or (c).

12. International exchange
International exchange programs are available in the Bachelor of Advanced Studies under conditions specified in the resolutions of the relevant supervising faculty as specified in clause 4 of these resolutions.

13. Concurrent study
(1) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated; and
(a) who are enrolled in a combined or double degree; or
(b) have suspended enrolment in a combined or double degree;
may:
(a) complete the Bachelor of Advanced Studies and then elect to complete the combined or double degree, subject to permission of the relevant faculty; or
(b) abandon the Bachelor of Advanced Studies and elect to complete the combined or double degree in accordance with the resolutions governing that combined or double degree.
14. Credit for previous study

(1) Credit may be granted subject to the provisions of the *Coursework Policy 2014* and the resolutions of the supervising faculty, provided that a candidate completes a minimum of 48 credit points at the University of Sydney toward the degree.

(2) Where a student is admitted to the Bachelor of Advanced Studies with a 96 credit point reduction in the volume of learning, no credit will be granted.

15. Transitional provisions

These resolutions apply to students who commenced their candidature in the Bachelor of Advanced Studies after 1 January, 2021.
RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Board of Interdisciplinary Studies

(1) With the exception of the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Board of Interdisciplinary Studies. The Doctor of Philosophy is provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2021. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Board of Interdisciplinary Studies.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPADVSTU-01</td>
<td>Bachelor of Advanced Studies</td>
<td>BAdvStudies</td>
<td>144</td>
</tr>
<tr>
<td>BHADVSTH-01</td>
<td>Bachelor of Advanced Studies (Honours)</td>
<td>BAdvStudies (Hons)</td>
<td>144</td>
</tr>
<tr>
<td>BPADVPSY-01</td>
<td>Bachelor of Advanced Studies (Psychology)</td>
<td>BAdvStudies (Psychology)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Advanced Studies (Media and Communications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Advanced Studies</td>
<td>MAdvStudies</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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</table>

3. Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSABTSHP-01</td>
<td>Sydney Professional Certificate in Aboriginal and Torres Strait Islander Health Promotion</td>
<td>SydProfCertAborigTorres Strait HlthProm</td>
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</tr>
<tr>
<td>GSBISTHL-01</td>
<td>Sydney Professional Certificate in Biostatistics in Health</td>
<td>SydProfCertBiostatHlth</td>
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<tr>
<td>GSDTLTHP-01</td>
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<tr>
<td>GSHTLCMG-01</td>
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<td>SydProfCertHlthTechnMgmt</td>
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<tr>
<td>GSLDRHLT-01</td>
<td>Sydney Professional Certificate in Leadership in Health</td>
<td>SydProfCertLeadrsHlth</td>
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<tr>
<td>GSQLHLTR-01</td>
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<td>SydProfCertQualHlthRes</td>
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<tr>
<td>GSCMPHMD-01</td>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>SydProfCertCommrcPharmaMedDvcs</td>
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<tr>
<td>GSCMPMRG-01</td>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
<td>SydProfCertComplMedRegln</td>
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<tr>
<td>GSDIABMG-01</td>
<td>Sydney Professional Certificate in Diabetes Management</td>
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<td>GSDGNEEG-01</td>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
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<tr>
<td>GSFNIMT-01</td>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
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<tr>
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<td>SydProfCertIntnsCareMed</td>
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<td>Code</td>
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<tr>
<td>GSFNDHIE-01</td>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>SydProfCertFoundHigherEd</td>
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</tr>
</tbody>
</table>
BACHELOR OF ADVANCED STUDIES (MEDIA AND COMMUNICATIONS)

Media and Communications stream

A stream in Media and Communications requires a minimum of 30 credit points of 4000-level units of study from this table including:

(i) 18 credit points of 4000-level Advanced Coursework units

(ii) 12 credit points of 4000-level project units

Units of study

The units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
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<td></td>
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4000-level units of study

Advanced Coursework units

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<th>Name</th>
<th>Credit points</th>
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<td>MECO4115</td>
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<td>MECO4116</td>
<td>Research Practices</td>
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<td>MECO4117</td>
<td>Critical Practice in Media</td>
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Project units
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<th>Course Title</th>
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<td>FASS4901</td>
<td>Advanced Industry &amp; Community Project A</td>
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</tr>
<tr>
<td>FASS4902</td>
<td>Advanced Industry &amp; Community Project B</td>
<td>6</td>
</tr>
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</table>
Attachment 4 – Build requirements for the Media and Communications stream

Intakes
Admission to the stream is only available to students who have completed 144 credit points including a Media Studies program under the Bachelor of Arts and Bachelor of Laws.

Admission is available in the semester 1 intake only.

External candidates are not permitted.

Campus locations
The stream will be delivered on the Camperdown/Darlington campus.

Mandatory workplace component
The stream requires completion of a mandatory workplace component.

Award
Students will be awarded a Bachelor of Advanced Studies (Media and Communications).
RECOMMENDATION

That the Academic Board approve the proposal for a Major (Minor) in Urban Studies to be included in the shared pool (Table S) for 2021.

EXECUTIVE SUMMARY

The University of Sydney School of Architecture, Design and Planning (ADP), in collaboration with the Faculty of Arts and Social Sciences (FASS) and the Faculty of Science (Science), is proposing that a major and minor in Urban Studies be offered in the Board of Interdisciplinary Studies Handbook in Table S from 2021. This proposal aligns with the University of Sydney’s Strategic Plan 2016-2020 around delivering a unique Australian undergraduate curriculum. It is the third major/minor offering proposed by ADP. The major/minor comprises units from ADP, FASS and Science. The Conservatorium of Music and Faculty of Engineering have each contributed a selective unit. The major/minor will be “owned” by ADP and managed by a collaborative management group including the director of the major (ADP) and nominated representatives from FASS and Science.

This proposal is based on approvals by the School Board of ADP. This proposal has been approved by the education committee of Science, and the UGPC of FASS. The proposal was endorsed by the Board of Interdisciplinary Studies (BIS) at its meeting of 26 September 2019 and endorsed by the Undergraduate Studies Committee on 15 October, 2019. The discussion at both committees included some advice regarding minor matters eg procedural such as pre-requisites and wording around “risks/benefit” and these have been addressed in this current proposal.

The proposed major/minor will be constructed mostly of existing units of study from current undergraduate degrees (e.g. Bachelor of Architecture and Environments) or majors (e.g. Table A or Table S Geography, Sociology, Biology). The model as outlined in the proposed Table of Units for the major is 2:2:4 (2x1000 core, 1x2000 core + 1x2000 selective, 1x3000 core, 1x3000 project/interdisciplinary, 2x3000 selectives). The structure of the major/minor is such that the core UOS explore the themes of urban studies: Australian and international urbanism (process of development and people’s interaction with that), citizens in the city, and urban sustainability, while the suite of selectives, bundled to attract students with varying interests, explore cities through different disciplinary lenses. Three new core UOS are proposed: DAAE1XXX Introduction to Australian Urbanism, DAAE2XXX International Urbanism and DAAE3XXX Urban Studies Project.

The target audience is students who are interested in understanding the development of cities. They are not necessarily those that will practice in traditional built environment professions, such as architects, urban planners or urban designers, but they could be professionals working in urban environments where an
understanding of the working of cities, including physical and socio-political environments in which decision-making occurs, would be beneficial. Urban Study majors, as delivered in Australia and internationally, are commonly offered by built environment schools. However, desktop analysis of urban majors elsewhere position graduates in areas of engineering and IT, business and economics, health and community, and education (Attachment 4). It is difficult to estimate enrolment numbers. ADP’s experience with offering Table S majors suggests a reasonable expectation of a modest start (say 20 students in Semester 1, year 1) is a reasonable target. The major has been developed with attention to sustainability with only a small number of core units to be newly developed. Further, the design of proposed and existing UOS, along with their embeddedness in other programs, enables elasticity in growth and longevity.

BACKGROUND / CONTEXT

The United Nations’ World Population Prospects annual reports have been projecting population growth for many years. By 2050, 68% the world's population will live in cities, accounting for an increase of 2.5 billion people in cities, with most of these in Asia and Africa. Cities are the places where most people live and work. Cities are complex and there are many types of “urban”. Nonetheless, cities are an ideal laboratory to equip our graduates in their future careers where dealing with urban problems will be the centre of a vast array of professions.

Initial conversations between ADP, FASS and Science rapidly identified a collective interest and enthusiasm in a major about cities and we are of the view that it would capture a wide range of students interested in the technical, political, economic and cultural questions that define cities and the urbanisation process. The major would challenge students to think about the dynamic relationship between understanding cities and city-making by exposing them to a range of disciplinary approaches and professional practices vital to urban life. The major/minor will study urban areas or “urbanism” (as we refer to it in the core units) with a focus on the process of development that brings about cities, as well as the intersections of professions and practices, processes and changes, scales and agglomerations and ways that people interact with these. The major will examine the urban environment and land management over time from the perspective of Indigenous and Non-Indigenous Australians. It will then explore urbanism internationally with a focus on cities in the global south before considering urban citizenship and sustainability. The project unit will be an interdisciplinary project with the University’s Living Lab. The selectives will range from geography, environment, anthropology, history, sociology, music, transport, planning and urban design, policy and politics. The major seeks to provide immersive opportunities for students by the design of the third-year project UOS as well as introducing an international field trip as a selective in the third year.

The major is designed to be interdisciplinary. This is achieved in several ways. Firstly, the selectives have been chosen for their focus on the city. This means that students can choose a lens through which to explore cities further. The proposed Unit of Study Table (Attachment 1) by its governance nature require sorting by level and semester offerings. This does not effectively communicate the thematic approach to selectives. Figure 1 over is provided to illustrate the thematic design of this proposal and is supported by the UOS descriptions provided in Attachment 2.

Figure 1: relationship between core “urbanism” and interest-bundled selectives.
Secondly, the proposed new units of study are built around interdisciplinarity. For instance, the proposed DAAE1XXX Introduction to Australian Urbanism is intended to be written in parallel with a new 2000-unit forecasted for the Indigenous Studies Major. The opportunity to teach these two units in tandem will also be explored. The proposed DAAE3XXX Urban Studies Project is an interdisciplinary project. We are planning to run this unit and situate the context as part of Westmead’s Living Lab. The proposed selective DAAE3XXX International Urbanism Advanced seeks to include an immersive experience for students by visiting cities overseas (eg cities in India, China), enabling them to apply their own disciplinary expertise and learning from the major to analyse a city other than Sydney.

Further, we are experienced in teaching undergraduate UOS to students from different faculties and programs and this expertise provides substantial foundation for this proposal. Examples of this include ADP’s DAAE1001 Living Cities designed and taught by Dr Dallas Rogers: based on a semi-flipped classroom model to accord growth and to enable more student/teacher-student/student interaction, this UOS is the core for BAchitecture and Environments (ADP) and BProjectManagement (Built Environment) (Engineering) and an elective for BDesign in Architecture (ADP) students. Also, DECO2016 Design Thinking (a selective in this proposal) is a core in the Table S Design Major and in its two offerings has engaged students from Engineering (2.5% of cohort), Business (23%), Exchange (4%), FASS (39.5%), Science (11%) and ADP (20%).

The proposed learning outcomes are as follows, and their alignment with Graduate Qualities is demonstrated in Attachment 3. The learning outcomes reflect the fact that the study of cities occurs in multidisciplinary contexts but that this major’s centre is on the core of urbanism and the built environment, with extensions into other disciplines (supported by selectives):

At the completion of the Urban Studies major, students will be able to:

- Explain urbanisation in both Australian and international contexts
- Differentiate the dynamic interactions of political, economic and cultural forces in shaping the urban form and social life of urban areas
- Understand the commonalities of cities in terms of formal/informal urban management and design
- Identify the range of actors and processes that are central to the city-making process
- Analyse the role of citizenship in urban politics and development
- Recognise the role played by different disciplines of knowledge and methods of research in analysing and understanding urban areas
- Identify the ways that urban studies can contribute to their future career
- Apply evidence-based knowledge, drawn from different disciplines, to investigate sustainability in an urban context
- Apply collaborative and ethical practice in interdisciplinary/multidisciplinary teams
- Demonstrate effective communication through different modes

The structure of the proposed major/minor supports the University of Sydney’s Strategic Plan 2016-2020 in terms of a unique Australian undergraduate experience. The major/minor supports immersive and interdisciplinary learning opportunities as well as cross-University collaboration among educators.

This proposal is supported by the respective Deans and Associate Deans (Education). The proposal had early approval in principle from the School Board of ADP, the Education Committee of the School of Geosciences and the Undergraduate Studies committee of FASS. Included in this pathway was consultation with each unit of study coordinator for their approval in principle, which was gained, recognising that some work will need to be done to some pre-requisites. For instance, some UOS coordinators from FASS will want to see the contents of the proposed urbanism core units before they can determine that students who have successfully completed the urbanism UOS would be enabled to undertake some of the 2000 and/or 3000 level FASS UOS. This does not detract from the proposal. Firstly, the major/minor is structured to give students choice if a UOS may be unavailable to them due to pre-requisites. This is not an unusual circumstance. Secondly, these units are selectives in this proposal, and there is potential to add more selectives down-the-track for the major/minor, enabling students with choice to explore cities in different ways.

This proposal is based on approvals by the School Board of ADP. This proposal has been recommended for approval by the education committee of Science, and the UGPC of FASS. The proposal was endorsed by the Board of Interdisciplinary Studies (BIS) at its meeting of 26 September 2019 and endorsed by the
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Undergraduate Studies Committee on 15 October, 2019. The discussion at both committees included some advice regarding minor matters eg procedural such as pre-requisites and wording around “risks/benefit” and these have been addressed in this current proposal.

ISSUES
No one discipline, school or faculty has proprietary rights over the study of cities. The complexity of cities makes them fascinating laboratories for investigation through a multitude of theoretical and ideological prisms. In recognition of this complexity, this proposal articulates the major/minor in a way that demonstrates that at its core, the exploration of cities is done through the lens of urbanism and the built environment. Consultation about the proposed major/minor (summarised below) included discussions regarding its name but never about whether there should be a major/minor or that ADP was the lead proponent. The original working title was “Cities Major” and there was discussion at the meeting of the BIS that “Urbanism” could be considered. However, through consultation and consideration of similar majors elsewhere, the name “Urban Studies” best reflects the content of the major/minor namely the exploration of the complexities of city function.

That said, “Urban Studies” has also been a point of discussion during the consultation process as it may be an area of study that could also fall in the domain of traditional social science. However, in our investigation of urban study majors elsewhere, including in Australia and overseas, there is a tendency for the content of urban studies to revolve around understanding the built environment with an emphasis on, but not limited to, design and planning (Attachment 4).

This proposal is sent to Academic Board without changes to the entry requirements of some of the proposed selectives. The coordinators of each of these UOS has been consulted and the inclusion of their units has been with their approval in principle. The re-consideration of entry requirements is reliant upon understanding what the core UOS will contain and how they will be assessed. As two of the core units will be new (DAAE1XXX Introduction to Australian Urbanism and DAAE2XXX International Urbanism) and are yet to be developed beyond scoping (but not content detail or assessments), it is premature to guarantee that the selectives will appear in the final iteration of the major/minor. The corollary is that the selectives as listed were included with enthusiasm with the expectation of ongoing consultation as the two new core UOS are developed, further demonstrating the interdisciplinarity of this major/minor. Any amendments to unit entry requirements could be made by minor course amendment post-Academic Board approval.

OPTIONS
An Urban Studies Major will be a significant contribution to the Shared Pool available to undergraduate students. There are quite a number of majors in the shared pool and it is unknown if that means that the shared pool has saturated students’ choice. In our view, this proposed major/minor will be well placed to complement several areas of study as a second major or minor. Market research, albeit narrow and incomplete, identified urban studies as a growing presence in Australia and well-established in other places such as northern America, an area of interest of prospective students and an area of study that existing postgraduates and some alumni have indicated would have benefitted their own studies (Attachment 4).

The proposed structure of the major/minor makes it clear that its study of the city is through the lens of urbanism as understood in the built environment context. It is complementary to studies in FASS and Science which enable student exploration into other aspects of the consideration of cities. The consultation across the University shows that this major has potential for growth, with cross-institutional opportunities to develop interdisciplinary education opportunities for students and teachers.

CONSULTATION
This proposal has been prepared by Adrienne Keane (ADP), Kelly Freebody (FASS), Kurt Iveson (Science), Pauline Ross (Science), Dallas Rogers, Tooran Alizadeh and Cameron Logan (ADP). There has been wide-ranging consultation across the University with the key people identified in the following list:

Professor Robyn Dowling, Dean and Head of School, School of Architecture, Design and Planning (ADP)
The breadth of consultation across the University is an acknowledgement that the study of cities and “the urban” is not owned by any one discipline. Considering that fact, the range of selectives not only enables student choice but also the increasing collaboration of the proponents with our colleagues in other Schools and Faculties. The response from schools within Science and FASS demonstrates an interest and a current hole in such interdisciplinary opportunities to explore cities. Initial discussions with Medicine and Health, as well as Business, suggest that there are opportunities for teaching collaborations in the future and that the Urban Studies major could well be the vehicle. Across this consultation we did not receive any expressions of lack of support. We have received excellent feedback which is discussed throughout this document. A copy of selective email correspondence is provided at Attachment 5.

FINANCIAL CONSIDERATIONS

This proposal has been crafted to produce a major/minor with minimal financial burden to the University. The major/minor is primarily made up of existing UOS with inbuilt abilities (pedagogical design) to be elastic (for growth and shrinkage) and to be taught to a raft of students from different learning backgrounds. The new UOS proposed have allocated funds for development accorded by the University’s Education Compact in anticipation of approval by the BIS, USC and Academic Board. The development and staffing of the units will be undertaken by existing staff members and the anticipated growth of the major will enable sustainability.

More detail about cost sharing/management has been addressed under “implementation” below.

RISKS / BENEFITS

The primary risk is the unknown take-up rate by students. We are of the view that an Urban Studies major/minor would be very interesting to a range of students. Its success would rely heavily on successful communication campaigns starting with pre-entry to University and marketing from collaborative schools and faculties and making the new units of study available to other students, at least in 2021 to support financial viability. For example, DAAE2XXX International Urbanism could be made available as an elective to other programs such as the BArchitecture and Environments (ADP). There is no risk to major/minor students.

The pedagogical design of existing and proposed UOS includes elasticity so that the units can grow, or contract as demanded by enrolments.
Benefits for this proposal are twofold. The first is the educational benefit for undergraduate students whereby they will engage in learning about cities and complex urban problems. This will accord them an interdisciplinary and, wherever practicable, immersive experience into complex, real-world problems. This equips graduates for their futures in different work environments. Secondly, this major/minor enables a greater collaboration between ADP, FASS and Science. This relationship is also opened to seeking ways of working with other schools and faculties and other opportunities (such as health and business) to be explored.

IMPLEMENTATION

ADP will be the “home” for the major/minor. The administration of all UOS (including student appeals) and any financial benefit from these units will be aligned with the delivery school or faculty. A program director for the major/minor will be appointed by ADP in 2020 to serve as a liaison between the partners and to coordinate governance issues. A governance group made up of a member of each partner (ADP, FASS and Science) and the Program Directors will be formed. This group will have oversight of the major/minor and any suggested changes (e.g. UOS offerings, group membership) and will work under Terms of Reference (to be determined).

COMMUNICATION

Should the Academic Board (5 November) approve this proposal, the major/minor will be included in the list of Table S majors, as per Sydney Courses and will be part of the University’s usual recruitment strategies.

ATTACHMENTS

Attachment 1  Urban Studies Major/Minor proposed table
Attachment 2  Unit of Study descriptions
Attachment 3  Draft Learning Outcomes and Graduate Quality alignment
Attachment 4  Market
Attachment 5  Consultation Correspondence (selective)

- Professor Pauline Ross, Associate Dean (Education), Science
- Dr Andrew Black, Living Lab
- Dr Ken Chung, Engineering
- Professor Peter Bryant, Business
- Professor Philip Poronnik, Medicine and Health
- Associate Professor Kelly Freebody (1 and 2), Associate Dean (Undergraduate Program), FASS
- Dr Bruce Isaacs, A/Associate Dean (Education), FASS
ATTACHMENT 1

Key:
Green font indicates new UOS and entry requirements for new UOS or revised for existing as agreed
Orange font indicates changes to entry requirements currently under discussion with UOS Coordinator
* indicates those UOS which may reconsider entry requirements subject to the development of the proposed urbanism UOS at 1000 and 2000 level, at which time the pre-requisites will be reviewed.

Urban Studies Major/Minor

**Urban Studies major**

A major in Urban Studies requires 48 credit points from this table including:

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

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

(iii) 6 credit points of 3000-level core units and 6 credit points of 3000-level interdisciplinary/project units and 12 credit points of 3000-level selective units

**Urban Studies minor**

A minor in Urban Studies requires 36 credit points from this table including:

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

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

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

(iv) 6 credit points of 3000-level interdisciplinary/project units or 6 credit points of 3000-level selective units

**Units of study**

The units of study are listed below.

(Note not to be included in final submission: * denotes UOSCoordinator and Faculty in-principle support for inclusion. ** denotes that pre-reqs etc to be finalised)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

1000-level units of study
Core units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAAE1XXX Introduction to Australian Urbanism</td>
<td>N INDG2XXX Working Title</td>
<td>6</td>
<td>Note: this unit is currently being considered as a new UOS for the Indigenous Major. It is not part of this proposal but placed here to demonstrate its relationship with the Urban Studies major should it proceed.</td>
</tr>
<tr>
<td>DAAE1001 Living Cities</td>
<td></td>
<td>6</td>
<td>Note: A DECO1006 and DECO1012 and BDES1011 and AWSS1001 or DAAE1XXX Introduction to Australian Urbanism</td>
</tr>
</tbody>
</table>

2000-level units of study

Core units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAAE2XXX International Urbanism</td>
<td>A DAAE1001 Living Cities</td>
<td>6</td>
<td>P 12 credit points of 1000-level units including DAAE1XXX Introduction to Australian Urbanism</td>
</tr>
</tbody>
</table>

Selective units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAAE2XXX The City Imagined</td>
<td>P 12 credit points of 1000-level units including DAAE1XXX Introduction to Australian Urbanism or DAAE1001 Living Cities</td>
<td>6</td>
<td>S1C (or S2C depending upon timetable)</td>
</tr>
<tr>
<td>GEOS2123 Geography of Cities and Regions</td>
<td>P 6 credit points of first year Geosciences units or DAAE1XXX Introduction to Australian Urbanism</td>
<td>6</td>
<td>N GEOS2923</td>
</tr>
<tr>
<td>ANHS2606 The City of Rome: History &amp; Landscape *</td>
<td>P 6 Junior credit points in ANHS and 6 credit points in any of Ancient History, History, Archaeology, Philosophy, Greek (Ancient) or Latin or 12 credit points at 1000 level in Archaeology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ANTH2625 Culture and Development *</td>
<td>P 12 credit points at 1000 level in Anthropology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ECOP2012 Social Foundations of Modern Capitalism *</td>
<td>P 12 credit points at 1000 level in Political Economy</td>
<td>6</td>
<td>N ECOP2002</td>
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Non-Confidential

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECO2016 Design Thinking</td>
<td>6</td>
<td>N DECO1006</td>
</tr>
<tr>
<td>BADP2005 City Design and Ecology</td>
<td>6</td>
<td>P 12 credit points of 1000-level units including DAAE1001 Living Cities</td>
</tr>
<tr>
<td>BIOL2032 Australian Wildlife Biology</td>
<td>6</td>
<td>N ANSC2005</td>
</tr>
<tr>
<td>BIOL2024 Ecology and Conservation</td>
<td>6</td>
<td>A BIOL1XXX or MBLG1XXX N BIOL2924</td>
</tr>
<tr>
<td>ICLS2633 Cities of the World</td>
<td>6</td>
<td>P 18 Junior credit points from Table A of which 12 credit points are from one subject area or 12 credit points at 1000 level in ICLS or 12 credit points at 1000 level in Chinese Studies or 12 credit points from the Urban Studies Major/Minor including DAAE1XXX Introduction to Australian Urbanism</td>
</tr>
<tr>
<td>ANTH2626 Urban Anthropology *</td>
<td>6</td>
<td>P 12 credit points at 1000 level in Anthropology</td>
</tr>
<tr>
<td>HSTY2631 Sin City? A History of Sydney *</td>
<td>6</td>
<td>P 12 credit points at 1000 level in History or 12 credit points at 1000 level in Ancient History or 12 credit points at 1000 level in Socio-legal Studies</td>
</tr>
<tr>
<td>HSTY2670 Black Manhattan *</td>
<td>6</td>
<td>P 12 junior credit points in Ancient History or (AMST1001 and (HSTY1023 or HSTY1076)) or 12 credit points at 1000 level in History or 12 credit points at 1000 level in American Studies</td>
</tr>
<tr>
<td>CIVL2700 Introduction to Transport</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801). Basic statistics through regression analysis, differential and integral calculus, computer programming.</td>
</tr>
</tbody>
</table>

**3000-level units of study**

**Core units:**
GEOS3520 Urban Citizenship and Sustainability 6

**P** 24 credit points of Intermediate units of study, including 6 credit points from the following (GEOS2112 or GEOS2912 or GEOS2123 or GEOS2923 or GEOS2115 or GEOS2915 or GEOS2121 or GEOS2921 or SOILS2002 or LWSC2002) (GEOS392) or 24 credit points from the Urban Studies Major including DAAE1XXX, DAAE1001 and DAAE2XXX International Urbanism

<table>
<thead>
<tr>
<th>Selective units:</th>
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<table>
<thead>
<tr>
<th>ENVI3111 Environmental Law and Ethics *</th>
<th>6</th>
<th><strong>P</strong> 12 credit points of Intermediate units</th>
<th>S1C</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>ANTH3607 The Social Production of Space *</th>
<th>6</th>
<th></th>
<th>S1C</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>MGRK3605 Greek Modernity and its Other</th>
<th>6</th>
<th><strong>P</strong> 12 credit points at 2000 level in the Modern Greek major or MGRK2603 or MGRK3002 or MGRK3607 or 12 credit points from the Urban Studies major including DAAE1XXX and DAAE2XXX International Urbanism</th>
<th>S1C</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DAAE3XXX International Urbanism Advanced</th>
<th>6</th>
<th><strong>P</strong> 24 cp including DAAE1XXX and DAAE2XXX International Urbanism</th>
<th>S2C</th>
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<tr>
<th>BIOL3007 Ecology *</th>
<th>6</th>
<th><strong>P</strong> 12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002) N BIOL3907</th>
<th>S2C</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ENVI3114 Energy and the Environment *</th>
<th>6</th>
<th><strong>A</strong> Junior Physics units or Intermediate Environmental Science units <strong>P</strong> 12 credit points of Intermediate units <strong>N</strong> ENVI3001 or PHYS3600</th>
<th>S2C</th>
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</table>

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<tr>
<th>GOVT3984 Policy and Politics of Governing Cities *</th>
<th>6</th>
<th><strong>P</strong> 12 credit points at 2000 level in Government and International Relations or 12 senior credit points from Government and International Relations</th>
<th>S2C</th>
</tr>
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</table>

<p>| SCLG3611 Space, Place and Society * | 6 | | S2C |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCST3630</td>
<td>Everyday Life: Theories and Practices *</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUSC3629</td>
<td>Music and Everyday Life</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>P</strong> 12 credit points at 2000 level in the Sociology major</td>
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<tr>
<td></td>
<td><strong>N</strong> SCLG2616 or SCLG2617 or SCLG2626</td>
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<tr>
<td>GCST2613</td>
<td><strong>P</strong> 12 credit points at 2000 level in Cultural Studies or 12 credit points at 2000 level in Gender Studies</td>
<td></td>
<td>S2C</td>
</tr>
<tr>
<td></td>
<td><strong>N</strong> GCST2613</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAAE3XXX</td>
<td>Urban Studies Project</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P</strong> 24 cp from Urban Studies Major core (DAAE1XXX, DAAE1001, DAAE2XXX and GEOS3520)</td>
<td></td>
<td>S2C</td>
</tr>
<tr>
<td>ARCH3108</td>
<td>ICU</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S1C/S2C</strong></td>
<td></td>
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</tr>
<tr>
<td>ATTACHMENT 2: UOS DESCRIPTIONS IN ALPHABETICAL ORDER</td>
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<td>-----------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>ARCH3108 Industry and Community Projects</td>
<td>ICPU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANHS2606 The City of Rome: History and Landscape</td>
<td>'The city, stick to the city, and live in its light.' (Cicero) This unit will explore the rich history of Rome's urban landscape from the middle Republic (c.200BCE) to the early fourth century CE. We will examine the ways in which the physical city interacted with and even affected the political, religious and cultural life of the Romans and how the great monuments of Empire were eventually destroyed, recovered and reinvented by later ages.</td>
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</tr>
<tr>
<td>ANTH2625 Culture and Development</td>
<td>The 1949 speech by US president, Harry Truman, declared his country's commitment to the 'development' of the Third World, and began what many consider to be development as an institutional approach to non-Western societies. Anthropology, well established in its study of non-Western societies, was able to offer a rich ethnographic insight into the developing world. Combining ethnographic detail with social science concepts, this unit covers topics such as food crisis, land, environment, cities, fair trade, migration, nation-state, NGOs, poverty and informal economy.</td>
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</tr>
<tr>
<td>ANTH2626 Urban Anthropology</td>
<td>A majority of the world's population live in cities and anthropologists seek to understand urban life and culture. This unit focuses on ethnographic studies of urbanism around the world, including walled cities, slums, urban migrations, environmental transformations and other recent topics in anthropology. Lectures discuss ethnography as research method in urban environments.</td>
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</tr>
<tr>
<td>ANTH3607 The Social Production of Space</td>
<td>We will examine manifestations and concepts of place and space in diverse cultural and historical contexts: e.g., embodied spatial perception, space-time compression, domestic space, sacred places, urban worlds, ecological crisis, environmental art.</td>
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<td></td>
</tr>
<tr>
<td>BIOL2032 Australian Wildlife Biology</td>
<td>Australia is home to a broad diversity of vertebrate wildlife species, many of which are unique to the Australian environment, having evolved in isolation from other large land-masses for millions of years. This unit examines the diversity of Australian reptiles, amphibians, birds and mammals (including all three mammalian lineages; monotremes, marsupials and eutherian mammals). We focus on the unique anatomical, physiological and behavioural adaptations that have enabled our wildlife to survive and thrive within varied Australian ecosystems. We also examine how the uniqueness of our wildlife is also one of its greatest challenges, being naive to the new threats that are present in our rapidly changing environments. At the end</td>
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of this unit you should have an appreciation of the diversity and uniqueness of Australian wildlife; be able to determine the links between form and function in wildlife and understand the significance of these functional adaptations in relation to ecological challenges. You will also have an understanding of the interactions between humans and wildlife, and how the unique characteristics of our wildlife also make them vulnerable to threats within the rapidly changing Australian environment. Students will also develop enhanced scientific literacy and communication skills through tutorial activities and assessment tasks.

BIOL2024 Ecology and Conservation

This unit of study examines the ecological principles driving the major ecosystems of the world and ecological processes behind the world's major conservation issues. It aims to develop in students the core foundations for an understanding of Ecology and its application in conservation. Lectures will focus on the ecology of the major terrestrial and marine biomes of the world. Application of ecological theory and methods to practical conservation problems will be integrated throughout the unit of study. Practical sessions will provide hands-on experience in ecological sampling and data handling to understand the ecology of marine and terrestrial environments, as well as ecological simulations to understand processes. This unit of study provides a suitable foundation for senior biology units of study.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOL3007 Ecology</td>
<td>This unit explores the dynamics of ecological systems, and considers the interactions between individual organisms and populations, organisms and the environment, and ecological processes. Lectures are grouped around four dominant themes: Interactions, Evolutionary Ecology, The Nature of Communities, and Conservation and Management. Emphasis is placed throughout on the importance of quantitative methods in ecology, including sound planning and experimental designs, and on the role of ecological science in the conservation, management, exploitation and control of populations. Relevant case studies and examples of ecological processes are drawn from marine, freshwater and terrestrial systems, with plants, animals, fungi and other life forms considered as required. Students will have some opportunity to undertake short term ecological projects, and to take part in discussions of important and emerging ideas in the ecological literature.</td>
</tr>
<tr>
<td>CIVL2700 Introduction to Transport</td>
<td>This unit of study aims to provide an introduction to transport systems and is assumed knowledge for the third year unit CIVL3704: Transport Informatics and the fourth year units CIVL5701: Transport Networks, CIVL5702: Traffic Engineering, CIVL5703: Transport Policy, Planning and Deployment, and CIVL5704: Transport Analytics. Topics include: transport and its role in society; accessibility; brief history of transport technologies in Australia and globally; transport modelling; the characteristics of the principal modes of transport; factors behind the demand for mobility; qualitative choice modelling; agent-based modelling; travel demand forecasting; the mechanics of queueing and traffic flow; intelligent transport systems; the microscopic and macroscopic fundamental diagrams; highway capacity and level of service; intersection control; the design of traffic signal timing; public transport operations.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>DAAE1XXX</td>
<td>Introduction to Australian Urbanism</td>
</tr>
<tr>
<td>DAAE1001</td>
<td>Living Cities</td>
</tr>
</tbody>
</table>
New: Working title. Learning outcomes as drafted by Tooran Alizadeh

Upon successful completion of this unit of study, you should be able to:

Demonstrate an understanding of the complexity of urbanism globally with reference to the North/South divide and its colonial roots and post-colonial realities

Demonstrate an understanding of the complexities of urbanism specific to the Global South including but not limited to enormous rate of urban transformation and density, massive infrastructure gaps, ubiquitous informality, confronting inequalities and others

Demonstrate independent and critical thinking to unpack the upcoming urban challenges specific to the Global South including but not limited to devastating climate change; (climate and terrorism related) refugee crises, and others.

Demonstrate capacity with critical thinking to unpack the historic, socio-economic, and geo-political setting behind the complexity of urban challenges and opportunities in unfamiliar geographies

Demonstrate an ability to transfer learnings from the Global South to the local context and unpack some of the growing concerns about widening inequities, infrastructure lags and others.

 Demonstrate an ability to - individually and collaboratively- develop critical professional documents, and effectively communicate the complexities of urbanism at an international level

DAAE2XXX International Urbanism
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAAE2XXX</td>
<td>The City Imagined</td>
<td>New selective: This unit introduces students to the ideal city as a product of imagination and political thought. The unit explores the ways in which people from a range of places and historical periods have envisaged future settlements and drawn on golden ages from the past to reform or recreate their own cities and towns, landscapes and campsites. Students will consider the physical forms of such imagined places as well as the political intentions of those who produced and promoted them. Among other things, the unit will focus on the religious and moral sources that underpinned early conceptions of suburbia, the radical politics of disurbanisation and the linear city, and the prevalence and meaning of company towns and other planned industrial settlements. Along with key texts and plans from the history of architecture and town planning the unit will draw on art, film and political theory to explore how real cities are structured and constrained by imaginary ones.</td>
</tr>
<tr>
<td>DAAE3XXX</td>
<td>City Major project unit</td>
<td>New project unit: Sydney as a laboratory eg as part of Living Lab.</td>
</tr>
<tr>
<td>DAAE3XXX</td>
<td>International Urbanism Advanced</td>
<td>New selective- international field trip - block mode: India/China</td>
</tr>
<tr>
<td>DECO2016</td>
<td>Design Thinking</td>
<td>This unit of study provides an introduction to design methods and their application in a human-centred design process. The unit structure follows the stages of a typical design process, which are: define, understand, ideate, prototype, evaluate and reflect. A series of lectures and tutorial sessions are dedicated to each of these stages, allowing students to gain a deep understanding of and experience with design thinking methods. Students will learn how to balance convergent and divergent thinking at various stages throughout the design process, and how to use these methods to respond to a design brief requiring both analysis and synthesis. Students will learn to build empathy with users, identify and reframe the problem space, develop value-driven design concepts and persuasively communicate design proposals with an emphasis on the user experience through visual storytelling.</td>
</tr>
<tr>
<td>ECOP2012</td>
<td>Social Foundations of Modern Capitalism</td>
<td>This unit examines the ways in which economic activity is 'embedded' within a broader social structure. Institutions including those of capital, labour, the family and the state are studied. The unit considers the conflict, contradiction and cohesion inherent in the relationships between these institutions and processes of capital accumulation.</td>
</tr>
</tbody>
</table>
**ENVI3111 Environmental Law and Ethics**

Environmental regulation and governance plays an important role in regulating human impacts on the environment. This unit provides an introduction to environmental regulation. We investigate key environmental issues through an examination of environmental policies, legislation and case law at a variety of scales (international, national and state/local). The ethics component helps students develop thoughtful and informed positions on issues in environmental ethics. The aim of this Unit is to enable students to understand the broad principles of environmental law and ethics and to apply this understanding to contemporary environmental problems.

**ENVI3114 Energy and the Environment**

This unit covers many aspects of energy and the environment: energy resources and use; electrical power generation including fossil fuelled and alternate methods; environmental impacts of energy use and power generation including greenhouse gas emissions; transportation and pollution; energy management in buildings; solar thermal energy, photovoltaics, wind power and nuclear energy; embodied energy and net emissions analysis and, importantly, socio-economic and political issues related to energy provision.

**GCST3630 Everyday Life: Theories and Practices**

Our knowledge of everyday life is often taken for granted and yet cultural studies has developed some fascinating approaches to critically and creatively exploring the ordinary and extraordinary details that make up everyday life. Through case studies of everyday practices, spaces and experiences (waste, fashion, dreaming, eating, shopping, 'selfies') the unit explores key thinkers of the everyday as well as a range of research and writing methods (observation, thick description, close reading) that have helped to illuminate everyday life.

**GEOS2123 Geography of Cities and Regions**

How can we understand the ways that cities and regions change over time, and how these processes shape people's lives? This Unit of Study provides conceptual and practical material for exploring these questions. A program of lectures and tutorials in complemented by close study of Sydney, using GIS (census and satellite imagery) and a series of walking tours to different parts of the city. Assessment is tailored to projects in which students are required to integrate conceptual ideas about cities and regions with GIS mapping and field observations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOS3520</td>
<td>Urban Citizenship and Sustainability</td>
<td>More than half the world's population now live in cities. The contemporary growth of cities, however, is attached to profound political and environmental questions about what it means to be urban, what 'being urban' means for the planet, and how we might produce more just and sustainable urban spaces and experiences. This Unit provides grounding to these crucial questions by examining urban environments from the dual perspectives of citizenship and sustainability. The Unit has three modules. Module 1 examines the intersection of urban environmental change with questions of citizenship and justice. Module 2 considers key urban environmental issues such as energy, transport and food, and how cities and citizens might address stresses and shocks in these systems. Module 3 studies new models for governing emergent urban environmental challenges. Throughout the semester, a Practical Project will involve a research project with real-world partners to introduce key skills related to working in collaboration with external organisations.</td>
</tr>
<tr>
<td>GOVT3984</td>
<td>Policy and Politics of Governing Cities</td>
<td>Over half the world's population is urban. Economic and social change depends on the viability, inclusiveness and resilience of cities, which form the locus for public policymaking and politics. This unit focuses on the policy and politics of governing cities, which require mediation between multiple and competing interests and needs. Themes include citizen participation, equity, and innovation; contending theories about power relations between the actors, institutions and interests of urban politics; and how these relate to the strategies adopted.</td>
</tr>
<tr>
<td>HSTY2631</td>
<td>Sin City? A History of Sydney</td>
<td>From its beginnings as a convict colony, Sydney had to deal with an unsavoury reputation. This course explores the history of the city we live in, its people and its places. Distinct communities and neighbourhoods emerged as battles were fought over who belonged in Sydney, and how they should behave. Topics include Aboriginal resistance, convict scandals, poverty and plague, the 'Razor Gang Wars', Mardi Gras protests, the 'Emerald City' excesses of the 1980s, and the Cronulla riots.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HSTY2670</td>
<td>Black Manhattan</td>
<td>In the twentieth century Harlem was the black metropolis, the black capital of the world. This unit will explore the history of African Americans in New York City, from its beginnings as a Dutch settlement down to today. We will look at the people, images and events that defined Black Manhattan, paying particular attention to everyday life in Harlem in the twentieth century.</td>
</tr>
<tr>
<td>ICLS2633 Cities of the World</td>
<td>The 'city' is a diverse and controversial theme in world literature. It touches upon past and present, alienation and fulfillment, luxury and poverty, success and failure, anonymity and fame. There are modern and old cities, cosmopolitan and 'holy' cities. By examining how the cultural and historical transformation of urban living has been approached by writers of different cultural and national backgrounds, this unit of study offers a journey to different geographic locations but also a journey through time.</td>
<td>note available every second year</td>
</tr>
<tr>
<td>MGRK3605 Greek Modernity and its Others</td>
<td>This course aims to examine the marginalised attempts to modernise Greek literature of the beginning of the 20th century as an alternative to what is considered to be the dominant discourse of Greek modernism, i.e the so-called generation of the 1930s. This will involve the study of C. P. Cavafy, K. G. Karyotakis and some of the minor poets of the same period as well as new trends in Greek criticism put forward by younger critics such as T. Agrams and Kl. Paraschos. The course will also attempt to draw parallels to the appropriate European context and to take into account relevant developments in Greek political life.</td>
<td></td>
</tr>
<tr>
<td>MUSC3629 Music and Everyday Life</td>
<td>What can we learn from non-textual approaches to understanding music? The primary goal of this unit of study is to study music not as a composer, producer, performer, listener or audience member, but as an ethnographer. That is, analysing music through an observational, experiential and intellectual understanding of how people make and take meaning from music.</td>
<td></td>
</tr>
<tr>
<td>SCLG3611 Space, Place and Society</td>
<td>Everyday social life necessarily takes place across a range of disparate spaces and places. This unit takes a sociological approach to exploring key spatial sites of social life (including cities, suburbs, villages and countryside) and examining how processes like modernisation, globalisation and gentrification have impacted those places.</td>
<td></td>
</tr>
</tbody>
</table>
ATTACHMENT 3: DRAFT LEARNING OUTCOMES/GRADUATE QUALITY ALIGNMENT

<table>
<thead>
<tr>
<th>As result of successfully completing this major, students will be able to:</th>
<th>Notes</th>
<th>Graduate quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain urbanisation in both Australian and international contexts</td>
<td>getting the basics</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication (oral and written)</td>
</tr>
<tr>
<td>Differentiate the dynamic interactions of political, economic and cultural forces in shaping the form and social life of urban areas</td>
<td>comprehension + analysis. This attempts to cover the three themes: post-colonial; global south; sustainability and citizenship</td>
<td>Cultural competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>Understand the commonalities of cities in terms of formal/informal urban management and design.</td>
<td></td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>Identify the range of actors and processes that are central to the city-making process.</td>
<td>knowledge + comprehension</td>
<td>Cultural competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>Analyse the role of citizenship in urban politics and development</td>
<td>comprehension + analysis</td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>Recognise the role played by different disciplines of knowledge and methods of research in analysing and understanding urban areas</td>
<td>comprehension</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interdisciplinary effectiveness</td>
</tr>
<tr>
<td>Identify the ways that urban studies can contribute to your future career</td>
<td>career thinking</td>
<td>Influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated professional, ethical and personal identity</td>
</tr>
<tr>
<td>Apply evidence-based knowledge, drawn from different disciplines, to</td>
<td>Analysis and application</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information and digital literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking and                              Inventiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Confidential</td>
<td>Problem solving</td>
<td></td>
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<tr>
<td>------------------</td>
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<td></td>
</tr>
<tr>
<td>investigate sustainability in an urban context</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply collaborative and ethical practice in interdisciplinary/multidisciplinary teams</td>
<td>Application</td>
<td>Integrated professional, ethical and personal identity</td>
</tr>
<tr>
<td>Demonstrate effective communication through different modes</td>
<td>Application</td>
<td>Communication (oral and written)</td>
</tr>
</tbody>
</table>
ATTACHMENT 4: MARKET ANALYSIS TO DATE

We have endeavoured to canvas existing and potential students as to their interest in an urban major. A short survey (2 questions) was sent to (1) current postgraduate urbanism students, (2) current undergraduate geography students and (3) Year 12 students who has shown interest in enrolling in ADP programs. In addition, we surveyed attendees at an event at the Festival of Urbanism. The return rate was insignificant, and the returns, which were positive in the majority, were inherently biased as our audience was already working and studying in urban professions or considering a traditional built environment career.

We have also sought to understand, by desktop analysis, how majors in urban studies are curated in Australia and overseas. The Table below summarises our findings using keyword search for “urban”, “urban studies”, “built environment”. This method also identified sites (eg bigfuture.collegeboard.org) that students could use to identify majors in the north American market, which could be used for further analysis. It is clear that urban studies is interdisciplinary and that is not “owned” by any one discipline. Urban studies majors appear as part of social science degrees as well as built environment degrees.

<table>
<thead>
<tr>
<th><strong>Australian Universities</strong></th>
<th><strong>Major (not a dedicated planning/built environment degree) as identified through key word search (not exhaustive)</strong></th>
<th><strong>Units of study focus</strong></th>
<th><strong>Target</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie</td>
<td>BArts (Urban Studies) <a href="https://courses.mq.edu.au/2020/domestic/undergraduate/bachelor-of-arts-urban-studies/course-structure#content">https://courses.mq.edu.au/2020/domestic/undergraduate/bachelor-of-arts-urban-studies/course-structure#content</a></td>
<td>Major taught in geography, environment, economics, global cities. BPlanning also taught here.</td>
<td>Home faculty: Arts (geography and planning) “… can be applied to a wide variety of sectors”</td>
</tr>
<tr>
<td>Sydney</td>
<td>BProject Management (Built Environment) <a href="https://sydney.edu.au/courses/courses/uc/bachelor-of-project-management0.html">https://sydney.edu.au/courses/courses/uc/bachelor-of-project-management0.html</a></td>
<td>This is a Table A major and contains some UOS shared with the proposed Urban Studies major</td>
<td>Home faculty: Engineering. Major taught by ADP and Engineering. Project managers</td>
</tr>
<tr>
<td>International</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheffield</td>
<td>BA Urban Studies <a href="https://www.sheffield.ac.uk/usp/currentstudents/undergraduate/programme/degree-programmes">https://www.sheffield.ac.uk/usp/currentstudents/undergraduate/programme/degree-programmes</a></td>
<td>Planning, economics, environment, urban analytics</td>
<td>Home Dept: Urban Studies and Planning Gateway to MPlanning “…an excellent basis for a career in a range of areas related to the built environment”</td>
</tr>
</tbody>
</table>
| Institution          | Program Description                                                                 | Eco, planning, GIS, urban conservation, design, transport | Home Faculty: College of Fine \\
|---------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------|
| Illinois            | B Urban Studies & Planning Minor in Urban Studies                                     | Ecology, planning, GIS, conservation, urban design, transport | Home faculty: College of Fine \\
|                     | [https://urban.illinois.edu/prospective-students/academic-programs/ba-in-urban-studies-and-planning](https://urban.illinois.edu/prospective-students/academic-programs/ba-in-urban-studies-and-planning) |                                           | Applied Arts : Dept of Urban & Regional Planning |
|                     | “Oakland School” of urban studies)                                                   |                                           | “..prepare entry level professional planners…” |
| UCDavis             | Major in Sustainable Environmental Design                                           | Design, planning, green building.                       | Home college: agricultural and environmental sciences |
|                     | [https://www.ucdavis.edu/majors/sustainable-environmental-design/](https://www.ucdavis.edu/majors/sustainable-environmental-design/) |                                           |                                           |
|                     | Major in Environmental Policy Analysis and Planning                                  | Law, planning, resource management                      | Home college: agricultural and environmental sciences |
| UCSan Diego         | Urban Studies & Planning major                                                      | History, social theory, GIS, planning                   | Home Division: Social Sciences |
|                     | [https://usp.ucsd.edu/undergraduate-programs/usp/index.html](https://usp.ucsd.edu/undergraduate-programs/usp/index.html) |                                           |                                           |
| University of Toronto | Urban studies major                                                                  | Multidisciplinary: planning, economy. Offered in major programs. | Home faculty: Arts and Science For student who “wish to study cities using several disciplinary approaches”. |
|                     | [https://future.utoronto.ca/undergraduate-programs/urban-studies/?qt-footer_social=1](https://future.utoronto.ca/undergraduate-programs/urban-studies/?qt-footer_social=1) |                                           |                                           |
| University of Hong Kong | Bachelor of Arts in Urban Studies                                                   | Planning, design, policy, land development, real estate, economics … | Home faculty: architecture To "equip students to become professionals in the built environment". |
| University College London | BSc (Urban Studies)                                                                | Planning, design, history, ecology, social change      | Home school: Bartlett School of Architecture Gateway to postgraduate studies in planning. ".. design with a range of professional career opportunities in mind". |
|                     | [https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/urban-studies-bsc/2019](https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/urban-studies-bsc/2019) |                                           |                                           |
ATTACHMENT 5: CONSULTATION CORRESPONDENCE.

Copies of select email correspondence to demonstrate consultation and support for the urban studies major:

- Faculty of Arts and Social Sciences
  - Two email threads from Associate Professor Kelly Freebody
  - One email thread from Dr Bruce Isaacs
- Faculty of Science Support
  - Pauline Ross, Associate Dean (Education), including a mention of FOS Dean’s support
  - Associate Professor Kurt Iveson
- Potential Interest beyond ADP, FASS and Science
  - Professor Philip Poronnik, Medicine and Health
  - Dr Andrew Black, Westmead Living Lab
  - Professor Peter Bryant, Business
- Support for common UOS with other degrees
  - Dr Kenneth Chung, Engineering
Non-Confidential

Author
Dr Callum Parker, Acting Program Director, Bachelor of Design Computing/Bachelor of Advanced Studies, Sydney School of Architecture, Design and Planning

Reviewer/Approver
Professor Robyn Dowling, Head of School and Dean, Sydney School of Architecture, Design and Planning

Paper title
Bachelor of Design Computing/Bachelor of Advanced Studies Minor Course Amendment

Purpose
To request that the Undergraduate Studies Committee endorses an amendment to the Course Resolutions for the Bachelor of Design Computing and Bachelor of Design Computing/Bachelor of Advanced Studies.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1) approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies; and
2) approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January, 2020.

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the Course Resolutions for the Bachelor of Design Computing and Bachelor of Design Computing/Bachelor of Advanced Studies, as follows:

- The inclusion of clause 6(2)(b), which was omitted in error when the course resolutions for Design Computing were revised as part of the introduction of the new curriculum for 2018.

ATTACHMENTS

1. Minor Course Amendment Proposal form
2. Example degree resolution changes for the Bachelor of Design Computing and Bachelor of Design Computing/Bachelor of Advanced Studies
Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Dr Callum Parker/ Program Director for Bachelor of Design Computing /Bachelor of Advanced Studies

1. Name of award course
   Bachelor of Design Computing/Bachelor of Advanced Studies

2. Purpose of proposal:
   To amend the Resolutions to include clause 6 (2) (b), which was omitted in error when the Resolution for Design Computing was revised as part of the introduction of the new curriculum for 2018.

3. Changes to the Resolutions:
   (i) Add clause 6 (2) (b) '48 credit points of elective units of study. At least 12 credit points of these must be 2000-level or 3000-level'.

4. Details of amendment
   (i) Resolution updates marked up as below

Course Resolutions

6 Requirements for award
(2) Bachelor of Design Computing:
To qualify for the award of the Bachelor of Design Computing, a candidate must complete 144 credit points, comprising:
   (a) 96 credit points of core units of study as set out in Table A;
   (b) 48 credit points of elective units of study. At least 12 credit points of these must be 2000-level or 3000-level units.

5. Signature of Dean

\[\text{Signature}\]
Bachelor of Design Computing Advanced

Bachelor of Design Computing

Bachelor of Design Computing/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPDESCMP-02</td>
<td>Bachelor of Design Computing</td>
</tr>
<tr>
<td>BPDCMAVS1000</td>
<td>Bachelor of Design Computing / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3. Streams

1. The Bachelor of Design Computing is not available in individual streams.
2. The Bachelor of Design Computing/Bachelor of Advanced Studies is available in the following streams:
   a. Dalyell.
3. Completion of a stream is not a requirement of the Bachelor of Design Computing/Bachelor of Advanced Studies. The requirements of the completion of the Dalyell Stream appear as specified in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4. Cross-faculty management

1. Candidates in the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and those undertaking honours in the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies will be under the supervision of the University of Sydney School of Architecture, Design and Planning throughout.
2. Candidates undertaking honours will be under the management of the University of Sydney School of Architecture, Design and Planning. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the University of Sydney School of Architecture, Design and Planning on all matters relating to admission, requirements, award of honours mark and award of honours grade.
3. The Head of School and Dean of the University of Sydney School of Architecture, Design and Planning shall exercise authority in any matter concerned with the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and the Bachelor of Design Computing/Bachelor Advanced Studies with honours combined degrees not otherwise dealt with in these resolutions.

5. Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

2. Admission to the Dalyell Stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6. Requirements for award

1. The requirements for the Bachelor of Design Computing/Bachelor of Advanced Studies are set out in:
   a. Table A for the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies;
   b. Table S of the Shared Pool for Undergraduate Degrees; and
   c. Table O of the Shared Pool for Undergraduate Degrees; and
   d. For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

2. Bachelor of Design Computing:
   To qualify for the award of the Bachelor of Design Computing, a candidate must complete 144 credit points, comprising:
   a. 96 credit points of core units of study as set out in Table A;
   b. 48 credit points of elective units of study. At least 12 credit points of these must be 2000-level or 3000-level units.

3. Bachelor of Design Computing/Bachelor of Advanced Studies:
   To qualify for the award of the Bachelor of Design Computing/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
Bachelor of Design Computing Advanced

(a) 84 credit points of core units of study as set out in Table A according to one of the following patterns:
   (i) 48 credit points at 1000-level, 24 credit points at 2000-level, and 12 credit points at 3000-level; or
   (ii) 12 credit points at 1000-level, 36 credit points at 2000-level, and 42 credit points at 3000-level; or
   (b) a major (48 credit points) or program specified in Table S for the Bachelor of Advanced Studies;
   (c) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O of the Shared Pool for Undergraduate Degrees;
   (d) for students enrolled in the Dalyell Stream;
      (i) a minimum of 6 credit points of study in the Open Learning Environment as specified in Table O; and
      (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
   (e) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:
      (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O,
      (ii) a minimum of 24 credit points at 4000-level from Table A or Table S, including a research, community, industry or entrepreneurship project of 12 to 36 credit points; and
      (g) where appropriate, elective units from Table A and Table S, Table O or, for students enrolled in the Dalyell Stream, Table D in the Shared Pool for Undergraduate Degrees.

7 Progression rules

(1) Progression within a major, minor or program:
   Except with the permission of the relevant major coordinator, candidates must pass all 1000-level units of study within a major, program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant major coordinator, candidates must pass all 2000-level units of study within a major, program or minor, before proceeding to 3000-level units, or else undertake those 2000-level units concurrently with the 3000-level units.

(2) Progression within the Bachelor of Design Computing/Bachelor of Advanced Studies:
   Except with the permission of the Program Director, Bachelor of Design Computing/Bachelor of Advanced Studies candidates must complete 144 credit points, the degree core and any stream-specific core, and the required credit points from the Open Learning Environment as set out in Section 6 above before progressing to 4000-level units, (including 4000-level project units).

(3) Progression within the Dalyell Stream:
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.
   (b) Candidates must achieve an Annual Average Mark, a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream.
   (c) Candidates who do not maintain an Annual Average Mark, a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor or program or stream into which they were admitted, but will not remain in the Dalyell Stream. Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

8 Requirements for the Bachelor of Design Computing/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final year of the Bachelor of Design Computing/Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the University of Sydney School of Architecture, Design and Planning must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component with the University of Sydney School of Architecture, Design and Planning, admission, requirements and award of honours are according to these resolutions, the Coursework Policy and the Resolutions of the University of Sydney School of Architecture, Design and Planning.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the honours component is undertaken.

(5) Admission to the embedded honours component is by permission of the relevant honours coordinator or Program Director after the completion of the following:
   (a) 144 credit points, including at least one major or program, any degree or stream-specific core;
   (b) a Weighted Average Mark of at least 70 in units of study completed to that point;
   (c) a major or study of equivalent depth in the area of the proposed honours component; and
   (d) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(6) To qualify for the award of the Bachelor of Design Computing/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree but include 36 to 48 credit points of honours units at 4000-level or above, including an honours research project of 12 to 36 credit points, and 12 to 36 credit points of honours coursework, as required by the relevant department and published in the school handbook. Honours subject areas and units of study for honours within the University of Sydney School of Architecture, Design and Planning are listed in Table A.

(7) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the University of Sydney School of Architecture, Design and Planning, the grade for honours is determined by using a mark derived from weighting the mark for honours dissertation at 70 percent and a Weighted Average Mark of the pass degree at 30 percent.

9 Award of the Bachelor of Design Computing, Bachelor of Design Computing/Bachelor of Advanced Studies

(1) Candidates for the Bachelor of Design Computing/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Design Computing, who do not meet requirements for the combined degree, will be awarded the Bachelor of Design Computing.

(2) Honours in the Bachelor of Design Computing/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the University of Sydney School of Architecture, Design and Planning or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 honours mark 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
</tbody>
</table>
A student who achieves an honours mark in the range ...

<table>
<thead>
<tr>
<th>Honours Mark</th>
<th>Class</th>
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<tr>
<td>&lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>&lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

Candidates for the award of the Bachelor of Design Computing/Bachelor of Advanced Studies (Honours) who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Design Computing or the Bachelor of Design Computing/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the University of Sydney School of Architecture, Design and Planning.

International exchange

The University of Sydney School of Architecture, Design and Planning encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the University of Sydney School of Architecture, Design and Planning.

Course transfer

A candidate may transfer from the Bachelor of Design Computing and elect to complete the Bachelor of Design Computing/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Design Computing. A candidate may abandon the Bachelor of Design Computing/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Design Computing in accordance with these resolutions. Completion of the Bachelor of Design Computing/Bachelor of Advanced Studies in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the University of Sydney School of Architecture, Design and Planning or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 not seeking credit for prior study and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2028.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Jennifer Peden, Coordinator Curriculum &amp; Quality Faculty of Arts &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Kelly Freebody, Associate Dean (Undergraduate Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Clarification of the Table A and Table S Requirements at 4000-level in the Bachelor of Arts and Bachelor of Advanced Studies</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2021</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>12 September 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Undergraduate Studies Committee and Academic Board of the amendments required for 2020 to clarify the requirements at 4000 level advanced coursework in the Bachelor of Arts and Bachelor of Advanced Studies.</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Dr Kelly Freebody</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:
1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts and Bachelor of Advanced Studies; and
2. approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

This proposal seeks to amend the course resolutions for the Bachelor of Arts / Bachelor of Advanced Studies to clarify the requirement for advanced coursework at 4000 level in Table A, where a minimum of 24 credit points are required from a single subject area as defined by the Faculty of Arts and Social Sciences in the 2020 Table A unit of study tables when advanced coursework is undertaken from a FASS Table A subject area.

Students in the Bachelor of Arts and Bachelor of Advanced Studies who elect to undertake 4000 level advanced coursework from Table S are not restricted to a single subject area. The existing resolutions risked an interpretation that would limit student choice from Table S at 4000 level in 2020.

**ENDORSEMENT HISTORY**

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
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<tr>
<td>Board of Interdisciplinary Studies</td>
<td>26/09/2019</td>
<td>Conditional</td>
<td>Yes – the reference to completion by 2029 in the Transitional Provisions is due to the separate Dalyell/OLE changes for 2020 rather than this clarification.</td>
</tr>
<tr>
<td>Faculty Board</td>
<td>12 September 2019</td>
<td>Endorsed</td>
<td>n/a</td>
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</table>
ATTACHMENTS

Attachment 1: Minor course amendment: Bachelor of Arts/Bachelor of Advanced Studies
Attachment 2: marked up course resolutions
Minor Course Amendment Proposal

Faculty: Faculty of Arts & Social Sciences
Contact person: Jennifer Peden

1. Name of award course
   Bachelor of Arts
   Bachelor of Arts/Bachelor of Advanced Studies

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies to clarify the "single subject area" requirements from either Table A or Table S at the 4000 advanced coursework level in the BA/BAAdvSt.

3. Details of amendment
   Bachelor of Arts
   Bachelor of Arts/Bachelor of Advanced Studies

   6 Requirements for award
   (3) Bachelor of Arts/Bachelor of Advanced Studies

   To qualify for the award of the Bachelor of Arts/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
   (a) A major (48 credit points) or program as listed and defined in Section 7 below and specified in Table A;
   (b) A second major (48 credit points) as listed and defined in Section 7 below and specified in Table A or Table S;
   (c) A minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table Q;
   (d) A minimum of 24 credit points in a single subject area at 4000 level as listed and defined in Section 7 below and specified-in from Table A for the Bachelor of Arts, or a minimum of 24 credit points at 4000 level from Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of up to 36 credit points.
   (e) Where appropriate, elective units from Table A or Table S.

4. Transitional arrangements
   These resolutions will apply to students who commence their candidature after January 1, 2020.
   As 4000 level advanced coursework units are not being offered prior to 2020, there should be no impact on candidates who commenced prior to January 1, 2020.

5. Other relevant information

6. Signature of Dean
   Prof. Annamarie Jagose
   Dean
   Faculty of Arts and Social Sciences
Bachelor of Arts/Bachelor of Advanced Studies

Bachelor of Arts

Bachelor of Arts/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPARTSAR-09</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>BPARTAVS-01</td>
<td>Bachelor of Arts/Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Arts is available in the following streams:

(a) Dalyell.

(2) The Bachelor of Arts/Bachelor of Advanced Studies is available in the following streams:

(a) Dalyell
(b) International and Global Studies
(c) Languages
(d) Media and Communications
(e) Politics and International Relations

(3) Completion of a stream is not a requirement of the Bachelor of Arts or the Bachelor of Arts/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Arts/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-faculty management

(1) Candidates in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies and those undertaking honours in the Bachelor of Arts/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences.

(2) Candidates undertaking honours in the Bachelor of Arts/Bachelor Advanced Studies will be under the management of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.

(3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts/Bachelor of Advanced Studies and the Bachelor of Arts/Bachelor Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Arts/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees;
(c) Table O of the Shared Pool for Undergraduate Degrees.
(d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
(e) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.

(2) Bachelor of Arts

To qualify for the award of the Bachelor of Arts degree, candidates must complete 144 credit points in total, comprising:
Bachelor of Arts/Bachelor of Advanced Studies

(a) A major (48 credit points) or a program as listed and defined in Section 7 below and as specified in Table A;
(b) A minor (36 credit points) or second major (48 credit points) as listed and defined in Section 7 below and as specified in Table A or Table S;
(c) For students not enrolled in the Dalveill Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) For students enrolled in the Dalveill Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalveill units of study as specified in Table D.
(e) For students previously but no longer enrolled in the Dalveill Stream who have completed at least 6 credit points of Dalveill units of study;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(3) Bachelor of Arts/Bachelor of Advanced Studies

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

(a) A major (48 credit points) or program as listed and defined in Section 7 below and specified in Table A;
(b) A second major (48 credit points) as listed and defined in Section 7 below and specified in Table A or Table S;
(c) For students not enrolled in the Dalveill Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) For students enrolled in the Dalveill Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalveill units of study as specified in Table D.
(e) For students previously enrolled in the Dalveill Stream in their current degree, who are no longer in the stream and have completed at least 6 credit points of Dalveill units of study;
(f) A minimum of 24 credit points in a single subject area at 4000 level from Table A for the Bachelor of Arts, or a minimum of 24 credit points at 4000 level from Table S, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points.
(g) Where appropriate, elective units from Table A, or Table S, Table O or, for students enrolled in the Dalveill Stream, Table D.
(h) If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

7 Programs, majors and minors

(1) Bachelor of Arts

(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Arts. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Arts have the option of completing:
(i) A program (which must contain a major); and
(ii) A second major from Table A or Table S in place of the minor.
(c) Requirements for completion of programs are as set out in Table A.
(2) Bachelor of Arts/Bachelor of Advanced Studies

(a) Completion of a major from Table A and second major from Table A or Table S is a requirement of the Bachelor of Arts/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Arts have the option of completing a program (which must contain a major).
(3) Requirements for programs, majors and minors

(a) Programs, majors and minors are as defined in the Learning and Teaching Policy 2015.
(b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S.
(4) Majors available in Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:

- Agriculture and Resource Economics
- American Studies
- Ancient Greek
- Ancient History
- Anthropology
- Arabic Language and Cultures
- Archaeology
- Art History
- Asian Studies
- Biblical Studies and Classical Hebrew
- Chinese Studies
- Criminology (from 2020)
- Cultural Studies
- Digital Cultures
- Econometrics
- Economics
- Economic Policy
- English
- European Studies
- Film Studies
- Financial Economics
- French and Francophone Studies
- Gender Studies
- Germanic Studies
- Global Studies (Available only as a major and only to students admitted into the International and Global Studies stream or Bachelor of Arts/Bachelor of Law)
- Hebrew (modern)
- History
- Indigenous Studies
- Indonesian Studies
- International and Comparative Literary Studies
- International Relations
Academic Board  
05 November 2019  

Bachelor of Arts/Bachelor of Advanced Studies

Italian Studies  
Japanese Studies  
Jewish Civilisation, Thought and Culture  
Korean Studies  
Latin  
Linguistics  

Media Studies (Available only as a major and only to students admitted into the Media and Communications stream or Bachelor of Arts/Bachelor of Law)  
Modern Greek Studies  
Music  
Philosophy  
Political Economy  
Politics  

Politics and International Relations (Available only as a major and only to students admitted into the Politics and International Relations stream. Students completing this major cannot also complete separate majors in Politics or International Relations)  
Socio-legal Studies  
Sociology  

Spanish and Latin American Studies  
Studies in Religion  

Theatre and Performance Studies  

Visual Arts

(5) Programs in the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:

- International and Global Studies  
- Media and Communications  
- Politics and International Relations  
- Psychology (from Table A of the Bachelor of Science)

With the exception of Psychology, programs in the Bachelor of Arts are only available to students admitted into relevant streams. A Psychology program may only be taken in addition to a major from Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies.

(6) Table A minors

(a) All majors available as Table A majors in the Bachelor of Arts, except the majors in Global Studies, Politics and International Relations and Media Studies, are available as Table A minors in the Bachelor of Arts. Minors available in the Bachelor of Arts also include those listed in Table S and the following additional Table A minors:

- Celtic Studies  
- Diversity Studies  
- Sanskrit  
- Social Policy  
- Writing Studies

(7) Second majors

All majors available as Table A majors in the Bachelor of Arts are available as second majors in the Bachelor of Arts/Bachelor of Advanced Studies. Second majors available in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies also include those listed in Table S.

8 Progression rules

(1) Progression within a major, program or minor

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before proceeding to the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts/Bachelor of Advanced Studies

Except with the permission of the Associate Dean Undergraduate, candidates who are not in the Dalyell Stream must complete 144 credit points, including at least one major, a minor or second major and at least 12 credit points from the Open Learning Environment as set out in Section 6 above before progressing to 4000-level units, including 4000-level project units.

(3) Progression within the Dalyell Stream

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

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) or an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM or Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

9 Requirements for the Bachelor of Arts/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Arts/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(2) Admission
Bachelor of Arts/Bachelor of Advanced Studies

Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the Bachelor of Arts in accordance with section 6(1) of these resolutions. Admission requires a major or study of equivalent depth with a WAM of at least 70 in the area of the proposed honours component, together with the completion of a second major in accordance with these resolutions. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(3) Requirements
To qualify for the award of the Bachelor of Arts/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Faculty of Arts and Social Sciences, candidates must complete 48 credit points of honours units.

(4) The honours mark
The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. Award requirements for honours in the Bachelor of Arts are listed in the Resolutions of the Faculty of Arts and Social Sciences.

Award of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies

10 Award of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies

(1) Candidates for the Bachelor of Arts/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Arts but do not meet requirements for the combined degree will be awarded the Bachelor of Arts.

(2) Honours in the Bachelor of Arts/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Arts and Social Sciences or relevant resolutions for the faculty in which the embedded honours component is undertaken.

A student who achieves an honours mark in the range...

<table>
<thead>
<tr>
<th>Honours Mark</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 – 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 – 79</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 – 74</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 – 69</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Arts/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Arts, or the Bachelor of Arts/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

11 Cross-institutional study
Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

12 International exchange
The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13 Course transfer
A candidate may transfer from the Bachelor of Arts and elect to complete the Bachelor of Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Arts. A candidate may abandon the Bachelor of Arts/Bachelor of Advanced Studies and elect to complete the Bachelor of Arts in accordance with these resolutions.

14 Credit for previous study
Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

15 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020. Candidates in the Dalvay Stream who commenced prior to 1 January, 2020 may complete the requirements for the stream under 6(2) of these these resolutions.

(3) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Jennifer Peden, Coordinator Curriculum &amp; Quality Faculty of Arts &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Kelly Freebody, Associate Dean (Undergraduate Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Addition of a Core Component to the Bachelor of Arts, and to the Bachelor of Arts and Bachelor of Advanced Studies, and the Addition of an Education major to Table A</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2021</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>12 September 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Undergraduate Studies Committee and Academic Board of the amendments required for 2021 to add a core component to the Bachelor of Arts and to the Bachelor of Arts and Bachelor of Advanced Studies, and to add the Education major to the Table A list of available programs, major and minors for the BA and for the BA/BAdvSt.</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Dr Kelly Freebody</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts, and Bachelor of Arts and Bachelor of Advanced Studies; and
(2) approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2021

EXECUTIVE SUMMARY

This proposal seeks:

1. To amend the course resolutions for the Bachelor of Arts and for the Bachelor of Arts / Bachelor of Advanced Studies to introduce a core component where the award course is not being completed with a stream.

   The 6 credit point core unit will house the enriched transition support content recommended for all undergraduate degrees by the University’s Education Portfolio, as well as contributing to the development of the degree’s distinctiveness and to improved cohort creation. It is proposed that the amendment take effect from January 1, 2021.

2. To add the existing Table S major, Education to Table A for the Bachelor of Arts, and the Bachelor of Arts / Bachelor of Advanced Studies.

   The Education major is currently available as a Table S major. The revision of the Education degrees this year (for 2022 implementation) to align with Bachelor of Arts stream pathways into the Advanced
Non-Confidential

Studies degree requires the Education major to be a Table A major. Currently, it is the only major owned and taught in FASS that is not available in Table A for the BA. This is largely due to historical reasons – the major was not moved when Education and Social Work became a school in FASS in 2017.

Adding the major to Table A for the Bachelor of Arts and for the Bachelor of Arts/Bachelor of Advanced Studies would also increase its visibility to the FASS student cohort by making it a first major option for Bachelor of Arts students interested in Education.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
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<tr>
<td>Faculty Board</td>
<td>12 September 2019</td>
<td>Endorsed</td>
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</table>

ATTACHMENTS

Appendix 1:
Minor course amendment: core component for the Bachelor of Arts, and the Bachelor of Arts/Bachelor of Advanced Studies

Appendix 2:
Minor course amendment and table: Education major
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Jennifer Peden

1. Name of award course

Bachelor of Arts
Bachelor of Arts / Bachelor of Advanced Studies

2. Purpose of proposal

This proposal seeks to amend the course resolutions for the Bachelor of Arts and for the Bachelor of Arts / Bachelor of Advanced Studies to introduce a core component where the award course is not being completed with a stream.

The 6 credit point core unit will house the enriched transition support content recommended for all undergraduate degrees by the University's Education Portfolio, as well as contributing to the development of the degree's distinctiveness and to improved cohort creation.

It is proposed that the amendment take effect from January 1, 2021.

3. Details of amendment

It is proposed that an amendment be made to 6 (2); (e-f) and 6 (3) (e-f) in the resolutions.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Arts/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees;
(c) Table O of the Shared Pool for Undergraduate Degrees.

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

(2) Bachelor of Arts

To qualify for the award of the Bachelor of Arts degree, candidates must complete 144 credit points in total, comprising:

(a) A major (48 credit points) or a program as listed and defined in Section 7 below and as specified in Table A;
(b) A minor (36 credit points) or second major (48 credit points) as listed and defined in Section 7 below and as specified in Table A or Table S;
(c) A minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) Where appropriate, elective units from Table A or Table S.

(e) If enrolled in a stream, 6 credit points of core units of study as specified in Table A;
(f) If enrolled in a stream, complete the requirements for the stream as specified in Table A.

(3) Bachelor of Arts/Bachelor of Advanced Studies

To qualify for the award of the Bachelor of Arts/Bachelor of Advanced Studies, a candidate must complete 162 credit points, comprising:

(a) A major (48 credit points) or program as listed and defined in Section 7 below and specified in Table A;
(b) A second major (48 credit points) as listed and defined in Section 7 below and specified in Table A or Table S;
(c) A minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(d) A minimum of 24 credit points in a single subject area at 4000 level as listed and defined in Section 7 below and specified in Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points.

(e) If enrolled in a stream, 6 credit points of core units of study as specified in Table A;
(f) If enrolled in a stream, complete the requirements for the stream as specified in Table A.

4. Transitional arrangements

N/A

5. Other relevant information

6. Signature of Dean

[Signature]

Minor Course Amendment Proposal

Version 01.10.2014
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person:

1. Bachelor of Arts
   Bachelor of Arts and Bachelor of Advanced Studies

2. Purpose of proposal

   To add the existing Table S major, Education to Table A for the Bachelor of Arts, and the Bachelor of Arts / Bachelor of Advanced Studies.

   The Education major is currently available as a Table S major. The revision of the Education degrees this year (for 2021 implementation) to align with BArts stream pathways into the Advanced Studies degree requires the Education major to be a Table A major. Currently, it is the only major owned and taught in FASS that is not in Table A. This is for historical reasons – the major was not moved when Education and Social Work because a school in FASS in 2017.

   Adding the major to Table A for the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies would increase also its visibility to the FASS student cohort by making it a first major option for Bachelor of Arts students interested in Education.

3. Details of amendment

   Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies

   7 Programs, majors and minors

   (1) Requirements for programs, majors and minors
   (a) Programs, majors and minors are defined in the Learning and Teaching Policy 2015.
   (b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S

   (2) Majors available in Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:
   Agriculture and Resource Economics
   American Studies
   Ancient Greek
   Ancient History
   Anthropology
   Arabic Languages and Cultures
   Archaeology
   Art History
   Asian Studies
   Biblical Studies and Classical Hebrew
   Chinese Studies
   Criminology (from 2020)
   Cultural Studies
   Digital Cultures
   Econometrics
   Economics
   Economic Policy
   Education
   English
   European Studies
   Film Studies
   Financial Economics
   French and Francophone Studies
   Gender Studies
   Germanic Studies
Global Studies (Available only as a major and only to students admitted into the International and Global Studies stream or Bachelor of Arts/Bachelor of Law)
Hebrew (modern)
History
Indigenous Studies
Indonesian Studies
International and Comparative Literary Studies
International Relations
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Linguistics
Media Studies (Available only as a major and only to students admitted into the Media and Communications stream or Bachelor of Arts/Bachelor of Law)
Modern Greek Studies
Music
Philosophy
Political Economy
Politics
Politics and International Relations (Available only as a major and only to students admitted into the Politics and International Relations stream. Students completing this major cannot also complete separate majors in Politics or International Relations)
Socio-legal Studies
Sociology
Spanish and Latin American Studies
Studies in Religion
Theatre and Performance Studies
Visual Arts

[...]

(5) Second majors
All majors available as Table A majors in the Bachelor of Arts are available as second majors in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced studies. Second majors available in the Bachelor of Arts and in the Bachelor of Arts/Bachelor of Advanced Studies also include those listed in Table S.

4. Transitional arrangements
The resolutions will apply to students who commence their candidature after 1 January, 2021.

5. Other relevant information

6. Signature of Dean

[Signature]

Prof. Annamarie Jagose
Dean
Faculty of Arts and Social Sciences
## Major

A major in Educational Studies requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 12 credit points of 2000-level core units
(iii) 18 credit points of 3000-level selective units
(iv) 6 credit points of 3000-level Interdisciplinary Project units

## Minor

A minor in Educational Studies requires 36 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 12 credit points of 2000-level core units
(iii) 12 credit points of 3000-level selective units

### 1000 level units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>EDUF1018 Education, Teachers and Teaching</td>
<td>6</td>
</tr>
<tr>
<td>EDUF1019 Human Development and Education</td>
<td>6</td>
</tr>
</tbody>
</table>

### 2000 level units of study
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUF2006</td>
<td>Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>EDUF2007</td>
<td>Social Perspectives on Education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>3000 level units of study</strong></td>
<td></td>
</tr>
<tr>
<td>EDUF3023</td>
<td>Sport: Contemporary Educational Issues</td>
<td>6</td>
</tr>
<tr>
<td>EDUF3026</td>
<td>Global Perspectives, Poverty and Education</td>
<td>6</td>
</tr>
<tr>
<td>EDUF3027</td>
<td>International Education</td>
<td>6</td>
</tr>
<tr>
<td>EDUF3028</td>
<td>Mentoring in Educational Contexts</td>
<td>6</td>
</tr>
<tr>
<td>EDUF3029</td>
<td>Psychology of Learning and Teaching</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><em>Not available 2020</em></td>
<td></td>
</tr>
<tr>
<td>EDUF3030</td>
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<td>6</td>
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<td>Course Code</td>
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</tr>
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<tr>
<td>EDFU3032</td>
<td>Curriculum and Evaluation</td>
<td>6</td>
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<tr>
<td>EDFU3037</td>
<td>Creativity, Learning and Teacher Artistry</td>
<td>6</td>
</tr>
<tr>
<td>EDFU3135</td>
<td>Aboriginal Community Engagement</td>
<td>6</td>
</tr>
<tr>
<td>EDFU3136</td>
<td>Research with Young Children</td>
<td>6</td>
</tr>
<tr>
<td>EDFU3553</td>
<td>Education Exchange</td>
<td>6</td>
</tr>
<tr>
<td>EDFU3554</td>
<td>Education Exchange</td>
<td>24</td>
</tr>
<tr>
<td>EDFU3557</td>
<td>Education Exchange</td>
<td>12</td>
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</tbody>
</table>

**Interdisciplinary Project units of study**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFU3998</td>
<td>Industry and Community Project</td>
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</tr>
<tr>
<td>EDFU3999</td>
<td>Interdisciplinary Impact</td>
<td>6</td>
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</table>

**Education Honours**

Honours in Education requires 48 credit points from this table including:
<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUF4215</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUF4216</td>
<td>Education Honours 2</td>
<td>24</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

(1) approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and Bachelor of Commerce and Bachelor of Laws with effect from 1 January 2020.

(2) Approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Course Resolutions for the Bachelor of Commerce, and Bachelor of Commerce/ Bachelor of Advanced Studies and Bachelor of Commerce/Bachelor of Laws are proposed in order to:

1. embed clauses relating to recognition of prior learning, cross-institutional study and international mobility in order to improve transparency and with a view to rescinding the existing University of Sydney Business School Credit Provisions and University of Sydney Business School Cross-Institutional Study Provisions, reducing the number of governance documents students are required to refer to;

2. remove references to Table A for the Bachelor of Economics which are redundant due to availability of units in Table S; and

3. introduce progression rules relating to completion of 1000-level Commerce core units of study.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Studies Committee</td>
<td>15/10/2019</td>
<td>Conditional</td>
<td>Yes - Clause 3(3); reference to the Student Centre has been deleted as this is an administrative instruction inconsistent</td>
</tr>
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</table>
with the intent of a course resolution.

ATTACHMENTS

Attachment 1. Minor course amendment proposal (Business School) - Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and the Bachelor of Commerce/Bachelor of Laws
Attachment 2. Course Resolutions - Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies
Attachment 3. Course Resolutions – Bachelor of Commerce and Bachelor of Commerce/Bachelor of Laws
Attachment 1. Minor course amendment proposal (Business School)

Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro x65019

1. Name of award course
   Bachelor of Commerce
   Bachelor of Commerce/Bachelor of Advanced Studies
   Bachelor of Commerce/Bachelor of Laws

2. Purpose of proposal
   To propose amendments to the course resolutions for the Bachelor of Commerce, Bachelor of
   Commerce/Bachelor of Advanced Studies and the Bachelor of Commerce/Bachelor of Laws,
   with effect from 1 January 2020 in order to:
   1. embed clauses relating to recognition of prior learning, cross-institutional study and
      international mobility with a view to rescinding the existing University of Sydney Business
      School Credit Provisions and University of Sydney Business School Cross-Institutional
      Study Provisions, reducing the number of governance documents students are required to
      refer to;
   2. remove references to Table A for the Bachelor of Economics which are redundant due to
      availability of units in Table S; and
   3. introduce progression rules relating to completion of 1000-level Commerce core units of
      study.

3. Details of amendment
   See Attachment 2. Course Resolutions - Bachelor of Commerce and Bachelor of Commerce/
   Bachelor of Advanced Studies and Attachment 3. Course Resolutions – Bachelor of
   Commerce and Bachelor of Commerce/Bachelor of Laws.

4. Transitional arrangements
   Students who commenced prior to 1 January 2020 may either complete the requirements in
   accordance with the resolutions in force at the time of their commencement; or where
   approved by the Business School, elect to proceed under the amended resolutions provided
   appropriate programs of study can be identified (where relevant).

5. Other relevant information
   Upon final approval of resolution changes the Business School will move to rescind the
   following provisions:
   1. University of Sydney Business School Credit Provisions;

6. Signature of Dean

[Signature]
05/09/2019
Bachelor of Commerce

Bachelor of Commerce/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPCOMMER-06</td>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>BPCOMAVS-01</td>
<td>Bachelor of Commerce / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

(1) The Dalyell stream is available in the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies.

(2) Completion of a stream is not a requirement of the Bachelor of Commerce or the Bachelor of Commerce/Bachelor of Advanced Studies.

(3) The requirements for the completion of the Dalyell Stream are as specified in Table O of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system.

4 Cross-faculty management

(1) Candidates in the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies will be under the supervision of the University of Sydney Business School throughout.

(2) Candidates undertaking honours in the Bachelor of Commerce/Bachelor of Advanced Studies will be under the management of the University of Sydney Business School.

(3) Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the University of Sydney Business School on all matters relating to admission, requirements, award of honours mark and award of honours grade.

(4) The Dean of the University of Sydney Business School shall exercise authority in any matter concerned with the Bachelor of Commerce/Bachelor of Advanced Studies and the Bachelor of Commerce/Bachelor Advanced Studies (Honours) combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. Admission prerequisites set by the Academic Board must be met where applicable. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

(2) Admission to the Dalyell Stream requires the achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Commerce and the Bachelor of Commerce/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees.

(d) For students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.

(2) In these resolutions, except where otherwise specified, Table A, Table S, and Table O and Table D mean Table A for the Bachelor of Commerce and Bachelor of Commerce/Bachelor Advanced Studies, Table S, and Table O and Table D as specified here.

(3) Bachelor of Commerce:

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

(a) 24 credit points of core units of study as set out in Table A;
(b) a major (48 credit points) or program listed in Section 7 below and specified in Table A;
(c) a minor (36 credit points) or second major (48 credit points) as listed and specified in Table A or Table S;
(d) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(e) for students enrolled in the Dalyell Stream;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalvelli units of study as specified in Table D;
(iii) for students previously but no longer enrolled in the Dalvelli Stream who have completed at least 6 credit points of Dalvelli units of study;
(iv) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(v) where appropriate, elective units from Table A for the Bachelor of Commerce, Table A for the Bachelor of Economics or Table S, Table O or, for students enrolled in the Dalvelli Stream, Table D;
(vi) if enrolled in a stream, complete the requirements for the stream as specified in Table D.

(4) Bachelor of Commerce/Bachelor of Advanced Studies:
To qualify for the award of the Bachelor of Commerce/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:

(a) 24 credit points of core units of study as set out in Table A;
(b) a major (48 credit points) or program listed in Section 7 below and specified in Table A;
(c) a second major (48 credit points) as listed and specified in Table A or Table S;
(d) for students not enrolled in the Dalvelli Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(e) for students enrolled in the Dalvelli Stream;
(f) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(g) a minimum of 24 credit points at 4000-level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points; and
(h) where appropriate, elective units from Table A, or Table S, Table O or, for students enrolled in the Dalvelli Stream, Table D.

7 Programs, majors and minors

(1) Bachelor of Commerce:
Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Commerce.

(2) Bachelor of Commerce/Bachelor of Advanced Studies:
Completion of a major or program from Table A and a second major from Table A for the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies, Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Commerce/Bachelor of Advanced Studies.

(3) Requirements for programs, majors and minors

(a) A program, major and minor are as defined in the Learning and Teaching Policy.
(b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S.
(c) Units of study higher than 1000-level contributing towards one program, major or minor may not contribute towards any other program, major or minor completed except where a unit is listed as core for both course components.

(4) The programs, majors and minors available in Table A for the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>Programs</th>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Accounting</td>
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<td>Accounting</td>
</tr>
<tr>
<td>Banking</td>
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<tr>
<td>Business Analytics</td>
<td>Business Analytics</td>
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<tr>
<td>Business Information Systems</td>
<td>Business Information Systems</td>
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<td>Business Law</td>
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<tr>
<td>Finance</td>
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<tr>
<td>Industrial Relations and Human Resource Management</td>
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<td>International Business</td>
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</tr>
<tr>
<td>Marketing</td>
<td>Marketing</td>
<td></td>
</tr>
</tbody>
</table>

(5) The minors and majors available as second majors in the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies are as listed in Table A and Table S.

8 Progression rules

(1) Full time students must enrol in all 1000-level core units of study within the first year of enrolment.
(2) Part time students must enrol in all 1000-level degree core units of study within the first two years of enrolment.
(3) Progression within a major, minor or program:
Enrolment and progression within a major, minor or program is governed by progression rules specified for that component in the relevant Table.

(4) Progression within the Bachelor of Commerce/Bachelor of Advanced Studies:
Except with the permission of the Bachelor of Commerce program director, candidates who are not in the Dalvelli Stream must complete the degree requirements listed under 6(4-3) before progressing to 4000-level units.

(5) Progression within the Dalvelli Stream:
(a) With the permission of the Dalvelli coordinator, candidates in the Dalvelli stream may attempt units at higher levels than the usual sequence through a program, major or minor.
(b) Candidates must achieve an Cross-Semester Average Mark (CSAM) Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalvelli Stream.
(c) Candidates who do not maintain an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Commerce but will not remain in the Dalvelli Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in the award course under any other major, minor, program or stream into which they were admitted, but will not remain in the Dalvelli Stream.
(d) Candidates enrolled in the Dalvelli Stream who do not satisfy requirements for the Dalvelli Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalvelli Stream.
Requirements for the Bachelor of Commerce/Bachelor of Advanced Studies with honours

1. An embedded honours component, involving a research project, is available to meritulous students in the Bachelor of Commerce/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.

2. Candidates undertaking an honours component within the Business School must complete the requirements for the honours component full-time over two consecutive semesters. If the Business School is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

3. For candidates undertaking an honours component with the Business School, admission, requirements and award of honours are according to these resolutions, the Coursework Policy and the Resolutions of the University of Sydney Business School.

4. For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions, the Coursework Policy and the relevant resolutions of the faculty in which the honours component is undertaken.

5. Admission to the embedded honours component is by permission of the relevant faculty coordinator or head of department after the completion of the following:

   a. 144 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment (6 credit points for students enrolled in the Dalyell Stream);
   b. A Weighted Average Mark of at least 65 in units of study completed to that point;
   c. a major or study of equivalent depth in the area of the proposed honours component; and
   d. any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

6. To qualify for the award of the Bachelor of Commerce/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree and 36–48 credit points of honours units at 4000-level or above, including an honours research project of 12–36 credit points, and 12–36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table S of the Shared Pool for Undergraduate Degrees.

7. The grade of honours will be determined by an honours mark calculated from work in the embedded honours component as specified in these resolutions, the Resolutions of the University of Sydney Business School or in the resolutions of the relevant faculty.

Award of the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and Bachelor of Commerce/Bachelor of Advanced Studies with honours

(1) Candidates for the Bachelor of Commerce/Bachelor of Advanced Studies combined degree who have completed the requirements for the Bachelor of Commerce but who do not meet the requirements for the combined degree will be awarded the Bachelor of Commerce.

(2) Honours in the Bachelor of Commerce/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table, the Coursework Policy and rules specified in the Resolutions of the University of Sydney Business School or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range...</th>
<th>will be awarded honours...</th>
</tr>
</thead>
<tbody>
<tr>
<td>80&gt;&gt; honours mark &lt;100</td>
<td>First Class</td>
</tr>
<tr>
<td>75&gt;&gt; honours mark &lt;80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70&gt;&gt; honours mark &lt;75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65&gt;&gt; honours mark &lt;70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Commerce/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet the requirements for the Bachelor of Commerce, or the Bachelor of Commerce/Bachelor of Advanced Studies will be awarded the Bachelor of Commerce or Bachelor of Commerce/Bachelor of Advanced Studies as appropriate.

Cross-institutional study

Cross-institutional study is available in this course under the conditions specified in the Resolutions of the University of Sydney Business School.

International mobility

The Business School encourages candidates in this course to participate in international exchange mobility programs as set out in the Resolutions of the University of Sydney Business School.

Course transfer

A candidate may abandon the Bachelor of Commerce/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Commerce in accordance with these resolutions.

Credit for previous study

Except as described below, credit transfer is subject to the provisions of the Coursework Policy, the University of Sydney Business School Credit provisions, or in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty. Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the University of Sydney Business School.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Commerce/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.

(2) Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Commerce/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Commerce proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Commerce degree under the resolutions that applied at 1 January, 2017.

(3) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2027.
These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Commerce and Bachelor of Laws

Bachelor of Commerce and Bachelor of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the University of Sydney Business School and the University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMLAW-05</td>
<td>Bachelor of Commerce and Bachelor of Laws</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Commerce in this combined degree is available in the following streams:

(a) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell stream are as specified in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

(3) Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross faculty management

(1) Candidates will be under the general supervision of the University of Sydney Business School until the end of the semester in which they complete requirements for the Bachelor of Commerce. After completion of requirements for the Bachelor of Commerce, students will be under the supervision of the University of Sydney Law School.

(2) The Deans of the University of Sydney Business School and the University of Sydney Law School shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. Admission prerequisites set by the Academic Board must be met where applicable. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking.

Details of admission policies are found in the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for this combined degree are set out in the following tables:

(a) Table A for the Bachelor of Commerce;

(b) Tables O (the Open Learning Environment) and S in of the Shared Pool for Undergraduate Degrees; and

(c) for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees; and

(d) the University of Sydney Law School Undergraduate Table, Table O and Table D mean Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O and Table D as specified here.

In these resolutions, except where otherwise specified, Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O and Table D mean Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O and Table D as specified here.

(2) To qualify for the award of the pass combined degrees, a candidate must complete 240 credit points, comprising:

(a) 24 credit points of core units from Table A for the Bachelor of Commerce;

(b) a major (48 credit points) from Table A of the Bachelor of Commerce as set out in Section 7 below;

(c) for students not enrolled in the Dalyell stream, minimum of 12 credit points of units from the Open Learning Environment as set out in Table O of the Shared Pool for Undergraduate Degrees;

(d) for students enrolled in the Dalyell stream:

(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;

(e) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study:

(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(ii) a minimum of 12 credit points of elective units from Table A for the Bachelor of Commerce, or Table S, or Table O or, for students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees; and

(g) 144 credit points of Law units of study as specified in the University of Sydney Law School Undergraduate Table, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 of the combined degree and are credited towards the requirements for both the Bachelor of Commerce and the Bachelor of Laws.

(3) Requirements for the Bachelor of Commerce:
To qualify for the award of the Bachelor of Commerce, a candidate must complete 144 credit points, comprising:
(a) 96 credit points specified in 6 (2) (a) – (h) above; and
(b) 48 credit points of Combined Law compulsory subjects from years 1, 2 and 3 from the University of Sydney Law School Undergraduate Table which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Commerce.

(4) Requirements for the Bachelor of Laws:
To qualify for the award of the Bachelor of Laws, a candidate must complete 144 credit points taken from the University of Sydney Law School Undergraduate Table, comprising:
(a) 102 credit points of compulsory units of study as specified in the University of Sydney Law School Undergraduate Table; and
(b) 42 credit points from the Elective Unit of Study Table (undergraduate) for the University of Sydney Law School, of which a maximum of 36 credit points are taken from Part 1, Elective Units of Study or as specified in 6 (4) (c) below, and a minimum of 6 credit points are taken from Part 2, Jurisprudence Units of Study.
(c) Students may apply to take up to a maximum of 24 credit points of advanced learning Master’s units of study as elective units of study.
(i) Enrolment in Master’s units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
(ii) Enrolment in Master’s units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
(iii) Students may only enrol in Master’s units listed in the Bachelor of Laws Elective Units of Study Table.

7 Majors
(1) Completion of a major from Table A for the Bachelor of Commerce is a requirement for this combined degree.
(2) Requirements for majors are as specified in the Learning and Teaching Policy and Table A for the Bachelor of Commerce.
(3) The majors available as first majors in the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies are:
   (a) Accounting
   (b) Banking
   (c) Business Analytics
   (d) Business Information Systems
   (e) Business Law
   (f) Finance
   (g) Industrial Relations and Human Resource Management
   (h) International Business
   (i) Management
   (j) Marketing.

8 Progression rules
(1) Candidates in a combined law course must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.
(2) Candidates are required to complete Bachelor of Laws units in the order listed in the University of Sydney Law School Undergraduate Table.
(3) Candidates must enrol in all Bachelor of Commerce 1000-level degree core units of study as listed in Table A for the Bachelor of Commerce within the first year of enrolment.
(4) Except with permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Commerce before proceeding to Year Four of the combined degree with Bachelor of Laws.
(5) Progression within a major
Enrolment and progression within a major is governed by the progression rules specified for the major in Table A.
(6) Progression within the Dalyell Stream
Candidates in the Dalyell Stream may proceed in the Bachelor of Commerce according to the resolutions of the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and Table 6 D.

9 Requirements for award with Honours
(1) Honours is available to meritorious candidates in the Bachelor of Laws and in the Bachelor of Commerce.
(2) Honours in the Bachelor of Commerce is available by suspending enrolment in the Bachelor of Commerce and Bachelor of Laws and taking an embedded honours component in the Bachelor of Advanced Studies in an additional year of full-time study, or by enrolling in the Bachelor of Advanced Studies after the completion of the pass degree.
(3) Candidates who qualify to undertake honours in the Bachelor of Commerce may elect to enrol in the honours program:
   (a) by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the University of Sydney Law School, and enrolling in the Bachelor of Advanced Studies and taking an embedded honours component; or
   (b) by enrolling in the Bachelor of Advanced Studies and undertaking an embedded honours component after completion of both degrees in the combined program.
(4) Candidates undertaking an honours component within the Business School must complete the requirements for the honours component full-time over two consecutive semesters. If the Business School is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Business School, admission, requirements and award of honours are according to these resolutions and the Resolutions of the University of Sydney Business School.
(5) Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator after the completion of 144 credit points and the requirements for the Bachelor of Commerce, including a major, degree core and 12 credit points from the Open Learning Environment (6 credit points for students enrolled in the Dalyell Stream). Admission requires an Annual Average Mark of at least 65 in units of study completed to that point, and an Annual Average Mark of at least 70 across 2000 and 3000-level units of study in the major subject area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours as set out in the relevant resolutions.
(6) To qualify for the award of the Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the Bachelor of Advanced Studies and take an honours component as specified in Table A for the Bachelor of Commerce;
   (a) an honours research project of 12 – 36 credit points as specified in Table A for the Bachelor of Commerce; and
   (b) honours coursework to the value of 12 – 36 credit points as specified in Table A for the Bachelor of Commerce.
For candidates completing the Bachelor of Commerce in a combined degree with the Bachelor of Laws and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A for the Bachelor of Commerce.

Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the combined degree program. Admission, requirements and calculation of the honours grade are as set out in the resolutions for the Bachelor of Laws.

Award of the degrees

1. The Bachelor of Commerce is awarded in the grade of Pass.
2. The Bachelor of Laws is awarded in the grades of either Pass or Honours.
3. Candidates who successfully complete the Bachelor of Commerce as specified in 6 and also complete an embedded honours component with the Bachelor of Advanced Studies shall:
   (a) if they have not already graduated, be awarded the Bachelor of Commerce / Bachelor of Advanced Studies with honours;
   (b) if they have already graduated, be awarded the Bachelor of Advanced Studies with honours.
4. Candidates for the Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies with honours who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree Bachelor of Commerce for which they fulfill requirements at pass level.
5. Honours in the Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies taken as part of a combined degree with the Bachelor of Laws as specified in 9 above is awarded in classes ranging from First Class to Third Class in accordance with the following table and the resolutions of the University of Sydney Business School.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in</th>
<th>will be awarded honours...</th>
</tr>
</thead>
<tbody>
<tr>
<td>the range...</td>
<td></td>
</tr>
<tr>
<td>1 80 &gt;= honours mark &lt;= 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2 75 &gt;= honours mark &lt; 80</td>
<td>Second Class/Division 1</td>
</tr>
<tr>
<td>3 70 &gt;= honours mark &lt; 75</td>
<td>Second Class/Division 2</td>
</tr>
<tr>
<td>4 65 &gt;= honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

6. Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.
7. Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

Cross-institutional study

1. Cross-institutional study is available in this course subject to the terms set out in the Resolutions of the University of Sydney Business School during the first 144 credit points of the combined degree and subsequently to the terms set out in the Resolutions of the University of Sydney Law School.

International mobility

1. The Business School and University of Sydney Law School encourage candidates in this course to participate in international exchange mobility programs subject to the terms set out in the Resolutions of the University of Sydney Business School during the first 144 credit points of the combined degree and subsequently to the terms set out in the Resolutions of the University of Sydney Law School.

Course transfer

1. A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Commerce by written application to the Business School Student Centre, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidate in the Bachelor of Laws will cease in these circumstances.
2. A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete the requirements for honours in stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Commerce and Bachelor of Laws.

Credit for previous study

1. Credit transfer is subject to the relevant provisions of the Coursework Policy, the Resolutions of the Business School and the University of Sydney Law School and the University of Sydney Business School Credit Provisions: Rule and the Resolutions of the University of Sydney Business School.

Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study.
2. Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 2000 level units in the Bachelor of Commerce prior to 2020 and that it may not be possible to complete the requirements for the Bachelor of Commerce degree before the end of Semester 2 of that year. Where a student in the Bachelor of Commerce proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.
3. Candidates who committed prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2027.
4. These resolutions apply to students who commenced their candidature after 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
AMENDMENT PROPOSAL: RESOLUTIONS OF THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL (FACULTY RESOLUTIONS)

Proposed Year of Implementation 2020

Faculty Approval Date 27 August 2019

Purpose To propose amendments to the Resolutions of the University of Sydney Business School (Faculty Resolutions)

Proposal Presenter Associate Professor Catherine Hardy (USC)
Associate Professor Matthew Beck (GSC)

RECOMMENDATION

That the Undergraduate/Graduate Studies Committees recommend that the Academic Board:
(1) approve the proposal to amend the Resolutions of the University of Sydney Business School (Faculty Resolutions) with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Resolutions of the University of Sydney Business School (Faculty Resolutions) are proposed in order to improve transparency around recognition of prior learning, cross-institutional study and international mobility with a view to rescinding the existing University of Sydney Business School Credit Provisions and University of Sydney Business School Cross-Institutional Study Provisions, reducing the number of governance documents students are required to refer to.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Studies Committee</td>
<td>15/10/2019</td>
<td>Conditional</td>
<td>Clause 6(3) – clause has been amended to reflect intention, i.e. that credit will not be awarded for a unit of study equivalent to one a student has previously failed at the University of Sydney. References from Table S have been removed from clause 6(4)(a) and (b) and Table A references have been replaced with “Business School major/program/minor”.</td>
</tr>
<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>Clause 4(1) has been amended to reflect clause 6(3). New clause 4(2) has been inserted to specify that credit will not be awarded for a unit of study equivalent to one a student</td>
</tr>
</tbody>
</table>
has already passed at the University of Sydney.

Clause 4(b) has been deleted and 4(c – now 4b) has been amended to remove references to Table S. Table A references have been replaced with “Business School major/program/minor”.

Clause 16(1) and (2) have been amended to reflect revisions required by the Graduate Studies Committee.

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Resolutions of the University of Sydney Business School (Faculty Resolutions)
Attachment 2. Faculty Resolutions - University of Sydney Business School
Attachment 1. Minor Course Amendment Proposal (Faculty Resolutions)

Faculty: Business School

Contact person: Kate Munro

1. Name of award course
   All courses - Resolutions of the University of Sydney Business School (Faculty Resolutions)

2. Purpose of proposal
   Amendments to the Resolutions of the University of Sydney Business School (Faculty Resolutions) are proposed in order to improve transparency around recognition of prior learning, cross-institutional study and international mobility with a view to rescinding the existing University of Sydney Business School Credit Provisions and University of Sydney Business School Cross-Institutional Study Provisions, reducing the number of governance documents students are required to refer to.

3. Details of amendment
   See Attachment 2.

4. Transitional arrangements
   N/A

5. Other relevant information
   Upon final approval of resolution changes the Business School will move to rescind the following provisions:
   1. University of Sydney Business School Credit Provisions;

6. Signature of Dean

   19/09/2019
Faculty Resolutions

Resolutions of the University of Sydney Business School for coursework awards
These resolutions apply to all undergraduate and postgraduate coursework award courses in the School, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

1. Enrolment restrictions
   Except as with the permission of the Business School a student may not enrol in units of study with a total value of more than 24 credit points in either semester one or two, twelve credit points in the summer session and six credit points in the winter session.

2. Time limits
   The Coursework Rule limits the time students may take to complete their course; part time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence, and the time limits for recognition of prior learning.

3. Suspension, discontinuation and lapse of candidature
   The Coursework Policy specifies the conditions for suspending or discontinuing candidate, and return to candidate after these events. The Policy also defines the circumstances when candidate 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. Recognition of prior learning
   The Coursework Policy specifies the general conditions for recognition of prior learning. Course specific rules relating to the recognition of prior learning are outlined in course resolutions and the University of Sydney Business School Credit Provisions. Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in the Business School:

   (1) The Business School will not grant credit if a student has failed the equivalent unit of study at the University of Sydney.
   (2) Credit will not be awarded for a unit of study equivalent to one a student has previously failed at the University of Sydney.
   (3) Credit will not be awarded for a unit of study equivalent to one a student has previously passed at the University of Sydney.
   (4) Credit for undergraduate courses is subject to the following conditions:
      (a) Except where a credit articulation agreement, approved by the Dean or the Associate Dean, exists, credit will not be granted for units of study completed from:
         (i) a Certificate, Diploma, Advanced Diploma or Associate Degree;* or
         (ii) a Vocational Education and Training Sector education provider;*
      (b) Candidates must complete a minimum of 24 credit points of units of study required for a Business School major or program and a minimum of 18 credit points for a Business School minor at the University of Sydney.

Part 2: Unit of study enrolment

5. Cross-institutional study
   Provided permission has been obtained in advance, the Business School may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
   (a) the student has completed at least 48 credit points towards their undergraduate degree or 24 credit points towards their postgraduate degree; and
   (b) the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and
   (c) the unit of study is necessary for completion of, or progression in, the student's degree and is not available at the University in the required semester; or
   (d) the unit of study's content is not taught in any corresponding unit of study at the University; or
   (e) the student is unable, for good reason, to attend the unit or a corresponding unit of study at the University.

6. International Mobility
   (1) The Business School encourages students to participate in international exchange mobility programs, unless specified otherwise in the resolutions for a particular course. These programs can be either tuition-waiver (exchange) or fee-paying (non-exchange).
   (2) International mobility is another form of credit and this will be taken into consideration when considering eligibility.
   (3) Credit will not be awarded for a unit of study equivalent to one a student has previously failed at the University of Sydney.
   (4) Credit for international mobility in undergraduate courses is subject to the following conditions:
      (a) a candidate may be awarded a maximum of 12 credit points towards a Business School major, minor or program.
      (b) Credit earned during a mobility program may reduce a candidate's eligibility for credit from previous study, as all candidates must complete a minimum of 24 credit points of units of study required for a Business School major or program and a minimum of 18 credit points required for a Business School minor at the University of Sydney.
      (e) Credit will not be awarded for a unit of study equivalent to one a student has previously failed.
Part 3: Studying and Assessment

Attendance, Participation and Achievement of Learning Outcomes

(1) Students are required to be in attendance at the correct time and place of any formal, informal or replacement examinations. Non-attendance on any grounds insufficient to claim special consideration, special arrangement or previously arranged disability adjustment will result in the forfeiture of marks associated with the assessment.

(2) Students are expected to attend a minimum of 90 per cent of timetabled activities for a unit of study, unless granted exemption through special consideration, special arrangement, previously arranged disability adjustment or by the Associate Dean. The Associate Dean may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90 per cent.

(3) Participation in a minimum number of assessment items or learning activities may be a requirement of any unit of study.

(4) Mandatory or barrier assessments where students must show achievement of learning outcomes above a certain standard before they are able to pass a unit of study may be a requirement in any unit of study.

Late submission policy

(1) It is expected that unless an application for special consideration, special arrangement or previously arranged disability adjustment has approved an extension, students will submit all assessment for a unit of study on or before the due date specified. If the assessment is completed or submitted by the student before the due date or within the period of extension, no academic penalty will be applied to that piece of assessment.

(2) If assessments are submitted after the due date or if an extension is not granted, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:
   (a) any assessment submitted after the due time and date (or extended due time and date) will incur a late penalty of 5% of the total marks per 24 hour period, or part thereof, late (note that this is applied to the mark gained after the submitted work is marked).
   (b) assessments submitted after the “Closing Date” noted in the Unit of Study Outline will not be marked or assessed.

Special consideration (for illness, injury or misadventure), special arrangement (for known events such as military service, jury duty or religious observation) or disability adjustment (for registered disabilities)Special consideration, special arrangement or disability adjustment is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Policy provides full details of the University policy. The procedures for applying for special consideration, special arrangement or disability adjustment are described on the Current Students website.

Re-assessment

The Business School does not offer opportunities for re-assessment other than on the grounds of approved special consideration, reasonable adjustments or special arrangements for examination and assessment in accordance with the relevant sections of the Coursework Policy.

Concessional pass

The grade of Concessional Pass is not awarded or recognised by the Business School and is treated as a failure for the purpose of progression and credit point accumulation.

Part 4: Progression, Results and Graduation

Satisfactory progress

(1) The Business School will monitor students for satisfactory progress towards the completion of their award course.

(2) In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Policy), students must pass any unit of study identified in the course resolutions as being critical to progression through the course (barrier unit).

Award of the bachelor's degree with honours

(1) To qualify for admission to honours candidature a student must:
   (a) have completed the requirements for the pass degree at the University of Sydney or an equivalent recognised tertiary institution; and
   (b) have a WAM of at least 65 across all units attempted and a WAM of at least 70 across senior units of study in the major subject area relevant to the honours program.

(2) Where honours places are limited by quota, applicants will be ranked by WAM in order to select the most meritorious candidates.

(3) In exceptional circumstances, the Associate Dean (Undergraduate Studies) and Honours Program Director may admit applicants who do not meet the criteria specified in (1) who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the program.

(4) Students must complete the honours requirements within no more than 10 years from the commencement of candidature in the pass degree.

(5) To qualify for the award of honours a student must complete 48 credit points of honours units of study as specified in the Business School’s Tables of undergraduate units of study.

(6) The honours mark is determined by the Business School, based on the candidate’s performance in the honours course in both coursework and thesis.

(8) Honours is awarded in the following classes:

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

University medal

A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Business School to the highest achieving students who in the opinion of the Business School have an outstanding academic record, in accordance with the Coursework Rule.
Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[
\text{WAM} = \frac{\sum (Wc \times Mc)}{\sum Wc}
\]

Where \( Wc \) is the unit of study credit points \( \times \) the unit weighting and \( Mc \) is the mark achieved for the unit. Pass/fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In the Business School all units are given a weighting of one.

Part 5: Other

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019, and to students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions unless otherwise specified under the specific course resolutions, and to students who commenced their candidature prior to 1 January 2020 and elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
RECOMMENDATION

That the Academic Board approve:

a) The proposal from the Faculty of Engineering and Information Technologies to amend
   - The Bachelor of Engineering (Honours) and combined degrees
   - The Bachelor of Advanced Computing and combined degrees;

b) The amendment to the degree resolutions.

EXECUTIVE SUMMARY

It is proposed to amend the Course Resolutions of the Bachelor of Engineering (Honours), the Bachelor of Engineering (Honours) combined degrees, and the Bachelor of Advanced Computing and combined degrees to make minor corrections, bring some details up to date, and improve clarity. This includes:

- Flexible First Year references changed from “program” to “pathway”
- Deletion of clause allowing degree over-enrolment in BE(Hons) combined degrees to undertake an optional major
- Clarification re the option for students undertaking a combined degree with BA, BSc or BCom to undertake Honours via the standalone Bachelor of Advanced Studies
- Clarification of wording of the change to BAdvComp Honours previously approved by USC 13 August 2019.

In response to feedback provided by the Education Portfolio at the Undergraduate Studies Committee, the following amendments have been made:

1) In the Bachelor of Engineering Honours resolutions minor wording change in Section 3 (2) to improve clarity.
2) In the Bachelor of Engineering Honours combined degree resolutions, changes to Section 8 Requirements for Honours and Section 9 Award of the degrees, to clarify that requirements for honours in the combined Bachelor of Project Management, Bachelor of Design in Architecture, and Bachelor of Laws are as per those in the relevant single degrees.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Engineering Honours, Bachelor of Advanced Computing
Minor Course Amendment Proposal

Faculty: Faculty of Engineering
Contact person: David Lowe x15653, Rebecca Goldsworthy x14363

1. Name of award course
Bachelor of Engineering (Honours)
Bachelor of Engineering (Honours) combined degrees
Bachelor of Advanced Computing and combined degrees

2. Purpose of proposal

It is proposed to amend the Course Resolutions of the Bachelor of Engineering (Honours), the Bachelor of Engineering (Honours) combined degrees, and the Bachelor of Advanced Computing and combined degrees to make minor corrections and bring some details up to date.

a) Flexible First Year

In Section 3 Streams of the BE(Hons) and Section 3 Streams of the BE(Hons) combined degrees, references to the “Flexible First Year Program” have been replaced with the “Flexible First Year Pathway”. Flexible First Year is not a ‘program’ according to the policy definition, so is referred to by an alternative term.

b) Majors in the BE(Hons) combined degrees

In Section 7 Majors and Programs of the BE(Hons) combined degrees, clause (7)(1)(b) will be deleted. The clause states that a student will be permitted to undertake additional study above the credit point limit of their degree in order to complete an optional major. This is not permitted under HESA and will be deleted in order to achieve compliance.

c) References to Bachelor of Advanced Studies

Students undertaking a combined BE(Hons) with BSc, BCom or BA, or a BAdvComp combined with BCom or BSc are able to undertake Honours in the second degree via the standalone Bachelor of Advanced Studies, which they would undertake after completing their combined degree.

For the BE(Hons) combined, it has been clarified that the BAS would not be part of their combined degree, but a standalone option they may take after their degree completion. References to grades of honours in the BAS and award of the BAS degree have been deleted, as these are governed by the Bachelor of Advanced Studies course resolutions.

For the BAdvComp and combined degrees, similar amendments have been made to clarify that the BAS is a separate qualification, and references to the award of the BAS degree have been removed.

d) Clarification of BAdvComp Honours

Changes to honours in the BAdvComp were recently approved by USC (13 August 2019). Feedback was received that the wording somewhat unclear. The units of study required to be completed for honours were previously included in the same clause as the details of the calculation of the honours mark, and these have been separated out to improve clarity. The new clauses are:

- (b) Honours is awarded in the Bachelor of Advanced Computing to meritorious candidates who complete an embedded honours component comprising 24 credit points of research-related units (INFO4001, INFO4002, INFO4003 and INFO4990).
- (c) The honours mark is determined by calculating a WAM from 48 credit points comprising the 24 credit points of research-related units specified above and the best 24 credit points of 3000-, 4000- and 5000-level units from Bachelor of Advanced Computing Table A. Non research related units must include at least one 4000- or 5000-level unit.
3. **Details of amendment**
   Attachment 1: Bachelor of Engineering (Honours) Degree Resolutions
   Attachment 2: Bachelor of Engineering (Honours) Combined Degree Resolutions
   Attachment 3: Bachelor of Advanced Computing (Honours) and Combined Degree Resolutions

4. **Transitional arrangements**
   Nil

5. **Other relevant information**
   Nil

6. **Signature of Dean**
   [Signature]
   18/9/19
Bachelor of Engineering Honours

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

The Bachelor of Engineering Honours provides students with advanced knowledge and special proficiency in the professional work of engineering.

1 Code courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) The Bachelor of Engineering Honours is available in the following streams:

- Aeronautical Engineering
- Biomedical Engineering
- Chemical and Biomolecular Engineering
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering
- Mechatronic Engineering
- Software Engineering
- With Space Engineering Major
- Dalyell

(2) Completion of a stream is a requirement of the course. Candidates who qualify for the Dalyell stream must complete another stream in conjunction with the Dalyell stream. Candidates who qualify for the Space major must complete another stream in conjunction with the Space major, chosen from Aeronautical, Mechanical, or Mechatronic. The requirements for the completion of each stream are as specified in the relevant degree tables and in the case of the Dalyell stream, in Table 4D of the Shared Pool for Undergraduate Degrees for the Dalyell stream.

(3) Students may apply to change streams by direct application to the Faculty Office/Student Centre. Approval is required from the relevant Associate Dean for any case. Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will able to complete the new stream in the normal time period.

(4) Flexible First Year

(a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year Program, instead of choosing a particular stream.

(b) The Flexible First Year Program is listed in the Flexible First Year Table. At the end of Semester 1 students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.

(c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering stream will be guaranteed approval to transfer into that Program stream even though they chose the Flexible First Year Program. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.

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

5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Honours Flexible First Year Table of units of study, the Bachelor of Engineering Honours Core Table, the Bachelor of Engineering Honours Stream Core Tables, and the Bachelor of Engineering Honours Stream Specialist Tables of units of study for the specialised stream in the degree.

(2) To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:
   (a) successfully complete 192 credit points comprising:
       (i) A minimum of 36 credit points from the Engineering Core Table, including all required units;
       (ii) A minimum of 108 credit points from the Engineering Stream Table pertaining to the specialist stream being undertaken, including all required units;
       (iii) A minimum of 48 credit points of additional units from the Engineering Stream Specialist Table pertaining to the specialist stream being undertaken, including satisfying any additional requirements specified for the Specialist Table.
   (b) Successfully complete the requirements of the Professional Engagement Program.

(3) The class of Honours will be determined by the EIHWAM.

6 Progression rules

(1) Progression within the Dalyell Stream
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
   (b) Candidates must achieve an Cross-Semester Average Mark (CSAM) Annual Average Mark (AAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain an CSAM Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, major, minor or minor but will not remain in the Dalyell Stream.
   (c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

7 Level of Honours Awarded

(1) The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's EIHWAM.

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

8 Majors

(1) There is no requirement to complete a major.

(2) Availability of Majors:
   (a) Except where otherwise specified in the details of a specific major, a major will be available to all students who satisfy the requirements of that major. The availability of the major does not however mean that the units of study listed in the table for the major (or required prerequisite units of study) will be available to all students, or that students in all streams will have sufficient free electives to complete the required units.
   (b) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2) and where they satisfy the requirements for those majors. When completing multiple majors, no 3000-level or higher unit may be counted towards satisfying the requirements of more than one major.
   (c) Students cannot be awarded a major that has a title directly associated with the name of their stream.
   (d) Students are eligible to attempt the Space Engineering major based on either a separate and specific admission pathway or on application at the end of any calendar year having achieved an AAM approved by the Dean or nominee.
   (e) There are no restrictions on students attempting majors other than the Space Engineering major.

(3) A major requires:
   (a) the completion of 48 credit points, chosen from units of study listed in the table for that major; and
   (b) satisfying any additional requirements specified for the major, and listed with the table of units for the major.

(4) The majors available are:
   (a) Chemical Engineering
   (b) Computer Engineering
   (c) Computer Engineering
   (d) Construction Management
   (e) Electrical Engineering
   (f) Energy and the Environment
   (g) Engineering Design
   (h) Environmental Engineering
   (i) Fluids Engineering
   (j) Food and Bioprocessing
   (k) Geotechnical Engineering
   (l) Humanitarian Engineering
   (m) Information Technology
   (n) Intelligent Information Engineering
   (o) Internet of Things
   (p) Materials Science and Engineering
   (q) Mechanical Engineering
   (r) Mechatronic Engineering
   (s) Power Engineering
   (t) Process Intensification
   (u) Robotics and Intelligent Systems
   (v) Space Engineering
   (w) Structures

(1) These resolutions will take effect from 1 January 2020.

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

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

(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Bachelor of Engineering Honours combined degrees

Bachelor of Engineering Honours and Bachelor of Arts
Bachelor of Engineering Honours and Bachelor of Commerce
Bachelor of Engineering Honours and Bachelor of Design in Architecture
Bachelor of Engineering Honours and Bachelor of Laws
Bachelor of Engineering Honours and Bachelor of Project Management
Bachelor of Engineering Honours and Bachelor of Science

Course Resolutions

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>BHENGART-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
</tr>
<tr>
<td>BHENGCOM-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
</tr>
<tr>
<td>BHENDAR-02</td>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BHENGLAW-02</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
</tr>
<tr>
<td>BHENGPRM-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
<tr>
<td>BHENGSCI-03</td>
<td>Bachelor of Engineering and Bachelor of Science</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

(1) The attendance pattern for the following programs is full-time only. The attendance pattern for all other Bachelor of Engineering Honours combined courses is full time or part time.
(a) Bachelor of Engineering Honours and Bachelor of Design in Architecture
(b) Bachelor of Engineering Honours and Bachelor of Laws
(2) Part time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) Completion of a stream is a requirement of the Bachelor of Engineering Honours and students in combined degrees are subject to the stream requirements in the Bachelor of Engineering Honours course resolutions.
(2) Students in the Bachelor of Engineering Honours combined degrees can change the stream of the Bachelor of Engineering Honours portion of their combined degree in accordance with the same requirements specified in the Bachelor of Engineering Honours resolutions.
(3) Flexible First Year

Students gaining entry to any of the Bachelor of Engineering Honours combined degrees may also choose to undertake the Flexible First Year pathway under the same requirements as specified in the Bachelor of Engineering Honours resolutions.
(4) Within the Bachelor of Engineering Honours and Bachelor of Design in Architecture, the Bachelor of Engineering Honours is available only in the Civil Engineering stream. For all other Bachelor of Engineering Honours combined degrees, the streams available for the Bachelor of Engineering Honours are listed under the course resolution for the Bachelor of Engineering Honours.
(5) The Bachelor of Science degree is available in the following streams:
(a) Health
(b) Medical Science
(c) Dalyell
(6) The Bachelor of Arts degree is available in the following streams:
(a) Dalyell
(7) The Bachelor of Commerce degree is available in the following streams:
(a) Dalyell
(8) Completion of a stream is not a requirement of the Bachelor of Science, the Bachelor of Arts, or the Bachelor of Commerce. The requirements for the completion of each stream are as specified in Table A for the relevant degree, or, in the case of the Dalyell stream, Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
(9) Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-Faculty Management

(1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering and Information Technologies until the end of the semester in which they complete the requirements for the Bachelor of Engineering Honours. They will then be under the supervision of the University of Sydney Law School. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the combined program.
Bachelor of Engineering Honours combined degrees

(2) The Dean of the Faculty of Engineering and Information Technologies and the Dean of the Faculty hosting the associated combined degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

(1) Admission to these degrees is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

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

6 Requirements for Award

(1) To qualify for the award of the combined degree:

(a) For all Bachelor of Engineering Honours combined degrees except the Bachelor of Engineering Honours and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses.

(b) For the Bachelor of Engineering Honours and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.

(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering Honours specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.

(2) For the Bachelor of Engineering Honours component of a combined degree:

(a) The units of study that may be taken for the Bachelor of Engineering Honours component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering Honours single degree;

(b) Except where varied by other clauses of these resolutions, all candidates must:

(i) complete a minimum of 144 credit points comprising:

(1) 36 credit points from the Engineering Core Table, including all required units; and

(2) 108 credit points from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;

(ii) successfully complete the requirements of the Professional Engagement Program.

(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree combinations, units within the normal requirements for the Bachelor of Engineering Honours component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.

(3) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:

(a) The units of study that may be taken are set out in Table A for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce degrees, and

Table S, Table T and Table O and, for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

(b) In these resolutions Table A refers to Table A of the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce according to the degree in which the candidate is enrolled as a component of one of the combined degrees, (respectively) Bachelor of Engineering Honours and Bachelor of Arts, Bachelor of Engineering Honours and Bachelor of Science, or Bachelor of Engineering Honours and Bachelor of Commerce.

(c) Candidates must complete 96 credit points in the Bachelor of Arts, or the Bachelor of Science or the Bachelor of Commerce including:

(i) any required degree core units as set out in Table A of the degree in which the candidate is enrolled;

(ii) a major (48 credit points) or a 3-year program with an embedded major from Table A of the degree in which the candidate is enrolled; and

(iii) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

(iv) for students enrolled in the Dalyell stream:

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(2) a minimum of 12 credit points of units of study as specified in Table D.

(v) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study:

(1) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.

(vi) where appropriate, additional electives from Table A of the degree in which the candidate is enrolled, or Table S or, for students enrolled in the Dalyell stream, Table D;

(vii) if enrolled in a stream, complete the requirements for the stream as specified in Table A of the degree in which the candidate is enrolled or Table D.

(4) For the Bachelor of Design in Architecture component of a combined degree:

(a) Candidates must complete 96 credit points of units of study from the Bachelor of Engineering Honours (Civil) and Bachelor of Design in Architecture - Architecture Table.

(5) For the Bachelor of Laws component of a combined degree candidates must complete 144 credit points of Law units of study taken from the University of Sydney School of Law Undergraduate Table, comprising:

(a) 102 credit points of compulsory units of study; and

(b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.

(c) Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study:

(i) enrolment in LAWS6000/JURS6000 units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study;

(ii) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws; and

(iii) students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.

(6) For the Bachelor of Project Management component of a combined degree:

(a) Candidates must complete 96 credit points comprising:

(i) 84 credit points of the Bachelor of Project Management Unit of Study Table; and

(ii) 12 credit points of electives from either the elective units set out in the Bachelor of Project Management Unit of Study Table, or from the Stream Electives in the candidate's Bachelor of Engineering Honours Stream
Majors and Programs

(1) For the Bachelor of Engineering Honours component of a combined degree:
   (a) The conditions for awarding of a major, and the majors available, are the same as for the Bachelor of Engineering Honours degree.
   (b) Where a candidate wishes to complete a major, and that major requires completion of additional credit points beyond the standard requirements, then such enrolment will be allowed for the first major to be completed, up to 240cp in total, provided the candidate utilizes all allowed elective credits in satisfying the requirements of the major.

(2) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:
   (a) Completion of a major or a program which contains a major from Table A of the degree in which the candidate is enrolled is a requirement. The majors and programs available and requirements for completing the majors and programs are as specified in Table A of the degree in which the candidate is enrolled.

Requirements for Honours

(1) Honours in the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce is available to meritorious candidates as part of the combined degree with the Bachelor of Engineering Honours by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component, after completing 240 credit points and satisfying requirements for the combined degree.

(2) For candidates completing the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce in a combined degree with the Bachelor of Engineering Honours and also completing an embedded honours component in the who subsequently undertake the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be deemed to be met by the 144 credit points of Engineering units specified in 6 (2) above.

(3) The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by the honours mark calculated from work in the embedded honours component as specified in the relevant faculty resolutions and degree resolutions for the honours component taken and Table A for the degree in which the candidate was enrolled as a component of the combined degree.

(4) Honours in the Bachelor of Project Management, the Bachelor of Design in Architecture and the Bachelor of Laws is available to meritorious candidates. The requirements for honours are detailed in the resolutions of the Bachelor of Project Management, the Bachelor of Design in Architecture and the Bachelor of Laws.

Award of the Degrees

(1) Candidates will be awarded a separate testamur for the Bachelor of Engineering Honours and for the partner bachelor degree.

(2) Candidates who successfully complete the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component as specified in 6 (2) and also complete an embedded honours component with the Bachelor of Advanced Studies shall be awarded the Bachelor of Advanced Studies separately with honours in the appropriate discipline.

(3) Candidates for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies with honours who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degrees for which they fulfilled the requirements stated in the resolutions of the Bachelor of Advanced Studies.

(4) The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent degrees.

(5) Candidates for the award of the Bachelor of Design in Architecture (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Design in Architecture pass degree.

(6) The Bachelor of Laws can be awarded in the grades of either Pass or Honours. Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the resolutions of the Bachelor of Laws.

Course Transfer

(1) For the Bachelor of Engineering Honours combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture and Bachelor of Project Management, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the associated combined degree in accordance with the resolutions governing that degree.

(2) For the Bachelor of Engineering Honours combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering Honours, by written application to the Faculty of Engineering and Information Technologies, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

(3) For the Bachelor of Engineering Honours combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.

(4) Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(5) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements for an embedded honours component or a stream may abandon the Bachelor of Advanced Studies and return to the combined degree.

Progression Rules

(1) General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering and Information Technologies.

(2) Candidates in a combined law program:
   (a) must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
   (b) except with permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Engineering Honours before proceeding to Year Five of the Bachelor of Laws.

(3) Progression within the Dalyell Stream
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence.
   (b) Candidates must achieve an Cross-Semester Mark (CSAM)/Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or for each 48 credit point block to continue in the Dalyell stream. Candidates who do not maintain an Annual Average Mark CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, major program or minor but will not remain in the Dalyell stream.
   (c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with approval from the Associate Dean.

(4) Progression within the Bachelor of Science (Medical Science) Stream
   Students in this stream will be required to meet the progression requirements for the stream.

Transitional Provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January 2019.
Students who commenced their candidature prior to 1 January 2020 may:

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

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

For the Bachelor of Science, Bachelor of Commerce and Bachelor of Arts, transitional arrangements will be as specified in the relevant set of resolutions.
Bachelor of Advanced Computing and combined degrees

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

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMPUT-01</td>
<td>Bachelor of Computing</td>
</tr>
<tr>
<td>BPAADVCM-01</td>
<td>Bachelor of Advanced Computing</td>
</tr>
<tr>
<td>BPAACMSCI-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Science</td>
</tr>
<tr>
<td>BPAACMCOM-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Commerce</td>
</tr>
</tbody>
</table>

2. Attendance Pattern

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

3. Streams

(1) The Bachelor of Computing is not available in streams.
(2) The Bachelor of Advanced Computing is available in the Dalyell stream.
(3) Completion of a stream is not a requirement of the Bachelor of Advanced Computing. The requirements for the Dalyell stream are set out in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer into or out of the Dalyell stream should contact the Student Centre.

(4) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between the Bachelor of Science streams or exit from a stream should contact the Student Centre.

4. Cross-Faculty Management

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

5. Admission to Candidature

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

(2) Commencing candidates may not be admitted to candidature in the Bachelor of Computing. With the permission of the Faculty, candidates in the Bachelor of Advanced Computing may transfer into the Bachelor of Computing as specified in Clause 13 below.
Bachelor of Advanced Computing and combined degrees

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

6. Requirements for Award

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

(a) Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) Table A for the Bachelor of Commerce;
(c) Table A for the Bachelor of Science;
(d) Table S from the Shared Pool for Undergraduate Degrees;
(e) Table O from the Shared Pool for Undergraduate Degrees.
(f) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

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

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

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

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

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

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

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A for the Bachelor of Science (students may count the units from their major(s) or minor(s) to fulfill this requirement) and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfill this requirement); and
(e) A Science Major (48 credit points) or a 3-year program with an embedded major from Table A for the Bachelor of Science, and which is different from the major completed to satisfy requirements specified clause 6 (4)(b) above (note: candidates taking Computational Data Science to fulfill requirements specified in clauses 6(4)(b) may not take Data Science to fulfill requirements for the second major specified in this clause);
(f) If enrolled in a stream, requirements for the stream as specified in Table A for the Bachelor of Science or Table S, for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(h) for students enrolled in the Dalyell stream;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;
(i) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study;
(j) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(k) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Science, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

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

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Commerce;
(d) A Commerce Major (48 credit points) from Table A for the Bachelor of Commerce;
(e) Optionally up to 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(f) for students enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(g) for students enrolled in the Dalyell stream;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;
(h) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(j) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Commerce, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

7. Majors, Minors and Programs

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

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

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

(2) Bachelor of Advanced Computing / Bachelor of Science

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

(b) Completion of a major (the Science Major) or a program which contains a major (the Science Program) from Table A for the Bachelor of Science is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The Science Major must not be the same as the Information Technology Major completed to satisfy requirements specified in clause 7 (2)(a) above. Students taking an Information Technology Major in Computational Data Science may not take a Table A major for the Bachelor of Science or Table S Major in Data Science. The majors and programs available and requirements for completing the majors and programs are as specified in Table A for the Bachelor of Science.

(3) Bachelor of Advanced Computing / Bachelor of Commerce

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

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

8. Progression Rules

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

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

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

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

(b) Candidates must achieve an Annual Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain an Annual Average Mark of CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell stream.

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

9. Requirements for the Honours degree

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

(2) Bachelor of Advanced Computing (as either a single degree or as part of a combined degree):

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

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

(c) Honours in an area of study in the Bachelor of Science is awarded in a combined degree with the Bachelor of Advanced Computing

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

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

10. Award of the Degrees

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

(2) Honours in the Bachelor of Advanced Computing is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's HWAM.

<table>
<thead>
<tr>
<th>Description</th>
<th>Range</th>
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<tbody>
<tr>
<td>Honours Class I</td>
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<td>Honours Class II (Division 1)</td>
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Bachelor of Advanced Computing and combined degrees

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

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

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

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

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

13. Course Transfer
(1) A candidate enrolled in the Bachelor of Advanced Computing who has satisfied the requirements of the Bachelor of Computing may transfer to the Bachelor of Computing and graduate.
(2) A candidate in a combined degree with the Bachelor of Advanced Computing may abandon that combined degree and elect to complete either the Bachelor of Advanced Computing or the other component of the combined degree (the Bachelor of Science or the Bachelor of Commerce) in accordance with the resolutions governing that degree.
(3) A candidate who, having satisfied requirements for a combined degree with the Bachelor of Advanced Computing, who has enrolled in the Bachelor of Advanced Studies and graduate with the Bachelor of Advanced Computing or the associated combined degree in accordance with the resolutions governing that degree or those degrees.

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

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020.
(2) Candidates who commenced prior to 1 January, 2020 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Submission To: Undergraduate Studies Committee
Date: 15 October 2019
Item No: 3.14

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Resolution updates for the Bachelor of Liberal Arts and Science</td>
</tr>
<tr>
<td>Purpose</td>
<td>To make several updates to the course resolutions for the Bachelor of Liberal Arts and Science for the requirements for Honours.</td>
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</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to update the Bachelor of Liberal Arts and Science course resolutions with effect from 1 January 2020.

EXECUTIVE SUMMARY

The resolutions have been amended to explicitly direct students to align their honours options with the areas taken during their majors in the Table A Honours tables.

The Resolutions of the Faculty are also being amended so that details for Honours are being removed from the Faculty of Science Resolutions and included in individual course resolutions. This allows for the nuances between degrees.

IMPLEMENTATION

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

ATTACHMENTS

Minor Course Amendment Proposals and marked up resolutions for the:

1. Bachelor of Liberal Arts and Science
Non-Confidential

<table>
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**EXECUTIVE SUMMARY**

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**IMPLEMENTATION**

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

**ATTACHMENTS**

Minor Course Amendment Proposals and marked up resolutions for the:

1. Bachelor of Liberal Arts and Science
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Liberal Arts and Science

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Liberal Arts and Science degree to list Honours requirements that are in line with common practice and are clear about what units are required to complete Honours.

3. Details of amendment
   Bachelor of Liberal Arts and Science
   Clause 6(2-4)
   Clause 7(1)
   Clause 8(1-2)
   Please see attached resolutions

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean

[Signature]

Prof Iain M Young
Dean, Faculty of Science
Bachelor of Liberal Arts and Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

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<tr>
<td>BPLIARSC-02</td>
<td>Bachelor of Liberal Arts and Science</td>
</tr>
<tr>
<td>BHLIARSH-01</td>
<td>Bachelor of Liberal Arts and Science (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Admission to candidature

Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent (and subject to special admissions provisions as set out in the Coursework Rule), or on the basis of Mature Age Admission as set out in the Coursework Policy 2014.

4 Requirements for award

To qualify for the award of the pass degree, a student must successfully complete 144 credit points, with at least 132 credit points from the Bachelor of Liberal Arts and Science Units Table, Bachelor of Arts Table A or Bachelor of Science Table A:

COMMON REQUIREMENTS FOR ALL STUDENTS

1. a minimum of 36 credit points of units listed in the Bachelor of Liberal Arts and Science Units Table; including
   (a) ATHK1001 and WRIT1001; and
   (b) a minimum of 6 credit points of units from Part C Ethics in the Bachelor of Liberal Arts and Science Units Table; and
   (c) the remaining 18 credit points of Liberal Studies units may be taken from any of the six areas of the Bachelor of Liberal Arts and Science Units Table, Parts A-F.

2. units of study chosen to satisfy requirements of the Bachelor of Liberal Arts and Science Units Table cannot count towards the Science or Arts requirements below; and

3. all students must complete either a Science major or an Arts major:
   (a) For a Science Major
      (i) a major from Bachelor of Science Table A; and
      (ii) a minimum of 36 credit points of units of study from Bachelor of Arts Table A, which must include at least 12 credit points of Arts 2000 or 3000-level units of study; or
   (b) For an Arts Major
      (i) a major from Bachelor of Arts Table A; and
      (ii) a minimum of 36 credit points of units of study from Bachelor of Science Table A, which must include at least 12 credit points of Science 2000 or 3000-level units of study;

4. a maximum of 12 credit points from outside of Bachelor of Arts Table A and Bachelor of Science Table A may be taken from the Table S elective list; and

5. no more than 84 credit points of 1000-level units of study.

5 Majors and programs

1. Completion of a major is a requirement of the course. Units of study counted towards one major may not count toward any other major.
2. The list of Bachelor of Science Table A majors available is specified in the course resolutions for the Bachelor of Science.
   (i) Candidates choosing a Science major have the option of completing the Psychology Program (which contains the Psychological Sciences major).
3. The list of Bachelor of Arts Table A majors available is specified in the resolutions for the Bachelor of Arts.
4. Units of study counted towards a major may not count toward the Liberal Studies requirements.

6 Requirements for the Honours degree

1. Honours is available to meritorious candidates who complete an additional year of full time study in either Science or Arts at the completion of the degree and who have achieved a weighted average mark (WAM) of 65 or equivalent
2. Admission and award requirements for honours in Science are described in the Coursework Policy 2014 and in these course resolutions the Resolutions of the Faculty of Science. Admission and award requirements for honours in Arts are described in the Coursework Policy 2014 and the Resolutions of the Faculty of Arts and Social Sciences.

3. General conditions of candidature include:
   (a) Students must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours course on a full-time basis permission may be granted by the Associate Dean to undertake honours part-time.
   (b) An applicant who is qualified to enrol in two honours courses may either:
      (i) complete the honours courses in the two subject areas separately and in succession; or
complete a joint honours course, equivalent to an honours course in a single subject area, in the two subject areas as agreed by the Associate Dean and both Schools. A joint honours course shall comprise such parts of the two honours courses as may be decided by the Associate Dean.

(c) A student may not re-attempt an honours course.

To qualify for the award of honours, a student must complete the required number of credit points of honours undergraduate units of study, as described in the Arts or Science Honours Unit of Study Table (Table A).

The grade of honours and the honours mark are determined by the performance in only the units of study listed in the Arts or Science Honours Unit of Study Table.

Honours is awarded as outlined in the Coursework Policy.

Award of the degree

The Bachelor of Liberal Arts and Science is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the requirements of the Coursework Policy 2014, the Resolutions of the Faculty of Science, these course resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

Transitional provisions

These resolutions apply to persons who commenced their candidature after 1 January, 2019 and persons who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the regulations in force at the time of their commencement, provided that requirements are completed by 1 January, 2023, or later date as the Faculty may, in special circumstances, approve.
Submission To
Undergraduate Studies Committee
Date 15 October 2019
Item No 3.15

Author
Veronica Boulton, Head of Education, Faculty of Science
Reviewer/Approver
Professor Pauline Ross, Associate Dean, Education
Paper title
Resolution updates for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
Purpose
To make several updates to the course resolutions for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine to remove reference to old degrees, allow for discretion in granting credit and remove duplication of clauses which are housed elsewhere.

RECOMMENDATION
That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine; and
(2) approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY
The Resolutions of the Faculty are being amended so that details for Honours and credit are being removed from these Resolutions and included either in individual course resolutions or outlined in policy. The changes to the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine are a consequence of that. The other change requested is the removal of references to degrees that we are no longer accepting intake into and are teaching out.

IMPLEMENTATION
For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

ATTACHMENTS
Minor Course Amendment Proposals and marked up resolutions for the:
1. Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. **Name of award course**
   - Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

2. **Purpose of proposal**
   - To amend the Course Resolutions for the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine degree to
     (i) clarify progression rules
     (ii) remove reference to the Bachelor of Animal and Veterinary Biosciences degree
     (iii) remove references to Honours which are duplications of the Coursework Policy 2014
     (iv) clarify what credit may be granted into the degree

3. **Details of amendment**
   - Bachelor of Veterinary Biology / Doctor of Veterinary Medicine
   - Clause 5
   - Clause 6(3-5)
   - Clause 8(3)
   - Clause 9
   - Clause 10(a)
   - Clause 11
   - Clause 12
   - Please see attached resolutions

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

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

   Prof Iain M Young
   Dean, Faculty of Science
   5/11/14
Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

These resolutions must be read in conjunction with the applicable University By Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'); the Coursework Policy 2014 (the 'Coursework Policy'); the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPVBLVM-01</td>
<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
</tr>
<tr>
<td>BHVETBIO-01</td>
<td>Bachelor of Veterinary Biology (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

1. The attendance pattern for Year 1 and Year 2 of the Bachelor of Veterinary Biology is full time or part-time according to candidate choice.
2. The attendance pattern for Year 3 to Year 6 is full-time only.

3 Admission to candature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) and tertiary study. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants, rural applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule. In addition, admission to this course requires the applicant to submit a Commitment to Veterinary Science Form. The results of this process will form part of the ranking of applicants.

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of units of study for the Bachelor Veterinary Biology/Doctor of Veterinary Medicine.
(2) To qualify for the award of both degrees, a candidate must successfully complete 288 credit points comprising:
   (a) 96 credit points from the Bachelor of Veterinary Biology unit of study Table for Years 1 and 2,
   (b) 48 credit points from the Doctor of Veterinary Medicine unit of study Table for Year 1 that contributes to Year 3 of the Bachelor of Veterinary Medicine degree; students may exit at this point with a Bachelor of Veterinary Medicine degree, and
   (c) 144 credit points from the Doctor of Veterinary Medicine unit of study Table for Years 2, 3 and 4.
(3) the prescribed extramural placements as outlined in the Doctor of Veterinary Medicine resolutions

5 Degree Type

The Bachelor of Veterinary Medicine in these resolutions is an accredited professional doctorate degree, as defined by the Coursework Rule.

6 Progression rules

Progression to Year 3 of the course is based on successful completion of Year 1 and Year 2 of the course and academic merit in Year 1 and Year 2 of the course.

(1) All students who have successfully completed Year 1 and Year 2 with a Weighted Average Mark (WAM) of 65.0 or greater at the end of Year 2 will be eligible for progression to Year 3.
(2) Students who have successfully completed Year 1 and Year 2 with a Year 1 plus Year 2 WAM of less than 65.0 will not be eligible for entry into Year 3 of the course.
(3) Students who commenced prior to 1 January 2018 and who fail to achieve progression into Year 3 of the combined course will be transferred to the Bachelor of Science or the Bachelor of Animal and Veterinary Bioscience from 2019.
(4) Students who commenced prior to 1 January, 2018 and who fail to achieve progression into Year 3 of the combined course will be transferred to the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies (AVBS) from 2019.
(5) Students who commenced after 1 January 2020 and who fail to achieve progression into Year 3 of the combined course will not continue in the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and can apply to enrol will be transferred into the Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) with credit for the units of study completed.
(6) Students for the course may enrol in the units of study prescribed for Year 4 of candidature only after successful completion of Year 1, Year 2 and Year 3.
(7) Students for the course may enrol in the units of study prescribed for Year 5 of candidature only after successful completion of Year 1, Year 2, Year 3 and Year 4
(8) Students for the course may enrol in the units of study prescribed for Year 6 of candidature only after successful completion of Year 1, Year 2, Year 3, Year 4 and Year 5.
Requirements for the Honours degree

1. Honours in the Bachelor of Veterinary Biology is available to meritorious candidates who complete an additional year of full time study, after the successful completion of Year 3. Students must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours course on a full time basis and if the Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

2. Admission to the honours programme requires a Year 2 plus Year 3 WAM of at least 65.0.

3. Students who qualify to undertake honours in the Bachelor of Veterinary Biology may elect to enrol in the honours programme:
   a. at any stage after successful completion of Year 3, with the permission of the Faculty, by:
      i. suspending candidature from the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine for one year;
      ii. transferring to the Bachelor of Veterinary Biology (Honours);
      iii. enrolling and completing the units of study for the Bachelor of Veterinary Biology Honours;
   b. by undertaking the honours course after completion of both courses in the combined course.

Award of the degree

1. The Bachelor of Veterinary Biology/Doctor of Veterinary Medicine is awarded as either Pass or Honours. The honours degree, Bachelor of Veterinary Biology Honours/Doctor of Veterinary Medicine, is awarded in classes ranging from First Class to Third Class.

2. The grade of honours and the honours mark are determined by performance in the honours course.

3. Honours is awarded according to the Coursework Policy 2014, in the following classes:

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

Candiates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

Course transfer

A candidate may abandon the combined programme and elect to complete a Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) Bachelor of Science, or Bachelor of Animal and Veterinary Bioscience in accordance with the resolutions governing that degree. Candidates who discontinue after Year 3 without completing the combined course, but have satisfactorily completed 144 credit points including all requirements for Year 1, Year 2 and Year 3 may exit with the Bachelor of Veterinary Biology. Completion of the Doctor of Veterinary Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that course.

Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 3, Year 4, Year 5 or Year 6 of candidature of the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment for the failed unit of study.

1. The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The methods used for re-assessment type may differ from those used in the original delivery of the unit.

2. Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student's responsibility to be available to attend at these times.

3. The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).

4. Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

Credit for previous study

Credit may be granted for units in Year 1 and Year 2 with the approval of the Associate Dean and in accordance with the University Coursework Policy 2014.

Transitional Provisions

1. These provisions apply for candidates who commenced after 1 January 2019, 2020, and candidates who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
RECOMMENDATION

That the Academic Board:

(1) approve the proposal from the Faculty of Science to update the Bachelor of Psychology course resolutions with effect from 1 January 2020.

(2) approve the proposal from the Faculty of Science to update the Bachelor of Science/Bachelor of Advanced Studies course resolutions with effect from 1 January 2020.

(3) approve the proposal from the Faculty of Science to update the Bachelor of Science/Bachelor of Laws course resolutions with effect from 1 January 2020.

(4) approve the proposal from the Faculty of Science to update the Bachelor of Science/Doctor of Dental Medicine course resolutions with effect from 1 January 2020.

(5) approve the proposal from the Faculty of Science to update the Bachelor of Science/Doctor Medicine course resolutions with effect from 1 January 2020.

(6) approve the proposal from the Faculty of Science to update the Bachelor of Science/Master of Mathematical Sciences course resolutions with effect from 1 January 2020.

(7) approve the proposal from the Faculty of Science to update the Bachelor of Science/Master of Nutrition and Dietetics course resolutions with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed changes include:
• updating the terminology from intermediate/senior to 2000-3000-level and from International “study” to “mobility”
• corrections of typographical and numbering errors
• change the requirements for Dalyell scholars with regards to OLEs, the new Table D and the measure of performance for progression
• remove the option for new students to complete the pre-2017 BSc degree
• clarify Honours admissions
• other minor changes.

The changes to the Bachelor of Psychology also clarify the additional psychology unit which must be completed.
The changes to the Bachelor of Science/Doctor of Medicine also allows for credit for previous study in exceptional circumstances.
Several corrections and updates were made to the Bachelor of Science/Bachelor of Advanced Studies in response to feedback from the Board of Interdisciplinary Studies.

These resolutions were reviewed by the Undergraduate Studies Committee on 15 October 2019. This committee endorsed the changes subject to a typographical correction (Table S should be changed to Table D in the BPsych) and a request for clarification of clauses 9 and 11 in the BSc/DDM and BSc/MD (3.16 Resolution USC2019/6-21).

Science is to return with clarification on:
• Clause 9; whether the Bachelor degree is to be awarded with Honours.
Non-Confidential

Clause 11; whether the reference to 'domestic cross-institutional study' refers to domestic students or domestic institutions. Further, this Clause is included in some course resolutions and not others – consistency is desirable.

Clause 9 states that honours can be completed by suspending the double degree and enrolling in the Bachelor of Advanced Studies – it is this degree which will be awarded with Honours, not the BSc. Clause 11 refers to domestic institutions, not students. Consistency is desirable, however we added “domestic” to be clear that while domestic cross-institutional study is forbidden, international mobility was still an opportunity these double degree students could take.

IMPLEMENTATION

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

ATTACHMENTS

Minor Course Amendment Proposals and marked up resolutions for the:
  1. Bachelor of Psychology
  2. Bachelor of Science/Bachelor of Advanced Studies
  3. Bachelor of Science/Bachelor of Laws
  4. Bachelor of Science/Doctor of Dental Medicine
  5. Bachelor of Science/Doctor of Medicine
  6. Bachelor of Science/Master of Mathematical Sciences
  7. Bachelor of Science/Master of Nutrition and Dietetics
Non-Confidential

Author
Veronica Boulton, Head of Education, Faculty of Science

Reviewer/Approver
Professor Pauline Ross, Associate Dean, Education

Paper title
Resolution updates for Faculty of Science courses

Purpose
To make several updates to the course resolutions for the Bachelor of Psychology, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Science/Bachelor of Laws, Bachelor of Science/Doctor of Dental Medicine, Bachelor of Science/Doctor of Medicine, Bachelor of Science/Master of Mathematical Sciences and Bachelor of Science/Master of Nutrition and Dietetics in line with University initiatives (such as Dalyell and Mobility), to correct errors and update terminology.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to update the Bachelor of Psychology course resolutions with effect from 1 January 2020.
(2) approve the proposal from the Faculty of Science to update the Bachelor of Science/Bachelor of Advanced Studies course resolutions with effect from 1 January 2020.
(3) approve the proposal from the Faculty of Science to update the Bachelor of Science/Bachelor of Laws course resolutions with effect from 1 January 2020.
(4) approve the proposal from the Faculty of Science to update the Bachelor of Science/Doctor of Dental Medicine course resolutions with effect from 1 January 2020.
(5) approve the proposal from the Faculty of Science to update the Bachelor of Science/Doctor Medicine course resolutions with effect from 1 January 2020.
(6) approve the proposal from the Faculty of Science to update the Bachelor of Science/Master of Mathematical Sciences course resolutions with effect from 1 January 2020.
(7) approve the proposal from the Faculty of Science to update the Bachelor of Science/Master of Nutrition and Dietetics course resolutions with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed changes include
• updating the terminology from intermediate/senior to 2000-3000-level and from International “study” to “mobility”
• corrections of typographical and numbering errors
• change the requirements for Dalyell scholars with regards to OLEs, the new table D and the measure of performance for progression
• remove the option for new students to complete the pre-2017 BSc degree
• clarify Honours admissions
• other minor changes.

The changes to the Bachelor of Psychology also clarify the additional psychology unit which must be completed.
The changes to the Bachelor of Science/Doctor of Medicine also allows for credit for previous study in exceptional circumstances.
Several corrections and updates were made to the Bachelor of Science/Bachelor of Advanced Studies in response to feedback from the Board of Interdisciplinary Studies

IMPLEMENTATION

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.
Non-Confidential

ATTACHMENTS

Minor Course Amendment Proposals and marked up resolutions for the:
1. Bachelor of Psychology
2. Bachelor of Science/Bachelor of Advanced Studies
3. Bachelor of Science/Bachelor of Laws
4. Bachelor of Science/Doctor of Dental Medicine
5. Bachelor of Science/Doctor of Medicine
6. Bachelor of Science/Master of Mathematical Sciences
7. Bachelor of Science/Master of Nutrition and Dietetics
Minor Course Amendment Proposal

Faculty: Science, School of Psychology

Contact person: Edwina Jones, School Manager

1. Name of award course
   Bachelor of Psychology (New curriculum - 2019)

2. Purpose of proposal
   To amend the course resolutions (Requirements for award), so that students can choose additional selective from 3000 and 4000 level PSYCHOLOGY units of study. This will give students more choice in the absence of new 4000 level units in 2020, and will also clarify that they ought to be within the discipline of Psychology, which is not clear from the current wording. Further, not all 2000-level Psychology units are "core" but they all count towards the degree and to the progression requirement, so the word "core" should be removed.

3. Details of amendment
   Bachelor of Psychology
   Section 5 (3) (b) updated to
   "an additional 6 credit points of 3000- or 4000-level psychology selective units of study; and"

   Section 5(3)(ii) updated to
   "24 credit points of 2000-level core Psychology units of study; and"

   Section 6(1)(b) updated to
   "All students who have successfully achieved an average of at least 70 in the core Psychology units at 2000-level will be eligible to progress to 3000-level Psychology units"

   Section 5(1) updated to:
   (c) Table C of the Shared Pool for Undergraduate Degrees; and, in the resolutions, except where otherwise specified, Table A, Table S and Table D mean Table A, Table S and Table D as specified here.
   (d) For students enrolled in the Dalveill stream: Table D of the Shared Pool for Undergraduate Degrees.
   (e) In the resolutions, except where otherwise specified, Table A, Table S, Table D and Table D as specified here.

   Section 6(2) updated to:
   (b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalveill Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalveill Stream.
   (c) Candidates enrolled in the Dalveill Stream who do not satisfy requirements for the Dalveill Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalveill Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

4. Transitional arrangements
   None required.

5. Other relevant information
   We are requesting that this course change be approved in time to build the collection properly for 2020.

   We have requested a waiver for S2, 2019 as we have 1 student who has transferred into the new curriculum BPscy in her third year. She has already enrolled correctly if the waiver is granted as she is taking 1 x PSYC39xx unit and 4 other 3000-level other units to make up the Psych Program. We expect a handful of students who transfer into the new BPscy and be in third year in 2020, and this will increase the pool of units they have to choose from to meet this requirement.

6. Signature of Dean

   Prof Iain M Young
   Dean, Faculty of Science

Minor Course Amendment Proposal

Version 01.10.2014
Bachelor of Psychology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPPSYCHO-02 / BHPSYCHH-03</td>
<td>Bachelor of Psychology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Dalyell Stream

(1) Candidates may enter and complete the Bachelor of Psychology through a Dalyell stream.
(2) Completion of a stream is not a requirement of the Bachelor of Psychology. The requirements for the completion of the stream are as specified in Table S of the Shared Pool for Undergraduate Degrees.

4 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. Applicants with 48 credit points or more of previous tertiary qualifications must meet both the relevant tertiary admission score for the degree, and the progression rules listed in these resolutions.

English language requirements must be met, where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Detailed admission policies are found in the University of Sydney (Coursework Rule) 2014 and the Coursework Policy 2014.

5 Requirements for award

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

(2) To qualify for the award of the Bachelor of Psychology, students must successfully complete 192 credit points, including all requirements.

3 Requirements for all students

(a) complete the Psychology Program comprising 60 credit points from Table A including:
(i) a minimum of 12 credit points of 1000-level core Psychology units of study; and
(ii) 24 credit points of 2000-level core Psychology units of study; and
(iii) 24 credit points of 3000-level selective Psychology units of study (which must include PSYC3010) and (PSYC 3018, if PSYC2015 / PSYC2915 not previously completed); and
(b) an additional 6 credit points of 3000- or 4000-level psychology selective units of study; and
(c) a minimum of 42 credit points of units of study outside of Psychology which must include:
(i) 6 credit points of 1000-level Mathematics; and
(ii) a minor (36 credit points) from Table S; and
(d) an additional 36 credit points of electives from Tables A, S or O;
(e) 48 credit points of Psychology Honours units of study from the Honours units of study table listed in Table A.

6 Progression rules

(1) Completion of the Honours Psychology units is a requirement for the award of the Bachelor of Psychology. Progression to the Honours 4th year is based on successful completion of 1000-level to 3000-level units of study of the course and academic merit.
(a) All students who have successfully achieved an average of at least 70 in the core Psychology units at 1000-level will be eligible to progress to 2000-level Psychology units.
(b) All students who have successfully achieved an average of at least 70 in the core Psychology units at 2000-level will be eligible to progress to 3000-level Psychology units.
(c) Students who fail to achieve progression into 2000-level or 3000-level units of study will be transferred to the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Arts or Bachelor of Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed.
(d) To progress to the Honours year, students must have completed 144 credit points, including all core requirements, and achieved a minimum average mark of 70 weighted across the four 2000-level Psychology units and four 3000-level Psychology units.
(e) Students who fail to achieve progression into the Honours 4th year will be transferred to the Bachelor of Science, Bachelor of Arts or to the combined Bachelor Science/Bachelor of Advanced Studies or Bachelor Arts/Bachelor of Advanced Studies in their next year.
of enrolment with credit for relevant units of study that have been completed. Students may need to undertake additional units of study in order to fulfil the degree requirements. Students should refer to the relevant degree resolutions and the requirements of award for each degree.

(f) To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table.

(2) Progression within the Dalyell Stream:

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream. Candidates must achieve a Cross Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

7 Award of the degree

(1) The Bachelor of Psychology is an integrated Honours course. In accordance with the Coursework Policy 2014, the award of Honours is assessed and calculated using a grade average based on 48 credit points of Psychology Honours units of study undertaken in the candidate’s final year of study. Psychology Honours units of study are set out in the Faculty of Science Honours units of study table.

(2) The Bachelor of Psychology (Honours) is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Coursework Policy 2014 and the Resolutions of the Faculty of Science.

(3) Candidates who do not achieve an Honours mark of 65 or more will be awarded a Bachelor of Psychology.

8 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2020 and persons who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Science / Bachelor of Advanced Studies

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Science / Bachelor of Advanced Studies degree to
   (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies decisions
   (ii) correct typographical errors
   (iii) update terminology in line with current practice
   (iv) remove reference to the Student Centre
   (v) remove references to Honours which are duplcations of the Coursework Policy 2014
   (vi) clarify course transfers between the combined BSc/BAdvStudies and the standalone BSc

3. Details of amendment
   Bachelor of Science / Bachelor of Advanced Studies
   Clause 3(3 and 6)
   Clause 4(2)
   Clause 6(7)(d-e) and (2)(d-h) and (3)(d-g)
   Clause 8(2-3)
   Clause 10(2-3)
   Clause 11(1-2)
   Clause 13
   Clause 14
   Clause 16

   Please see attached resolutions

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean
   Prof Iain M Young
   Dean, Faculty of Science

Minor Course Amendment Proposal

Version 01.10.2014
Bachelor of Science

Bachelor of Science/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPSCIENC-05</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>BPSCIAVS-01</td>
<td>Bachelor of Science / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

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

4 Cross-faculty management

(1) Candidates in Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies will be under the supervision of the Faculty of Science throughout.
(2) Candidates undertaking honours will be under the management of the Faculty of Science. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the academic governance of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Science on all matters relating to admission, requirements, award of honours mark and award of honours grade.
(3) The Dean of the Faculty of Science shall exercise authority in any matter concerned with the Bachelor of Science/Bachelor of Advanced Studies and the Bachelor of Science/Bachelor Advanced Studies with honours not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.
(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are set out in:
Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies

(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees; and—In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
(d) For students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees.
(e) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.

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

(3) Bachelor of Science/Bachelor of Advanced Studies:
To qualify for the award of Bachelor of Science/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
(a) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
(b) a major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
(c) a second major (48 credit points) as defined in Section 7 below and specified in Table A or Table S; and
(d) for students previously enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O or
(i) who have not completed any Dalyell units of study, 12 credit points of units of study in the Open Learning Environment as specified in Table O or
(ii) for those who have not completed any Dalyell units of study, 12 credit points of units of study in the Open Learning Environment as listed in Table O as specified here,
(g) a minimum of 24 credit points at 4000 level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points; and
(h) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

Programs, majors and minors

(1) Bachelor of Science:
(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Science. Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Science have the option of completing:
(i) a program (which contains a major); and
(ii) a second major from Table A or Table S in place of the minor.

(2) Bachelor of Science/Bachelor of Advanced Studies:
Completion of a major or a program (which contains a major) from Table A and second major from Table A or Table S is a requirement of the Bachelor of Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.

(3) The majors and minors available in Table A in the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:
### Majors and Minors

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Data Science</td>
<td>Data Science</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology</td>
<td>Wildlife Conservation</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Food Science</td>
<td>Food Science</td>
</tr>
<tr>
<td>Genetics and Genomics</td>
<td>Genetics and Genomics</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Geology and Geophysics</td>
<td>Geology and Geophysics</td>
</tr>
<tr>
<td>Health</td>
<td>History and Philosophy of Science</td>
</tr>
<tr>
<td>Human Movement (only available in Health stream)</td>
<td>Human Movement (only available in Health stream)</td>
</tr>
<tr>
<td>Immunology and Pathology</td>
<td>Immunology Pathology</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>Infectious Diseases</td>
</tr>
<tr>
<td>Information Systems</td>
<td>Information Systems</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Marine Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Medical Science (only available in the Medical Science program)</td>
<td>Medical Science (only available in the Medical Science program)</td>
</tr>
<tr>
<td>Medicinal Chemistry</td>
<td>Medicinal Chemistry</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Nutrition Science</td>
<td>Nutrition Science</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Physiology</td>
<td>Physiology</td>
</tr>
<tr>
<td>Plant Production</td>
<td>Plant Production</td>
</tr>
<tr>
<td>Psychological Science</td>
<td>Psychological Science</td>
</tr>
<tr>
<td>Quantitative Life Sciences</td>
<td>Quantitative Life Sciences</td>
</tr>
<tr>
<td>Software Development</td>
<td>Software Development</td>
</tr>
<tr>
<td>Soil Science and Hydrology</td>
<td>Soil Science and Hydrology</td>
</tr>
<tr>
<td>Statistics</td>
<td>Statistics</td>
</tr>
<tr>
<td>Wildlife Conservation</td>
<td>Wildlife Conservation (only available in the Taronga Wildlife Conservation Program)</td>
</tr>
</tbody>
</table>

(4) The programs available in Table A of the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies are:

<table>
<thead>
<tr>
<th>The programs available in the Bachelor of Science are:</th>
<th>The programs available in the Bachelor of Science/Bachelor of Advanced Studies are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agriculture (only available in Agriculture stream)</td>
</tr>
<tr>
<td>Agroecosystems</td>
<td>Animal Veterinary Bioscience (only available in Animal Veterinary Bioscience stream)</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Mathematical Sciences (only available to students eligible for the Dalyell stream)</td>
<td>Mathematical Sciences (only available to students eligible for the Dalyell stream)</td>
</tr>
<tr>
<td>Medical Science (only available in Medical Science stream)</td>
<td>Medical Science (only available in Medical Science stream)</td>
</tr>
<tr>
<td>Neurobiology</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Taronga Wildlife Conservation</td>
<td>Taronga Wildlife Conservation (only available in the Taronga Wildlife Conservation Stream)</td>
</tr>
</tbody>
</table>

(5) The minors and majors available as second majors in the Bachelor of Science are as listed in Table A and Table S.

### Progression rules

1. **Progression within a stream, program or Honours component:**
   
   Enrolment and progression for each candidate for a stream, program or honours component is governed by progression rules specified in the relevant Table for the component.

2. **Progression within Bachelor of Science/Bachelor of Advanced Studies:**
   
   Except with the permission of the Dean, candidates who are not in the Dalyell stream must complete the degree requirements listed under Section 6(4) before progressing to 4000-level units (including 4000-level project units).

3. **Progression within the Dalyell Stream:**
Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies

With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

Progression within the Advanced Stream:

Candidates in the Advanced Stream may attempt advanced or units at higher levels than the usual sequence.

Candidates must achieve an Annual Average Mark of at least 65.0 for each 48 credit-point block to continue in the Advanced Stream. Candidates who do not maintain an Annual Average Mark at this level may continue in the Bachelor of Science, major, program or minor but will not remain in the Advanced Stream.

Requirements for the Bachelor of Science/Bachelor of Advanced Studies with honours

1. An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Science/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Science must complete the requirements for the honours component full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt the honours component on a full-time basis and the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Science, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Faculty of Science. For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

2. Admission to the honours program is by permission of the Associate Dean and on advice from the administering School relevant honours coordinator or head of department after the completion of all of the following requirements:

   a. A Bachelor of Science degree (or equivalent) including at least one major or program; or 144 credit points, including at least one major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.

   b. an AAM of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or a credit average in 48 credit points in relevant intermediate and senior 2000-level and above units of study relevant to the honours area, as determined by the School concerned.

   c. Any requirements for honours entry set by the relevant department, school or faculty.

3. To qualify for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree as specified in 6(3) above, and at least 36 and a maximum of 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of honours coursework, as required by the relevant department School and published in the faculty handbook. Honours subject areas and units of study for honours within the Faculty of Science are listed in Table A for the relevant faculty or Table S in the Shared Pool for Undergraduate degrees.

4. The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Faculty of Science or in the resolutions of the relevant faculty.

Award of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Science/Bachelor of Advanced Studies with Honours

1. Candidates for the Bachelor of Science/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Science who do not meet requirements for the combined degree will be awarded the Bachelor of Science. The Bachelor of Science is awarded at pass level.

2. Honours in the Bachelor of Science/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Science or relevant resolutions for the faculty in which the embedded honours component is undertaken and the rules and tables in the University Coursework Policy 2014.

<table>
<thead>
<tr>
<th>Student who achieves an honours mark in the range:</th>
<th>Will be awarded honours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - honours mark = 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 - honours mark</td>
<td>Second Class - Division 1</td>
</tr>
<tr>
<td>70 - honours mark = 70</td>
<td>Second Class - Division 2</td>
</tr>
<tr>
<td>65 - honours mark = 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

3. Candidates for the award of the Bachelor of Science/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Science, or the Bachelor of Science/Bachelor of Advanced Studies will be awarded the Bachelor of Science or Bachelor of Science/Bachelor of Advanced Studies as appropriate.

Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Science.

International exchange Mobility

The Faculty of Science encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Science.

Course transfer

A candidate may transfer from the Bachelor of Science and elect to complete the Bachelor of Science/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Science. A candidate may abandon the Bachelor of Science/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Science in accordance with these resolutions and receive credit in accordance with the requirements of the Bachelor of Science. Readmission to the Bachelor of Science/Bachelor of Advanced Studies in the future after abandoning the Bachelor of Science/Bachelor of Advanced Studies will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.
Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Science and Bachelor of Laws

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Science and Bachelor of Laws degree to
   (i) amend the Dalyell requirements in line with the Board of Interdisciplinary Studies decisions
   (ii) update terminology in line with current practice
   (iii) remove reference to the Student Centre.

3. Details of amendment
   Bachelor of Science and Bachelor of Laws
   Clause 3(2 and 3)
   Clause 6(1)(e-f) and (2)(c-h) and (3)(e)
   Clause 9(1) and (4)
   Clause 12
   Clause 15

   Please see attached resolutions.

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean

   [Signature]

   Prof Iain M Young
  Dean, Faculty of Science
   5/9/19
Bachelor of Science and Bachelor of Laws

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty of Science and of the University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCILAW-02</td>
<td>Bachelor of Science and Bachelor of Laws</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

1. The Bachelor of Science in this combined degree is available in the following streams:
   (a) Dalyell.
   (b) The completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table O of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.
   (c) Candidates wishing to transfer between streams should contact the Student Centre.
   (d) Candidates who qualify for the Dalyell Stream may complete that stream while also completing another stream.

4 Cross faculty management

1. Candidates will be under the general supervision of the Faculty of Science until the end of the semester in which they complete requirements for the Bachelor of Science. After completion of requirements for the Bachelor of Science, students will be under the supervision of the University of Sydney Law School.
   (2) The Dean of the Faculty of Science and the Head of School and Dean of the Sydney Law School shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.
   (2) Admission to the Dalyell Stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or above in or equivalent standard.

6 Requirements for award

1. The units of study that may be taken for this combined degree are set out in:
   (a) Table A for the Bachelor of Science;
   (b) the University of Sydney Law School Undergraduate Table;
   (c) Table S from the Shared Pool for Undergraduate Degrees; and
   (d) Table O of the Shared Pool for Undergraduate Degrees.
   (e) For students enrolled in the Dalyell stream: Table D of the Shared Pool for Undergraduate Degrees
   (f) In these resolutions, except where otherwise specified, Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O mean Table A, the University of Sydney Law School Undergraduate Table, Table S, and Table O as specified here.
   (2) To qualify for the award of the pass combined degree, a candidate must complete 240 credit points, comprising:
   (a) a major (48 credit points) from Table A for the Bachelor of Science as set out in Section 7 below;
   (b) 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major to fulfil this requirement); and
   (c) 12 credit points of 1000-level [upper division] science elective units of study (excluding Mathematics) as set out in Table A (students may count the units from their major to fulfil this requirement); and
   (d) For students never enrolled in the Dalyell stream: 12 credit points of units of study in the Open Learning Environment as listed in Table Q
   (e) 12 credit points of units from the Open Learning Environment as set out in Table O in the Shared Pool for Undergraduate Degrees;
   (f) For students enrolled in the Dalyell stream:
   (g) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
   (h) 12 credit points of Dalyell units of study as specified in Table D
   (i) Students previously but no longer enrolled in the Dalyell stream:
Bachelor of Science and Bachelor of Laws

(i) who have completed at least 6 credit points of Dalvey units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O.

(ii) who have not completed any Dalvey units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O.

(g) a minimum of 24 credit points of elective units or units taken towards a program from Table A or Table B, Table C, or for students enrolled in the Dalvey stream, Table D; in the Shared Pool for Undergraduate Degrees;

(h) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table B; and

(i) 144 credit points of Law units of study as specified in the University of Sydney Law School Undergraduate Table, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 of the combined degree and are credited towards the requirements for both the Bachelor of Science and the Bachelor of Laws.

(3) Requirements for the Bachelor of Science

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

(a) 96 credit points specified in 6 (2) (a) – (g) above; and

(b) 48 credit points of Combined Law compulsory subjects from years 1, 2 and 3 from the University of Sydney Law School Undergraduate Table which shall take the place of the minor specified in the course resolutions for the Bachelor of Science.

(4) Requirements in the Bachelor of Science and Bachelor of Laws who also enrol in the Bachelor of Advanced Studies

For candidates completing the Bachelor of Science in a combined degree with the Bachelor of Laws who enrol in the Bachelor of Advanced Studies to complete a stream or honours, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

(5) Requirements for the Bachelor of Laws

To qualify for the award of the Bachelor of Laws, a candidate must complete 144 credit points taken from the Sydney Law School Undergraduate Table, comprising:

(a) 102 credit points of compulsory units of study as specified in the University of Sydney Law School Undergraduate Table;

(b) 42 credit points from the Elective Unit of Study Table (undergraduate) for the University of Sydney Law School, of which a maximum of 36 credit points are taken from Part 1, Elective Units of Study, or as specified in 6 (5) (c) below, and a minimum of 6 credit points are taken from Part 2, Jurisprudence Units of Study; and

(c) Students may apply to take up to a maximum of 24 credit points of advanced learning Master's units of study as elective units of study.

(i) Enrolment in Master's units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.

(ii) Enrolment in Master's units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.

(iii) Students may only enrol in Master's units listed in the Bachelor of Laws Elective units of study Table.

Majors and Programs

(1) Completion of a major from Table A for the Bachelor of Science is a requirement for this combined degree.

(2) Candidates have the option of completing a program with an embedded major from Table A for the Bachelor of Science of up to 72 credit points.

(3) The majors and programs for the Bachelor of Science are as specified in the Learning and Teaching Policy and in the degree resolutions and Table A for the Bachelor of Science.

Progression rules

(1) Candidates in a combined law program must successfully complete LAW1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.

(2) Candidates are required to complete Bachelor of Laws units in the order listed in the Sydney Law School Undergraduate Table.

(3) Except with permission of the Head of School and Dean of the Sydney Law School, candidates must complete the requirements for the Bachelor of Science before proceeding to Year Four of the combined degree with the Bachelor of Laws.

(5) Progression in the Dalvey Stream

Candidates in the Dalvey Stream may proceed in the Bachelor of Science according to the resolutions of the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and Table SD.

Requirements for award with Honours

(1) Honours is available to meritorious candidates in the Bachelor of Science and Bachelor of Laws and in an area of study within the Bachelor of Science by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component after the completion of the pass Bachelor of Science degree.

(2) Candidates who qualify to undertake honours in the Bachelor of Science may elect to enrol in the honours program:

(a) by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the University of Sydney Law School, and enrolling in the Bachelor of Advanced Studies and taking an embedded honours component; or

(b) by enrolling in the Bachelor of Advanced Studies and undertaking an embedded honours component after completion of both degrees in the combined program.

(3) For candidates completing the Bachelor of Science in a combined degree with the Bachelor of Laws and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the 48 credit points of Law units specified in 6 (3) (b) above.

(4) Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the Combined Law program. Admission, requirements and calculation of the honours grade are as set out in the resolutions for the Bachelor of Laws.

Award of the degrees

(1) The Bachelor of Laws is awarded in the grades of either Pass or Honours.

(2) Candidates who successfully complete requirements for the Bachelor of Science as specified in 6 (4) and also complete an embedded honours component or a stream with the Bachelor of Advanced Studies shall be awarded the Bachelor of Science and the Bachelor of Advanced Studies with the appropriate stream or honours.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree for which they fulfil requirements at their discretion.

(4) Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.

(5) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(6) For candidates qualifying for the Honours degree, the words “Dalvey scholar” will be inserted below the degree name on the testamur.
Cross-institutional study

Cross-institutional study is available in this course subject to the terms set out in the Resolutions of the Faculty of Science during the first 144 credit points of the Combined degree and subsequently subject to the terms set out in the Resolutions of the University of Sydney Law School.

International exchange mobility

The Faculty of Science and the University of Sydney Law School encourage candidates in this course to participate in international exchange and global mobility programs subject to the terms set out in the Resolutions of the Faculty of Science during the first 144 credit points of the combined degree and subsequently subject to the terms set out in the Resolutions of the School of Law, University of Sydney Law School.

Course transfer

(1) A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Science by written application to the Faculty of Science, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

(2) With the permission of the Faculty of Science and the University of Sydney Law School, suitably qualified candidates may, after completing requirements for the Bachelor of Science as specified in 6 (3) and 6 (4), defer progression to the Bachelor of Laws and undertake an embedded honours component in the Bachelor of Advanced Studies and then continue to the Bachelor of Laws.

(3) A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete requirements for honours or a stream may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Science and Bachelor of Laws.

Credit for previous study

Credit transfer is subject to the relevant provisions of the Coursework Policy and the Resolutions of the Faculty of Science and the University of Sydney Law School.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
 Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Science / Doctor of Dental Medicine

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Science / Doctor of Dental Medicine degree to
   (i) amend the Dalzell requirements in line the Board of Interdisciplinary Studies decisions
   (ii) correct typographical errors
   (iii) update terminology in line with current practice

3. Details of amendment
   Bachelor of Science / Doctor of Dental Medicine
   Clause 3(2)
   Clause 4(2)
   Clause 6(1)(d-e) and (2) and (3)(a)(iv) and (3)(b-f)
   Clause 8(2)(b)
   Clause 9(2)
   Clause 10(1)
   Clause 11
   Clause 12
   Clause 13(2-3)
   Clause 15

   Please see attached resolutions

4. Transitional arrangements
   None required

5. Other relevant information

6. Signature of Dean

   [Signature]

   Prof Iain M Young
   Dean, Faculty of Science
   5/9/19
Bachelor of Science/Doctor of Dental Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty of Science and the University of Sydney School of Dentistry, Faculty of Dentistry, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<thead>
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<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPSCIDMD-01</td>
<td>Bachelor of Science/Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Science in this double degree is available in the following stream:
(a) Dalyell.
(2) Completion of a stream is not a requirement of the Bachelor of Science/Doctor of Dental Medicine. The requirements for the completion of the stream is as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table 6D of the Shared Pool for Undergraduate Degrees and Part B of these resolutions.

4 Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney School of Dentistry.
(2) The Faculty of Science and the University of Sydney School of Dentistry shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Alternative admission pathways are open for Aboriginal and Torres Strait Islander candidates and educationally disadvantaged applicants from low socio-economic backgrounds. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.
(2) Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.
(3) Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.
(4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent standard.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in;
(a) Table A for the Bachelor of Science; and
(b) Table S from the Shared Pool for Undergraduate Degrees; and
(c) Table O from the Shared Pool for Undergraduate Degrees; and
(d) The Table of units for the Doctor of Dental Medicine from the University of Sydney School of Dentistry.
(e) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees
(2) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.
(3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
(a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including;
(i) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and
(ii) A major (48 credit points) or program defined in Section 7 below and listed in Table A; and
(iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and two 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(iv) 6 credit points of foundational knowledge units of study for dentistry selected from BIOL1XX3, or BIOL1XX6, or BIOL1XX7 or BIOL1XX8 and one zero credit point unit of study (SDDP1011); and
(b) for students never enrolled in the Dalyell stream, 12 credit points of units of study in the Open Learning Environment as listed in Table D and
Bachelor of Science/Doctor of Dental Medicine

(c) for students enrolled in the Dalyell stream;

(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) 12 credit points of Dalyell units of study as specified in Table D;

(d) students previously but no longer enrolled in the Dalyell stream;

(i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as specified in Table O;

(e) Where appropriate, elective units from Table A and Table S, Table O or, for students enrolled in the Dalyell stream, Table D; and

(f) If enrolled in the Dalyell Stream, complete the requirements for the stream as specified in Table A or Table S.

(4) 192 credit points to qualify for the award of the Doctor of Dental Medicine as specified in the resolutions for the Doctor of Dental Medicine.

7 Programs, majors and minors

(1) Completion of a major from Table A for the Bachelor of Science is a requirement for this double degree.

(2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not maintain the minimum progression requirements will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O.

(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.

(5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 Progression rules

(1) Progression within the Bachelor of Science

(a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for dentistry offered by the Faculty of Science specified in 6 (3) (a) (v), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension.

(b) Candidates must achieve a Weighted Average Mark of at least 65.0 in each year of study for each 48 credit point block in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Dental Medicine.

(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

(2) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.

(b) Candidates must achieve an Annual Average Mark (AAM) at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream. Candidates who do not maintain this AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree but will not remain in the Dalyell Stream.

(c) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

(3) Progression within the Doctor of Dental Medicine

(a) Progression within the Doctor of Dental Medicine is as specified in the resolutions for the Doctor of Dental Medicine.

9 Requirements for award with Honours

(1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney School of Dentistry, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.

(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science and the Coursework Policy 2014.

10 Award of the degrees

(1) The Bachelor of Science is awarded at Pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The Doctor of Dental Medicine is awarded as a Pass grade.

11 Domestic Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange mobility

The Faculty of Science encourages candidates in this course to participate in international exchange and global mobility programs as set out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course Transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Doctor of Dental Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(2) With the permission of the Faculty of Science and the Faculty of Dentistry, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Dental Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies and then, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Dental Medicine.
A candidate who has suspended enrolment in the double degree program to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney School of Dentistry, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Dental Medicine.

Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/Doctor of Dental Medicine to obtain credit for previous studies.

Transitional provisions

(1) These resolutions apply to candidates who commenced their candidature after 1 January 2018 who are not seeking credit for prior study and candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January 2019 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020, nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Science component of the double-degree before the end of Semester 2 2019.

(3) Candidates who commenced their candidature prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. **Name of award course**
   Bachelor of Science / Doctor of Medicine

2. **Purpose of proposal**
   To amend the Course Resolutions for the Bachelor of Science / Doctor of Medicine degree to:
   (i) amend the Dalyell requirements in line with Board of Interdisciplinary Studies decisions
   (ii) clarify where credit may be granted
   (iii) update terminology in line with current practice
   (iv) remove reference to the Student Centre
   (v) remove reference to Bachelor of Science (Medical Science) stream progression requirements, as these are the same as the BSc

3. **Details of amendment**
   Bachelor of Science / Doctor of Dental Medicine
   Clause 3(2-3)
   Clause 6(1)(c-e) and (2)(b-e)
   Clause 8(2-4)
   Clause 9(2)
   Clause 11
   Clause 12
   Clause 14)
   Clause 15

   Please see attached resolutions

4. **Transitional arrangements**
   None required.

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]
   Prof Iain M Young
   Dean, Faculty of Science
   5/9/19

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Minor Course Amendment Proposal

Version 01.10.2014
Bachelor of Science/Doctor of Medicine

Bachelor of Science/Doctor of Medicine

These resolutions must be read in conjunction with the applicable University By-Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<tr>
<td>BPSCIMED-01</td>
<td>Bachelor of Science/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Science in this double degree is available in the following streams:
(a) Medical Science
(b) Dalyell.
(2) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S, Table O and Part 6 of these resolutions.

(f) In these resolutions, candidates wishing to transfer between streams should contact the Student Centre.

3 Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney Medical School.
(2) The Faculty of Science and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Alternate admission pathways are open for Aboriginal and Torres Strait Islander people and applicants to other special admissions schemes approved by the Sydney Medical School, the Faculty of Science and the Academic Board. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
(2) Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.
(3) Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.
(4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies; and
(b) Table S from the Shared Pool for Undergraduate Degrees; and
(c) Table O from the Shared Pool for Undergraduate Degrees;
(d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees;
(e) The Table of units for the Doctor of Medicine from the University of Sydney Medical School;
(f) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.
(2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
(a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
(i) 12 credit points of mathematics degree core units of study as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and
(ii) A major (48 credit points) or program defined in Section 7 below and listed in Table A; and
(iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and
(iv) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHS12X07 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP3007); and
Bachelor of Science/Doctor of Medicine

- for students never enrolled in the Dalyell stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
- for students enrolled in the Dalyell stream:
  - 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
  - 12 credit points of Dalley units of study as specified in Table D.
- students previously but no longer enrolled in the Dalyell stream:
  - who have completed at least 6 credit points of Dalley units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O.
  - who have not completed any Dalley units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O.
- Where appropriate, elective units from Table A, and Table S, and Table O, or for students enrolled in the Dalyell stream, Table D; and
- If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D, Table S.

7 Programs, majors and minors

1. Completion of a major from Table A is a requirement for this double degree.
2. Completion of a minor or second major from Table A or Table S is a requirement for this double degree.
3. Candidates have the option of completing a program with an embedded major from Table A provided that the total credit point value of the program and the degree core does not exceed 78 credit points.
4. The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.
5. The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 Progression rules

1. Progression within the Bachelor of Science
   a. Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study in the Bachelor of Science offered by the Faculty of Science specified in (8)(a)(ix), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Medicine degree.
   b. Candidates must achieve an Annual Average Mark (AAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
   c. Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.
2. Progression within the Dalyell Stream
   a. With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
   b. Candidates must achieve an AAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain this AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.
   c. Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain this CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.
   d. Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.
3. Progression within the Doctor of Medicine is as specified in the resolutions for the Doctor of Medicine.
   a. Candidates in this stream will be required to meet the progression requirements for the stream as specified in the resolutions of the Bachelor of Medicine.

9 Requirements for the award with Honours

1. Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.
2. The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science , and the Coursework Policy 2014.

10 Award of the degrees

1. Bachelor of Science is awarded at Pass level. Honours in science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
2. Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree orderrades at pass level for which they fulffiel requirements.
3. The Doctor of Medicine is awarded as a Pass grade.

11 Domestic Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange Mobility

The Faculty of Science encourages candidates in this course to participate in international exchange and global mobility programs while undertaking the Bachelor of Science as specified set out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course transfer

1. A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing the degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
With the permission of the Faculty of Science and the University of Sydney Medical School, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.

A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the Faculty of Medicine, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

Credit for previous study

Candidates will not be granted credit for tertiary studies undertaken or completed prior to enrolment in this course, apart from exceptional circumstances at the discretion of the Dean of the Faculty of Science and Head of School and Dean of the University of Sydney Medical School.

Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course  
   Bachelor of Science / Master of Mathematical Sciences

2. Purpose of proposal  
   To amend the Course Resolutions for the Bachelor of Science / Master of Mathematical Sciences degree to
   (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies
   decisions

3. Details of amendment  
   Bachelor of Science / Master of Mathematical Sciences  
   Clause 3(2)  
   Clause 6(1)(d-e) and (2) and (3)(a)(v-k)  
   Clause 7(2)(a-b)  
   Clause 10

   Please see attached resolutions

4. Transitional arrangements  
   None required.

5. Other relevant information

6. Signature of Dean

   Prof Iain M Young  
   Dean, Faculty of Science  
   9/11/19
Bachelor of Science / Master of Mathematical Sciences

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCIMTC-01</td>
<td>Bachelor of Science / Master of Mathematical Sciences</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to candidate choice. The attendance pattern for the Master of Mathematical Sciences is full time or part time according to candidate choice.

3. Streams

1. The Bachelor of Science/Master of Mathematical Sciences is a vertically integrated degree and is only available in the following streams:
   (a) Advanced
   (b) Dalyell

2. Completion of the advanced stream is a requirement of the Bachelor of Science/Master of Mathematical Sciences. The requirements for the completion of the Dalyell stream are in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

4. Masters type

The masters degree in these resolutions is an Advanced Learning Master’s course, as defined by the Coursework Policy 2014.

5. Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy 2014.

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

6. Requirements for award

1. The units of study that may be taken for the course are set out in:
   (a) Table A for the Bachelor of Science and;
   (b) Table S of the Shared Pool for Undergraduate Degrees; and
   (c) Table O of the Shared Pool for Undergraduate Degrees;
   (d) for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees, and
   (e) The Table of units for the Master of Mathematical Sciences from the Faculty of Science

2. In these resolutions, except where otherwise specified, Table A, Table S and Table O and Table D as specified here.

3. To qualify for the award of the Bachelor of Science/Master of Mathematical Sciences, a candidate must successfully complete 216 credit points, comprising:
   (i) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
       (a) 12 credit points of mathematics degree core units, as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
       (b) 6 additional credit points of science core units of study (excluding units listed as mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
       (c) 66 credit points of the Mathematical Sciences program as defined in Table A, and
       (d) A minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S.
   (v) For students enrolled in the Dalyell stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   (vi) For students enrolled in the Dalyell stream:
       (a) 6 credit points of study in the Open Learning Environment as specified in Table O; and
       (b) 12 credit points of Dalyell units of study as specified in Table D

3. Students previously but no longer enrolled in the Dalyell stream:
   (i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
   (ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O.
Bachelor of Science / Master of Mathematical Sciences

(viii) Where appropriate, elective units from Table A, Table S, Table O or for students in the Dalyell stream, Table D; and
(ix) If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table A or Table D.
(b) 96 credit points to qualify for the award of the Master of Mathematical Sciences as specified in the Table of units for the Master of Mathematical Sciences from the Faculty of Science including:
(i) No more than 24 credit points of 3000 level electives; and
(ii) No more than 48 credit points of 4000 level electives; and
(iii) At least 12 credit points of 5000 level electives, and
(iv) 24 credit points of research core project units

7 Progression rules

(1) Progression within the Bachelor of Science
(a) Candidates must complete all the requirements for the degree of Bachelor of Science, within three years fulltime or six years on a part time basis excluding any authorised periods of suspension, in order to progress to the Master of Mathematical Sciences degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the integrated course. The requirement for progression to the Masters of Mathematical Sciences is at least a distinction average in 24 credit points of units in Mathematical Sciences program as defined in Science Table A at 3000 level or above.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the integrated degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

(2) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator of the School of Mathematics and Statistics, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell stream.
(c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with the approval of the Associate Dean.
(d) Candidates must achieve a WAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a WAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the degree, but will not remain in the Dalyell Stream.

(3) Progression within the Master of Mathematical Sciences
(a) Progression within the Master of Mathematical Sciences is as specified in the resolutions for the Master of Mathematical Sciences.

8 Award of the degree

(1) The Bachelor of Science is awarded as a Pass degree.
(2) The Master of Mathematical Sciences is awarded as a Pass degree only.

9 Course transfer

A student may abandon this course and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Mathematical Sciences in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
# Minor Course Amendment Proposal

**Faculty:** Science

**Contact person:** Veronica Boulton

### 1. Name of award course

*Bachelor of Science / Master of Nutrition and Dietetics*

### 2. Purpose of proposal

To amend the Course Resolutions for the Bachelor of Science / Master of Nutrition and Dietetics degree to:

- (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies decisions
- (ii) remove reference to the Student Centre
- (iii) clarify where Honours is completed

### 3. Details of amendment

*Bachelor of Science / Master of Nutrition and Dietetics*

- Clause 3(4-5)
- Clause 6(1)(c-f) and (2)(a-g)
- Clause 7(3)
- Clause 8(3)(b-c)
- Clause 9(1-2)
- Clause 10(f)
- Clause 12

*Please see attached resolutions*

### 4. Transitional arrangements

None required.

### 5. Other relevant information

### 6. Signature of Dean

*Signature*

*Prof Iain M Young*
*Dean, Faculty of Science*
Bachelor of Science/ Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCINUD-02</td>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
</tr>
<tr>
<td>MANUTDIE-01</td>
<td>Master of Nutrition and Dietetics</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to student choice, whereas the attendance pattern for the Master of Nutrition and Dietetics is full time only.

3 Streams

(1) The Bachelor of Science and Master of Nutrition and Dietetics is available in the following stream:
   (b) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Science and Master of Nutrition and Dietetics. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees.

(3) Candidates wishing to transfer between streams should contact the Student Centre.

(4) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule. It is accredited by the Dietitians Association of Australia.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
   (a) Table A for the Bachelor of Science;
   (b) Table S of the Shared Pool for Undergraduate Degrees;
   (c) Table O of the Shared Pool for Undergraduate Degrees; and
   (d) for students enrolled in the Dalyell Stream, Table D of the Shared Pool for Undergraduate Degrees; and
   (e) The Table of units for the Master of Nutrition and Dietetics from the Faculty of Science.
   (f) In these resolutions, except where otherwise specified, Table A, Table S, and Table O and Table D mean Table A, Table S, and Table O and Table D as specified here.

(2) To qualify for the award of both degrees a candidate must successfully complete 240 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science as specified in resolutions for the Bachelor of Science, including:
      (i) 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement);
      (ii) 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement);
      (iii) a program (72 credit points) in Nutrition and Dietetics as defined in Section 7 below and specified in Table A;
      (iv) a minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S;
      (v) 12 credit points of units of study in the Open Learning Environment as listed in Table O;
      (vi) where appropriate, elective units from Table A and Table S; and
      (vii) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table S.
   (b) for students never enrolled in the Dalyell Stream, 12 credit points of units of study in the Open Learning Environment as listed in Table O and
   (c) for students enrolled in the Dalyell Stream:
      (i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
      (ii) 12 credit points of Dalyell units of study as specified in Table D.
   (d) for students previously but no longer enrolled in the Dalyell Stream:
Bachelor of Science/Master of Nutrition and Dietetics

(ii) who have not completed any Dalveill units of study will need to complete 12 credit points of units in the Open Learning Environment as listed in Table O.

(e) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

(f) 96 credit points for the award of the Master of Nutrition and Dietetics as required by the resolutions and Table of units for the Master of Nutrition and Dietetics.

Programs, majors and minors

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions for the Bachelor of Science.

(2) A candidate may abandon the double degree program and elect to complete the Bachelor of Advanced Studies to complete

(3) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

Progression rules

(1) Candidates must complete the requirements for the Bachelor of Science with a Weighted Average Mark of at least 65 in order to be eligible to proceed to the Master of Nutrition and Dietetics.

(2) Candidates who complete the requirements for the Bachelor of Science but fail to achieve a WAM of 65 will not progress to the Master of Nutrition and Dietetics and will be awarded the Bachelor of Science only.

(3) Progression within the Dalveill Stream:

(a) With the permission of the Dalveill coordinator, candidates in the Dalveill Stream may attempt units at higher levels than the usual sequence.

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies or even for each 48 credit-point block to continue in the Dalveill Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalveill Stream.

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

Requirements for the Bachelor of Science award with honours Access to the Bachelor of Advanced Studies with Honours

(1) Honours in the Bachelor of Advanced Studies in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study. Award requirements for honours in the Bachelor of Advanced Studies are listed in the Resolutions of the Bachelor of Advanced Studies (Honours).

(2) The award of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

Award of the degree

(1) The Bachelor of Science is awarded at Pass level. Honours in science disciplines is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who complete the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or degree of distinction level to which they fulfilled requirements.

(3) The Master of Nutrition and Dietetics is awarded as a Pass degree only.

Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Nutrition and Dietetics in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(2) With the permission of the Faculty of Science, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Master of Nutrition and Dietetics and undertake an embedded honours component in the Bachelor of Advanced Studies and then, upon completion of the Bachelor of Advanced Studies, continue to the Master of Nutrition and Dietetics.

(3) A candidate who has suspended enrolment in the double degree program to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science, abandon the Bachelor of Advanced Studies and enrol in the Master of Nutrition and Dietetics.

Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit prior study and students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units in the Bachelor of Advanced Studies degree prior to 2020 and 2000 and 3000 level units of study prior to 2019 and that it may be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, 2020 or the Bachelor of Science before the end of Semester 2, 2020.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2027.

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Resolution updates for Resolutions of the Faculty</td>
</tr>
<tr>
<td>Purpose</td>
<td>To make several updates to the Resolutions of the Faculty to remove duplication of clauses which exist elsewhere, update terminology and prepare for the changes to Honours in light of the BAdvStudies.</td>
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</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1) approve the proposal from the Faculty of Science to amend the Science Faculty Resolutions; and
2) approve the amendment of the Faculty Resolutions, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed changes include
- removal of clauses which belong either in policy or in various course resolutions (eg. credit for previous study, Honours admission requirements).
- updates to terminology (eg. removal of summer/winter school) and removal of programs (TSP) and calculations (SciWAM) that will not be used in the future.
- removal of allowable course transfers, which are now no-longer allowable (a University-wide change – students now apply via admissions, rather than transfer)
- updating the attendance clause to direct students to their unit of study outline
- The definition of Honours was altered to allow for the 36cp Honours areas and the units that contribute to the Honours mark were defined

IMPLEMENTATION

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

ATTACHMENTS

Minor Course Amendment Proposal and marked up resolutions for the:
1. Resolutions of the Faculty
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Resolutions of the Faculty

2. Purpose of proposal
   To amend the Resolutions of the Faculty for the Faculty of Science to
   (i) update terminology, eg. remove summer/winter school
   (ii) remove duplication of "rules" where they exist in Course Resolutions or policy
        documents – including Honours, course transfers and credit
   (iii) define WAM (weighted average mark)
   (iv) clarify where attendance rules will be specified
   (v) define how Honours marks will be calculated

3. Details of amendment
   Resolutions of the Faculty
   Clause 1
   Clause 2(1-2)
   Clause 4
   Clause 5
   Clause 6
   Clause 7
   Clause 8
   Clause 13
   Clause 14
   Clause 16
   Clause 17
   Please see attached resolutions

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean
   [Signature]
Resolutions of the Faculty of Science for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2016, 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.

1. Admissions
(1) The provisions of the Coursework Rule and the Coursework Policy apply to the admission of domestic and international applicants to undergraduate and postgraduate coursework courses. Course resolutions may prescribe additional admission requirements.
(2) The Faculty participates in the approved special admission programs under the Coursework Policy as outlined in Schedule 1.

2. Enrolment restrictions
(1) Except with the permission of the Associate Dean an undergraduate student may not enrol in units of study with a total value of more than 30 credit points in either semester, one or two; 42 credit points in the summer session and 6 credit points in the winter session.
(2) Except with the permission of the Associate Dean a postgraduate coursework student may not enrol in units of study with a total value of more than 24 credit points in either semester one or two; 32 credit points in the summer session and 6 credit points in the winter session.

3. Time Limits
The provisions of the Coursework Rule apply to the time limits for undergraduate and postgraduate programs, unless otherwise stated in the course resolutions.

4. Re-enrolment after an absence Suspension, discontinuation and lapse of candidature

Unless otherwise stated within the course resolutions; provisions of the Coursework Rule and the Coursework Policy apply. A student who plans to re-enrol after a period of suspension must advise the Student Centre of their intention prior to the commencement of semester.

Students should pay careful attention to the significant dates in processes and their effect on results and financial liability.

The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after suspending or discontinuing. It also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these requirements and their effect on results and financial liability.

5. Course Transfer
(1) Schedule 1 of the Faculty Resolutions lists the allowable Undergraduate course transfers and the conditions for transfer approved by the Faculty of Science for students who commenced their studies after 1 January 2018. Schedule 2 of the Faculty Resolutions lists the allowable Postgraduate course transfers and the conditions for transfer approved by the Faculty of Science for students who commenced their studies after 1 January 2018. For students who commenced their studies prior to 1 January 2018, please refer to the 2017 Handbook.

Providing students satisfy the admission requirements for each stage of an articulated postgraduate coursework program; a student may apply to progress to the award of any of the courses within that sequence. Only the highest award completed will be conferred.

A student enrolled in a postgraduate coursework masters may, with the approval of the Associate Dean, elect to discontinue study and graduate with the graduate diploma from the structure sequence provided the requirements of the graduate diplomas have been met. A student enrolled in a postgraduate coursework doctoral program may, with the approval of the Associate Dean, elect to discontinue study and graduate with the graduate certificate from the structure sequence provided the requirements of the graduate certificate have been met.

All applications for transfer in a postgraduate coursework program must satisfy the Faculty specified time limits for application and transfer requests.
5. Credit for previous study

(1) Unless otherwise stated within the course resolutions, the provisions of the Coursework Rule and the Coursework Policy apply to the granting of credit; in addition:

<table>
<thead>
<tr>
<th>Course</th>
<th>Rule</th>
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<tbody>
<tr>
<td>Undergraduate courses</td>
<td>All students must complete all the 960 unit of study required for a Science major at the University of Sydney.</td>
</tr>
<tr>
<td>Postgraduate courses</td>
<td>Credit is available in the articulated postgraduate courses for postgraduate study as long as it has been undertaken in these award courses within the previous five years. Unless otherwise stated in the course resolutions, external credit and reduced volume of learning are not available to students enrolled in postgraduate programs.</td>
</tr>
<tr>
<td>Master of Agriculture and Environment</td>
<td>Credit may be granted for specific core units up to a maximum of 25 percent of the requirements for the degree, but not for the elective units or research units. A reduction in volume of learning up to 24 credit points may be available to students who have completed a qualification in an appropriate discipline at Level 5 of the Australian Classification Framework.</td>
</tr>
<tr>
<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
<td>Credit may be granted only for specific core and elective units in Year 1 and Year 2 up to a maximum of 30 credit points. Studies must have been completed with at least a credit grade and no more than five years prior to admission.</td>
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6. Domestic Cross Institutional study

(1) Provided the Associate Dean's permission has been obtained in advance, a student may be permitted to complete a unit of study offered by another institution and have that unit credited to the student's course requirements, provided that:
   (a) the unit of study content is not taught in any corresponding unit of study at the University; or
   (b) the student is unable, for good reason, to attend a corresponding unit of study at the University.
(2) Cross-institutional study is regarded as another form of credit.
(3) Unless otherwise stated in the course resolutions, cross-institutional study is not available to students enrolled in postgraduate programs.

7. International Study Mobility

(1) The Faculty encourages students to participate in international study, unless the resolutions for a particular course preclude this. Provided the relevant prior approval from Associate Dean's permission has been obtained a student may be permitted to count units completed overseas towards their undergraduate degree by participating in:
   (a) the University of Sydney Exchange Program; or
   (b) a Study Abroad program; or
   (c) an International Placement
(2) For International Placements, Associate Dean approval must be gained well in advance of travel for unit of study enrolment based on an agreement by the student.
(3) Students applying for international mobility Study Abroad should refer to the Faculty of Science - Short Term Independent Undergraduate Study Abroad local provisions: Outbound Student Mobility Policy 2018.

8. Attendance

(1) Unless otherwise stated in a separate local provision, students are expected to attend at least a minimum of 80% of timetabled activities for as defined in the unit of study outline, unless granted exemption by the Associate Dean.
(2) For some units of study the minimum attendance requirement, as specified in the relevant table of units or the unit of study outline, may be greater than 80%.
(3) The Associate Dean may determine that a student has failed to attend a unit of study because of inadequate attendance.
(4) The Associate Dean may allow additional assessment items where attendance is lower than the requirement as specified in 9(1) and 9(2).

9. Results

(1) The provisions of the Coursework Rule and the Coursework Policy apply to the award of grades in Science units of study.
(2) The determination of what warrants a DC grade after the published date for discontinued not to count as failure is made at the discretion of the Associate Dean on a documented case-by-case basis. Discretion will not be exercised where:
   (a) the request is made 12 months or more after the advertised date of result publication; or
   (b) the student has passed the unit of study.

10. Satisfactory Progress

In addition to meeting the provisions of the Coursework Rule and the Coursework Policy, students must also meet all progression requirements listed in specific course resolutions.

11. Re-assessment

Re-assessment is not permitted unless otherwise specified in the course resolutions.

12. Readmission after a period of exclusion

The Coursework Policy provides that a student excluded from a degree may seek readmission at the end of the exclusion period, with approval of the Associate Dean. A student readmitted in this way is considered to have commenced a new period of candidature and must apply for credit from their previous candidature. Credit will only be awarded in accordance with the Coursework Policy and clause 5 of these resolutions.

13. Award of the bachelor degree with honours

The following rules apply to the award of the bachelor degree with Honours unless otherwise stipulated in the relevant course resolutions:

(1) The rules applying to the admission and award of an undergraduate degree with Honours are stipulated in the relevant course resolutions and the Coursework Policy 2014.
(4) To qualify for admission to the bachelor degree with honours, an applicant must meet all of the following requirements:
Resolutions of the Faculty of Science

14. University Medal

A student who is awarded Honours Class I may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding academic record, in accordance with the Coursework Rule.

15. Weighted Average Mark (WAM) and Science Weighted Average Mark (SCIWAM)

The University has a formula for calculating a WAM, which is defined in the University Glossary. WAMs are used by the University as one indicator of academic performance.

A SGWAM is used by the Faculty of Science as one indicator of academic performance.

A SGWAM is calculated from the results of all intermediate and senior units of study with a weighting of two for intermediate units and three for senior units. Junior units are not included in the calculation.

Discontinued - Fail (DF) grades will contribute to the SGWAM. The mark used for units of study with a grade of DF is zero.

Discontinued - Not to count as failure (DG) grades do not contribute to the SGWAM.

Pass/Fail units of study do not contribute to the SGWAM, with the exception of Exchange units where a mark is available.

In this Faculty:

A junior unit of study is a 1000-level unit.

An intermediate unit of study is a 2000-level unit.

A senior unit of study is a 3000-level unit or above.

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. Pass/fail units and credited units from other institutions are not counted.

The weight of a unit of study is assigned by the owning faculty. In the Faculty of Science, all units are given a weighting of one.

16. Talented Student Program

The Talented Student Program (TSP) is a special program of study for students of exceptional merit who are enrolled in undergraduate degrees administered by the Faculties of Science or for the Science component of combined and double degrees who commenced prior to January 1, 2016.

Entry to the TSP is by invitation from the Dean. Invitations are made each year, for that year. The following guidelines apply generally, although schools and departments may have additional (and more stringent) requirements for entry to the activities they offer in the program:

- To be considered for this program in their first year, students should have an ATAR (or equivalent) of 99.00 or higher;
- To be considered for entry into the Program in their second or third years, students not in the Program in the previous year should have AAMs of 85 or over in their previous year of study. Subsequent entry to TSP is available only to students who have been enrolled full-time in units of study totaling at least 40 credit points in the previous 12 months;
- Re-enrollment to the Program in a subsequent year requires:
  - AAM of 85 or above; and
  - completion of 42 credit points in the previous 12 months.
Resolutions of the Faculty of Science

(6) At the discretion of the Associate Dean, these requirements may be varied on a year-to-year or individual basis.


(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions unless otherwise specified under the specific course resolutions.

Schedule 1: Special Admissions Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Broadway Scheme</th>
<th>Cadalgal Program</th>
<th>E12 Scheme</th>
<th>Mature Age Applicants Scheme</th>
<th>Elite Athletes or Performers Scheme</th>
<th>Special Consideration for Admission Scheme</th>
<th>Future Leaders Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Liberal Arts and Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Advanced)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science (Medical Science)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Medical Science)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science (Health)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Health)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Agriculture)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Te Puna Wānanga o Ōtorohanga)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td>No</td>
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<tr>
<td>Bachelor of Veterinary Bioscience and Bachelor of Veterinary Medicine</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science and Doctor of Dental Medicine</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<td>No</td>
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<tr>
<td>Bachelor of Science and Doctor of Medicine</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Bachelor of Science (Medical Science) and Bachelor of Medicine</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Bachelor of Science and Master of Mathematical Sciences</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Schedule 1: Allowable Undergraduate Course Transfers

#### (1) Single-Undergraduate Degrees

<table>
<thead>
<tr>
<th>Transfer-From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Psychology (Arts and Social Sciences)</td>
<td>Bachelor of Arts</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Psychology (Science)</td>
<td>Bachelor of Science</td>
<td></td>
</tr>
</tbody>
</table>

#### (2) Combined Undergraduate Degrees

<table>
<thead>
<tr>
<th>Transfer-From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science and Bachelor of Laws</td>
<td>Bachelor of Arts and Bachelor of Laws</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Dental Medicine</td>
<td>Bachelor of Science</td>
<td>Faculty Approval Required</td>
</tr>
</tbody>
</table>

#### (3) Double Degrees

<table>
<thead>
<tr>
<th>Transfer-From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science and Master of Nutrition and Dietetics</td>
<td>Bachelor of Science</td>
<td>Course Coordinator approval required</td>
</tr>
<tr>
<td>Bachelor of Science and Doctor of Medicine</td>
<td>Bachelor of Science</td>
<td>Faculty Approval Required</td>
</tr>
</tbody>
</table>

### Schedule 2: Allowable Postgraduate Course Transfers

<table>
<thead>
<tr>
<th>Transfer-From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Coaching Psychology</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>Complete the requirements of the Graduate Certificate and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
<tr>
<td>Graduate Diploma in Coaching Psychology</td>
<td>Master of Science in Coaching Psychology</td>
<td>Complete the requirements of the Graduate Diploma and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>Complete the requirements of the Graduate Diploma and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
<tr>
<td>Master of Clinical Psychology and Doctor of Philosophy</td>
<td>Master of Clinical Psychology</td>
<td>Course Coordinator approval required</td>
</tr>
<tr>
<td>Graduate Certificate in Environmental Science</td>
<td>Graduate Diploma in Environmental Science</td>
<td>Complete the requirements of the Graduate Certificate and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
<tr>
<td>Graduate Diploma in Environmental Science</td>
<td>Master of Environmental Science</td>
<td>Complete the requirements of the Graduate Diploma and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
<tr>
<td>Master of Environmental Science</td>
<td>Graduate Diploma in Environmental Science</td>
<td>Complete the requirements of the Graduate Diploma and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
<tr>
<td>Graduate Certificate in Marine Science and Management</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>Complete the requirements of the Graduate Certificate and accumulate a minimum of 16 ects in the Graduate Diploma with a WAM of at least 65.0</td>
</tr>
</tbody>
</table>
## Resolutions of the Faculty of Science

<table>
<thead>
<tr>
<th>Transfer From</th>
<th>Transfer To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma in Marine Science and Management</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 10 cpe in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Master of Marine Science and Management</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>Complete the requirements of the Graduate Certificate OR accumulate a minimum of 10 cpe in the Graduate Certificate within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Certificate in Sustainability</td>
<td>Graduate Diploma in Sustainability</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 10 cpe in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Diploma in Sustainability</td>
<td>Master of Sustainability</td>
<td>Complete the requirements of the Graduate Diploma with a WAM of at least 65.0 or better and have Course Coordinator approval.</td>
</tr>
<tr>
<td>Master of Sustainability</td>
<td>Graduate Certificate in Sustainability</td>
<td>Complete the Graduate Diploma requirements and have Course Coordinator approval.</td>
</tr>
<tr>
<td>Graduate Diploma in Medical Physics</td>
<td>Master of Medical Physics</td>
<td>Complete the requirements of the Graduate Diploma with a WAM of at least 65.0 or better and have Course Coordinator approval.</td>
</tr>
<tr>
<td>Master of Medical Physics</td>
<td>Graduate Diploma in Medical Physics</td>
<td>Complete the requirements of the Graduate Diploma with a WAM of at least 65.0 or better and have Course Coordinator approval.</td>
</tr>
<tr>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>Graduate Diploma in Science</td>
<td>Course Coordinator approval required.</td>
</tr>
<tr>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
<tr>
<td>Master of Agriculture and Environment</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
<tr>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>Master of Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
<tr>
<td>Master of Agriculture and Environment</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board approve the Undergraduate learning outcomes proposed by the Faculty of Engineering for the following award courses and their associated component (mid-level) learning outcomes, with effect from 1 January 2020:

1) Bachelor of Advanced Computing
2) Bachelor of Advanced Computing and Bachelor of Commerce
3) Bachelor of Advanced Computing and Bachelor of Science
4) Bachelor of Engineering (Honours)
5) Bachelor of Engineering (Honours) and Bachelor of Arts
6) Bachelor of Engineering (Honours) and Bachelor of Commerce
7) Bachelor of Engineering (Honours) and Bachelor of Design in Architecture
8) Bachelor of Engineering (Honours) and Bachelor of Project Management
9) Bachelor of Engineering (Honours) and Bachelor of Science
10) Bachelor of Engineering (Honours) and Bachelor of Laws
11) Bachelor of Project Management

EXECUTIVE SUMMARY

In accordance with the request from Academic Board that learning outcomes for relevant curriculum components of each undergraduate degree (stream, specialisation, program, and major) be expressed in terms of the graduate qualities, learning outcomes for the Faculty of Engineering have been developed in consultation with all the Schools in the Faculty and have been approved by Faculty Board.

Attached are learning outcomes for all courses offered by the Faculty of Engineering, and components where the completion of a component is a mandatory requirement, i.e., streams for the Bachelor of Engineering Honours, and majors for the Bachelor of Advanced Computing and Bachelor of Project Management.

Learning outcomes for combined degrees comprise the combination of learning outcomes of the partner degrees. Where partner degree learning outcomes had already been approved by Academic Board, this has been noted in the attachments.

ATTACHMENTS

<table>
<thead>
<tr>
<th>Attachment</th>
<th>Course/Component Title</th>
<th>Course or component LOs</th>
<th>Page no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelor of Advanced Computing</td>
<td>Course LOs</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Bachelor of Advanced Computing and Bachelor of Commerce</td>
<td>Course LOs</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Bachelor of Advanced Computing and Bachelor of Science</td>
<td>Course LOs</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Bachelor of Advanced Computing Computational Data Science Major (Table A)</td>
<td>Mid-level LOs</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Bachelor of Advanced Computing Computer Science Major (Table A)</td>
<td>Mid-level LOs</td>
<td>7</td>
</tr>
<tr>
<td>Item No</td>
<td>Program Description</td>
<td>Level LOs</td>
<td>LO Count</td>
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<td>---------</td>
<td>---------------------</td>
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</tr>
<tr>
<td>6</td>
<td>Bachelor of Advanced Computing Information Systems Major (Table A)</td>
<td>Mid-level LOs</td>
<td>8</td>
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<tr>
<td>7</td>
<td>Bachelor of Advanced Computing Software Development Major (Table A)</td>
<td>Mid-level LOs</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor of Engineering Honours</td>
<td>Course LOs</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
<td>Course LOs</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
<td>Course LOs</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
<td>Course LOs</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
<td>Course LOs</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>Bachelor of Engineering Honours and Bachelor of Science</td>
<td>Course LOs</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
<td>Course LOs</td>
<td>17</td>
</tr>
<tr>
<td>15</td>
<td>Bachelor of Engineering Honours Aeronautical Engineering Stream</td>
<td>Mid-level LOs</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td>Bachelor of Engineering Honours Biomedical Engineering Stream</td>
<td>Mid-level LOs</td>
<td>19</td>
</tr>
<tr>
<td>17</td>
<td>Bachelor of Engineering Honours Chemical and Biomolecular Engineering Stream</td>
<td>Mid-level LOs</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>Bachelor of Engineering Honours Civil Engineering Stream</td>
<td>Mid-level LOs</td>
<td>21</td>
</tr>
<tr>
<td>19</td>
<td>Bachelor of Engineering Honours Electrical Engineering Stream</td>
<td>Mid-level LOs</td>
<td>22</td>
</tr>
<tr>
<td>20</td>
<td>Bachelor of Engineering Honours Mechanical Engineering Stream</td>
<td>Mid-level LOs</td>
<td>23</td>
</tr>
<tr>
<td>21</td>
<td>Bachelor of Engineering Honours Mechatronic Engineering Stream</td>
<td>Mid-level LOs</td>
<td>24</td>
</tr>
<tr>
<td>22</td>
<td>Bachelor of Engineering Honours Software Engineering Stream</td>
<td>Mid-level LOs</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>Bachelor of Project Management</td>
<td>Course LOs</td>
<td>26</td>
</tr>
<tr>
<td>24</td>
<td>Bachelor of Project Management Built Environment Major (Table A)</td>
<td>Mid-level LOs</td>
<td>27</td>
</tr>
<tr>
<td>25</td>
<td>Bachelor of Project Management Construction Major (Table A)</td>
<td>Mid-level LOs</td>
<td>28</td>
</tr>
<tr>
<td>26</td>
<td>Project Management Major (Table S)</td>
<td>Mid-level LOs</td>
<td>29</td>
</tr>
<tr>
<td>No. (recommended to complete 6 to 12)</td>
<td>Course Learning Outcome (free text)</td>
<td>Graduate Quality (drop down menu)</td>
<td>Graduate Quality (drop down menu)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Select and apply investigative methods, models and tools with general understanding of their underlying principles, operating parameters and procedural requirements</td>
<td>Depth of disciplinary expertise</td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>2</td>
<td>Competently address complex problems requiring a broad range of discipline knowledge, under some supervision</td>
<td>Depth of disciplinary expertise</td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>3</td>
<td>Justify creative solutions to non-routine and complex problems/opportunities based on a structured process of inquiry and evidence-based research to clarify reasoning and decisions, and experiment with different (systems) methodologies or thinking approaches and strategies for innovation.</td>
<td>Critical thinking and Problem solving</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Understand the impact of high uncertainty and/or context on the design cycle and the benefit of systems design/engineering framework</td>
<td>Depth of disciplinary expertise</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Analyse, evaluate and articulate system design solutions against a broad and interdisciplinary set of requirements, taking into account multiple perspectives such as ecological, social, cultural, economic, risk, and technical.</td>
<td>Cultural competence</td>
<td>Interdisciplinary effectiveness</td>
</tr>
<tr>
<td>6</td>
<td>Having engaged with stakeholders, carry out managed inquiry / research activities, evaluating and interpreting information, merging with disciplinary theoretical and methodological knowledge to synthesise new or customised contextual knowledge that may involve ambiguity, uncertainty and/or internal conflicts</td>
<td>Communication (oral and written)</td>
<td>Information and Digital literacy</td>
</tr>
<tr>
<td>7</td>
<td>Proficiently apply standard project management tools and methodologies for assigned project activities on a small team scale.</td>
<td>Communication (oral and written)</td>
<td>Cultural competence</td>
</tr>
<tr>
<td>8</td>
<td>Exercise sound critical and ethical judgement, at general level, on professional context and conduct issues.</td>
<td>Cultural competence</td>
<td>Integrated professional, ethical and personal identity</td>
</tr>
</tbody>
</table>
## Course Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Learning Outcome (free text)</th>
<th>Graduate Quality (drop down menu)</th>
<th>Graduate Quality (drop down menu)</th>
<th>Graduate Quality (drop down menu)</th>
<th>Graduate Quality (drop down menu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select and apply investigative methods, models and tools with general understanding of their underlying principles, operating parameters and procedural requirements.</td>
<td>Depth of disciplinary expertise</td>
<td>Critical thinking and Problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Competently address complex problems requiring a broad range of discipline knowledge, under some supervision</td>
<td>Depth of disciplinary expertise</td>
<td>Critical thinking and Problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Justify creative solutions to non-routine and complex problems/opportunities based on a structured process of inquiry and evidence-based research to clarify reasoning and decisions, and experiment with different (systems) methodologies or thinking approaches and strategies for innovation.</td>
<td>Critical thinking and Problem solving</td>
<td>Inventiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Understand the impact of high uncertainty and/or context on the design cycle and the benefit of systems design/engineering framework</td>
<td>Depth of disciplinary expertise</td>
<td>Inventiveness</td>
<td>Integrated professional, ethical and personal identity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Analyse, evaluate and articulate system design solutions against a broad and interdisciplinary set of requirements, taking into account multiple perspectives such as ecological, social, cultural, economic, risk, and technical.</td>
<td>Cultural competence</td>
<td>Interdisciplinary effectiveness</td>
<td>Influence</td>
<td>Critical thinking and Problem solving</td>
</tr>
<tr>
<td>6</td>
<td>Having engaged with stakeholders, carry out managed inquiry / research activities, evaluating and interpreting information, merging with disciplinary theoretical and methodological knowledge to synthesise new or customised contextual knowledge that may involve ambiguity, uncertainty and/or internal conflicts</td>
<td>Communication (oral and written)</td>
<td>Information and Digital literacy</td>
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</tr>
<tr>
<td>7</td>
<td>Proficiently apply standard project management tools and methodologies for assigned project activities on a small team scale.</td>
<td>Communication (oral and written)</td>
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**Course name:** Bachelor of Engineering Honours and Bachelor of Commerce  
**Course code:** BHENGCOM-03

Academic Board  
05 November 2019
## Course Learning Outcomes

| No. (recommended to complete 6 to 12) | Course Learning Outcome (free text)                                                                                                                                                                                                 | Graduate Quality | Strengths | Depth of disciplinary expertise | Critical thinking and Problem solving | Inventiveness | Interdisciplinary effectiveness | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|---------------------------------|---------------------------------------|--------------|---------------------------------|------------------|-------------------------------|---------------------|-----------------------------|------------------|------------------|-----------------------------|
| 1                                  | Select and apply investigative methods, models and tools with general understanding of their underlying principles, operating parameters and procedural requirements.                                                                                      | Depth of disciplinary expertise | Critical thinking and Problem solving |                               |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 2                                  | Competently address complex problems requiring a broad range of discipline knowledge, under some supervision.                                                                                                                                                   | Depth of disciplinary expertise | Critical thinking and Problem solving |                               |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 3                                  | Justify creative solutions to non-routine and complex problems/opportunities based on a structured process of inquiry and evidence-based research to clarify reasoning and decisions, and experiment with different (systems) methodologies or thinking approaches and strategies for innovation.      | Critical thinking and Problem solving | Inventiveness |                               |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 4                                  | Understand the impact of high uncertainty and/or context on the design cycle and the benefit of systems design/engineering framework.                                                                                                                        | Depth of disciplinary expertise | Inventiveness |                               |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 5                                  | Analyse, evaluate and articulate system design solutions against a broad and interdisciplinary set of requirements, taking into account multiple perspectives such as ecological, social, cultural, economic, risk, and technical.                                                 | Cultural competence | Interdisciplinary effectiveness | Influence |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 6                                  | Having engaged with stakeholders, carry out managed inquiry / research activities, evaluating and interpreting information, merging with disciplinary theoretical and methodological knowledge to synthesise new or customised contextual knowledge that may involve ambiguity, uncertainty and/or internal conflicts. | Communication (oral and written) | Information and Digital literacy | Cultural competence |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 7                                  | Proficiently apply standard project management tools and methodologies for assigned project activities on a small team scale.                                                                                                                                 | Communication (oral and written) | Cultural competence | Interdisciplinary effectiveness |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
| 8                                  | Exercise sound critical and ethical judgement, at general level, on professional context and conduct issues.                                                                                                                                                      | Cultural competence | Integrated professional, ethical and personal identity | Influence |                                                      |                |                                 | Cultural competence | Communication (oral and written) | Information and Digital literacy | Cultural competence | Influence | Integrated professional, ethical and personal identity |
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<td>Use analytical techniques and understanding of operational and strategic drivers to determine relevant concepts, consequences, and strategies.</td>
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<td>Inventiveness</td>
</tr>
<tr>
<td>4</td>
<td>Propose pathways through complex systems, maintaining balance between stakeholder perspectives and external factors</td>
<td>Depth of disciplinary expertise</td>
<td>Inventiveness</td>
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<tr>
<td>5</td>
<td>Apply awareness of sociocultural, economic and strategic factors that may promote or hinder effectiveness of people, procedures, or processes</td>
<td>Cultural competence</td>
<td>Interdisciplinary effectiveness</td>
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<tr>
<td>6</td>
<td>Engage others to set and realise objectives</td>
<td>Communication (oral and written)</td>
<td>Information and Digital literacy</td>
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<tr>
<td>7</td>
<td>Coordinate complex professional and technical activities</td>
<td>Communication (oral and written)</td>
<td>Cultural competence</td>
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<tr>
<td>8</td>
<td>Use contextual- and self-awareness to guide and evaluate decision-making and actions for continuous growth and improvement</td>
<td>Cultural competence</td>
<td>Integrated professional, ethical and personal identity</td>
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<td>9</td>
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<td>Influence</td>
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<tr>
<td>1</td>
<td>Demonstrate mastery of aeronautical engineering analytical skills including the applications and limitations of flight GO1</td>
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<tr>
<td>2</td>
<td>Demonstrate proficiency with the tools, methods, principles, technical knowledge and conceptual frameworks of aeronautical engineering, including propulsion and flight performance, fluids and aerodynamics; solids and structures; flight mechanics and control. GO2</td>
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<tr>
<td>3</td>
<td>Respond effectively to non-routine, complex aeronautical engineering problems, within the required regulatory environment. GO3</td>
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<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas in aeronautical engineering systems. GO3</td>
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<tr>
<td>5</td>
<td>Plan, design, analyse, and review safe and efficient aeronautical systems, structures, services and policies to meet contemporary industry requirements and regulatory environment. GO4,</td>
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<td>6</td>
<td>Recognise and respond to the inherently inter- and multi-disciplinary nature of aeronautical systems. GO5</td>
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<td>7</td>
<td>Find, interpret, evaluate and manage research to support aeronautical engineering decision making GO6</td>
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<td>8</td>
<td>Present compelling oral, written and graphic evidence to communicate aeronautical engineering concepts and solutions. GO6</td>
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<tr>
<td>9</td>
<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver projects related to aeronautical engineering GO7</td>
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<td>10</td>
<td>Apply relevant values, standards and judgement to contribute to the economic, social and environmental sustainability of aeronautical engineering systems GO8</td>
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<tr>
<td>1</td>
<td>Demonstrate mastery of the mathematical and scientific principles and methods underpinning biomedical engineering, including analytical skills that recognise the applications and limitations of tools used in, for example, imaging, biomaterials and tissue engineering, nanotechnology and medicine. GO1</td>
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<td>2</td>
<td>Demonstrate proficiency with the tools, methods, principles, technical knowledge and conceptual frameworks of biomedical engineering, including biomechanics, computational biomedical engineering and bionics. GO2</td>
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<td>3</td>
<td>Effectively address non-routine design and troubleshooting problems in biomedical engineering. GO3</td>
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<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas in biomedical engineering. GO3</td>
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<td>5</td>
<td>Plan, design, and review biomedical systems, services and policies. GO4,</td>
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<td>6</td>
<td>Recognise and respond to the inherently inter- and multi-disciplinary context of biomedical engineering. GO5</td>
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<td>7</td>
<td>Find, interpret, evaluate and manage research to support biomedical engineering decision making GO6</td>
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<td>Present compelling oral, written and graphic evidence to communicate biomedical engineering concepts and solutions. GO6</td>
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<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver projects related to biomedical engineering GO7</td>
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<tr>
<td>1</td>
<td>Demonstrate mastery of the principles, methods and tools of chemistry and other sciences associated with chemical engineering and mathematical modelling and analysis and investigation that underpin chemical engineering GO1</td>
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<td>2</td>
<td>Demonstrate proficiency with the tools, methods, principles, technical knowledge and conceptual frameworks of chemical engineering, including mass and energy balances, transport phenomena, thermodynamics, reaction engineering, separations, process analysis and control, process design and safety. GO2</td>
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<td>3</td>
<td>Respond effectively to non-routine chemical engineering problems GO3</td>
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<td>Apply chemical engineering approaches to a diversity of problems. GO3</td>
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<td>5</td>
<td>Apply chemical engineering principles in order to design systems, processes, products or plant to meet an identified need. GO4,</td>
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<td>6</td>
<td>Recognise and respond to the interdisciplinary context of chemical engineering systems that are of current and future industrial relevance including sustainable development, safety, and environmental issues. GO5</td>
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<td>7</td>
<td>Find, interpret, evaluate and manage research to support chemical engineering decision making GO6</td>
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<td>8</td>
<td>Organise, present and discuss professional ideas and issues in oral, written and other media formats. GO6</td>
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<td>9</td>
<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver projects GO7</td>
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<td>10</td>
<td>Apply relevant values, standards and judgement to contribute to the safety, economic, social and environmental sustainability of chemical engineering systems GO8</td>
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<td>Demonstrate mastery of civil engineering analytical skills including the applications and limitations of civil engineering models GO1</td>
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<td>2</td>
<td>Demonstrate proficiency with the tools, methods, principles, technical knowledge and conceptual frameworks of civil engineering. GO2</td>
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<td>Respond effectively to non-routine, complex civil engineering problems GO3</td>
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<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas in civil engineering. GO3</td>
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<td>5</td>
<td>Plan, design, and review safe and efficient infrastructure, services and policies. GO4</td>
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<td>6</td>
<td>Recognise and respond to the interdisciplinary context of civil engineering. GO5</td>
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<td>Find, interpret, evaluate and manage research to support civil engineering decision making GO6</td>
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<td>Present compelling oral, written and graphic evidence to communicate civil engineering concepts. GO6</td>
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<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver civil engineering projects GO7</td>
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<td>Apply relevant values, standards and judgement to contribute to the economic, social and environmental sustainability of civil engineering systems GO8</td>
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<td>Demonstrate mastery of analytical skills including the applications and limitations of physics, linear algebra, calculus and statistical models, and scientific methodology GO1</td>
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<tr>
<td>2</td>
<td>Demonstrate proficiency with the tools, methods, principles, technical knowledge and conceptual frameworks of electrical engineering, including electrical circuits, digital logic, power engineering, computer programming, computer architecture, telecommunications and/or embedded systems. GO2</td>
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<td>3</td>
<td>Effectively address non-routine design and troubleshooting problems GO3</td>
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<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas in electrical engineering systems. GO3</td>
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<td>5</td>
<td>Plan, design, and review electrical engineering systems, services and policies. GO4,</td>
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<td>6</td>
<td>Recognise and respond to the interdisciplinary context of electrical engineering systems. GO5</td>
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<td>Find, interpret, evaluate and manage research in electrical engineering systems to support decision making GO6</td>
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<td>8</td>
<td>Present compelling oral, written and graphic evidence to communicate electrical engineering practice. GO6</td>
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<td>9</td>
<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver electrical engineering related projects GO7</td>
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<td>Apply relevant values, standards and judgement to contribute to the economic, social and environmental sustainability of electrical engineering systems GO8</td>
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<td>1</td>
<td>Demonstrate mastery of established analytical methods commonly used in mechanical engineering based on fundamental principles. GO1</td>
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<tr>
<td>2</td>
<td>Demonstrate proficiency with usage and analysis of results from advanced mechanical engineering computational tools and methods, and awareness/facility with principles, technical knowledge and conceptual frameworks of mechanical engineering. GO2</td>
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<td>3</td>
<td>Respond effectively to new, complex mechanical problems by developing and applying existing analysis methods and tools GO3</td>
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<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas to existing designs and to solve new problems in mechanical engineering systems. GO3</td>
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<tr>
<td>5</td>
<td>Plan, design, manage and review safe and efficient mechanical engineering processes, services and policies. GO4,</td>
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<td>6</td>
<td>Recognise and respond to the interdisciplinary context of mechanical engineering. GO5</td>
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<td>Find, interpret, evaluate and manage research to support mechanical engineering decision making GO6</td>
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<td>8</td>
<td>Present compelling oral, written and graphic evidence to communicate mechanical engineering concepts. GO6</td>
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<td>9</td>
<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver mechanical engineering related projects GO7</td>
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<td>Apply relevant values, standards and judgement to contribute to the economic, social and environmental sustainability of mechanical engineering systems GO8</td>
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### Component name: Mechatronic Engineering

### Component type: Stream

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<tr>
<th>No. (recommend to complete 6 to 12)</th>
<th>Mid-Level Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrate mastery of established analytical methods commonly used in mechatronic engineering based on fundamental principles GO1</td>
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<tr>
<td>2</td>
<td>Demonstrate proficiency with the tools, methods, principles, technical knowledge and conceptual frameworks of mechatronics, including embedded systems and mechatronic systems design, microcontrollers, and data communication. GO2</td>
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<td>3</td>
<td>Respond effectively to non-routine, complex mechatronic problems GO3</td>
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<tr>
<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas in mechatronic systems. GO3</td>
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<tr>
<td>5</td>
<td>Plan, design, and review safe and efficient mechatronic systems, services and policies. GO4,</td>
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<tr>
<td>6</td>
<td>Recognise and respond to the interdisciplinary context of mechatronic engineering. GO5</td>
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<td>7</td>
<td>Find, interpret, evaluate and manage research to support mechatronic decision making GO6</td>
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<tr>
<td>8</td>
<td>Present compelling oral, written and graphic evidence to communicate mechatronic engineering concepts and solutions. GO6</td>
</tr>
<tr>
<td>9</td>
<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver projects related to mechatronic engineering GO7</td>
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<td>10</td>
<td>Apply relevant values, standards and judgement to contribute to the economic, social and environmental sustainability of mechatronic systems GO8</td>
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<tr>
<td>1</td>
<td>Demonstrate mastery of analytical skills including the applications and limitations of linear algebra, calculus and statistical models and scientific methodology GO1</td>
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<td>2</td>
<td>Demonstrate proficiency with the software tools, methods, principles, technical knowledge and conceptual frameworks of software engineering, including programming with Internet computing platforms, software modeling and design, software testing, software quality assurance, software process management. GO2</td>
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<tr>
<td>3</td>
<td>Effectively address non-routine design and troubleshooting problems GO3</td>
</tr>
<tr>
<td>4</td>
<td>Apply diverse strategies to develop and implement innovative ideas in software systems. GO3</td>
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<tr>
<td>5</td>
<td>Plan, design, and review software systems, services and IT solutions. GO4</td>
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<td>6</td>
<td>Recognise and respond to the interdisciplinary context of software systems. GO5</td>
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<td>7</td>
<td>Find, interpret, evaluate and manage research in software systems to support decision making GO6</td>
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<td>8</td>
<td>Present compelling oral, written and graphic evidence to communicate software engineering practice. GO6</td>
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<td>9</td>
<td>Contribute as an individual to multidisciplinary and multicultural teams to deliver software related projects GO7</td>
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<td>Apply relevant values, standards and judgement to contribute to the economic, social and environmental sustainability of software systems GO8</td>
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<tr>
<td>1</td>
<td>Develop a broad and coherent body of knowledge in computational data science, describing the relationships between context-specific knowledge and data and evaluating how these can guide data analytics.</td>
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<td>2</td>
<td>Develop deep knowledge of the underlying concepts and principles of experimental design, analysis and data outputs, of the relationships between these concepts, and of potential pitfalls.</td>
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<td>3</td>
<td>Use quantitative models or visualisation methods on multiple types of data.</td>
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<td>4</td>
<td>Identify data analytical approaches appropriate to a specific problem in data analysis, simulation-based modelling or equation-based modelling.</td>
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<td>5</td>
<td>Manage data, metadata and derived knowledge, using appropriate storage, access and administration tools.</td>
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<td>6</td>
<td>Communicate concepts and findings in computational data science through a range of modes for a variety of purposes and audiences, using evidence-based arguments that are robust to critique.</td>
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<td>7</td>
<td>Identify data analytical approaches appropriate to a specific problem in data analysis, simulation-based modelling or equation-based modelling.</td>
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<td>8</td>
<td>Create and use databases and graphical information systems using programming skills.</td>
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<td>9</td>
<td>Address authentic problems in computational data science, working professionally and ethically and with consideration of cross-cultural perspectives, within collaborative, interdisciplinary teams.</td>
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<tr>
<td>1</td>
<td>Develop a broad and coherent body in knowledge in computer science, including algorithms and related sub-fields, and apply an integrated understanding of these concepts to solve relevant problems.</td>
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<td>2</td>
<td>Construct models of a computational process in appropriate formalisms at appropriate levels of abstraction and relate models in different formalisms to one another.</td>
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<td>3</td>
<td>Design and code programs that can work with the capabilities of the hardware and software stack; understand and explain to others how the underlying infrastructure affects application performance.</td>
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<tr>
<td>4</td>
<td>Communicate concepts and findings in computer science through a range of modes for a variety of purposes and audiences, using evidence-based arguments that are robust to critique.</td>
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<td>5</td>
<td>Evaluate the correctness and efficiency of algorithms, both standard and novel, and communicate the evaluation effectively.</td>
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<td>6</td>
<td>Apply key ideas from the theory of computation and its limits, recognise tasks where efficient perfect solutions should not be expected and where approximate solutions are appropriate and communicate the implications for users who want to solve such tasks.</td>
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<td>7</td>
<td>Design, construct, and explain efficient solutions to a wide range of computational tasks, both by applying known data structures and algorithms, including those found in the literature of the field, and by designing new algorithms using a range of algorithm design techniques to produce runnable implementations of these solutions.</td>
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<td>8</td>
<td>Work effectively with clients to achieve an efficient computational solution to a task, working individually and as part of collaborative teams, with consideration of differences in social and cultural perspectives.</td>
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<tr>
<td>1</td>
<td>Develop a comprehensive understanding of the challenges in implementing an information system and be able to describe these challenges to others.</td>
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<td>Apply research skills, including acquiring and making valid inferences from relevant data, to undertake a wide range of investigations of information systems issues.</td>
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<td>Apply a range of system development methods</td>
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<td>Plan and manage information systems projects.</td>
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<td>Design and implement information systems.</td>
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<tr>
<td>6</td>
<td>Work with stakeholders, including those different from the students in various aspects, to elicit detailed requirements for an information system.</td>
</tr>
<tr>
<td>7</td>
<td>Address authentic problems in information systems, working professionally and responsibly within diverse, collaborative and interdisciplinary teams.</td>
</tr>
<tr>
<td>8</td>
<td>Recognise, and explain to others, the broader socio-technical systems in which computer and communications systems are embedded.</td>
</tr>
<tr>
<td>No. (recommend to complete 6 to 12)</td>
<td>Mid-Level Learning Outcomes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Develop a broad and coherent body of knowledge in software development, learning new tools, languages, processes and technologies as they arise, from tutorial/expository resources.</td>
</tr>
<tr>
<td>2</td>
<td>Recognise and describe a diversity of programming paradigms and platforms.</td>
</tr>
<tr>
<td>3</td>
<td>Use and apply contemporary software development tools and practices.</td>
</tr>
<tr>
<td>4</td>
<td>Communicate concepts and findings in software development through a range of modes for a variety of audiences and purposes, using evidence-based arguments that are robust to critique.</td>
</tr>
<tr>
<td>5</td>
<td>Apply foundational computer science knowledge of algorithms and data structures in the design and construction of software artefacts.</td>
</tr>
<tr>
<td>6</td>
<td>Follow and apply process to ensure the delivery of quality artefacts within resource constraints, working individually and as a team.</td>
</tr>
<tr>
<td>7</td>
<td>Evaluate and report on the quality and utility of software generated by both themselves and others.</td>
</tr>
<tr>
<td>8</td>
<td>Explain their decisions about software functionality, structure and design choices to influence others in evaluating the software artefacts.</td>
</tr>
<tr>
<td>9</td>
<td>Design, construct and deliver usable software artefacts of small- to medium-scale, that meet users’ requirements and are well-structured, working both individually and as part of a team.</td>
</tr>
<tr>
<td>10</td>
<td>Address authentic problems in software development, working professionally, ethically responsibly within diverse, collaborative and interdisciplinary teams.</td>
</tr>
<tr>
<td>11</td>
<td>Work effectively, productively and ethically as a software developer in a medium-scale team, with consideration of cross-cultural perspectives.</td>
</tr>
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<td>12</td>
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<tr>
<td>No. (recommend to complete 6 to 12)</td>
<td>Mid-Level Learning Outcomes</td>
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<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Apply basic science and engineering concepts in civil engineering and building construction fundamentals, including reinforced concrete, masonry, steel and timber</td>
</tr>
<tr>
<td>2</td>
<td>Understand and practice aspects in design, control, management, measurement and construction methods for excavation, embankments and other earthworks, hauling and associated operations</td>
</tr>
<tr>
<td>3</td>
<td>Develop familiarity with insurance and other forms of risk management and with occupational health and safety issues in the Construction Industry</td>
</tr>
<tr>
<td>4</td>
<td>Comprehend and relate to real-life examples the fundamental concepts in project appraisal, including financial and non-financial analyses for project ranking and selection</td>
</tr>
<tr>
<td>5</td>
<td>Apply project scheduling processes for construction projects including techniques for estimating activity durations and compressing project schedule</td>
</tr>
<tr>
<td>6</td>
<td>Communicate engineering construction concepts and issues clearly and concisely</td>
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<td>No. (recommend to complete 6 to 12)</td>
<td>Mid-Level Learning Outcomes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate an understanding of the importance of planning in shaping our towns and cities through time, and basic knowledge of formulating planning and urban design proposals</td>
</tr>
<tr>
<td>2</td>
<td>Understand and apply the architectural design process, including the programmatic, structural, material requirements, and limitations of a particular site, or city conditions, for a small scale architecture project</td>
</tr>
<tr>
<td>3</td>
<td>Communicate the role of planners, architects and urban designers in which the process of building the ‘incremental’ city is understood, from the site to precinct, neighbourhood, and city wide levels</td>
</tr>
<tr>
<td>4</td>
<td>Articulate the principles of sustainable design within the context of social, political and economic constraints at a range of spatial/temporal scales</td>
</tr>
<tr>
<td>5</td>
<td>Understand the various modes of building delivery and classification, construction techniques, material selection, appropriate detailing and energy and resources conservation</td>
</tr>
<tr>
<td>6</td>
<td>Perform initial construction costings and project feasibility reports outlining risks with mitigation measures</td>
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</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate theoretical and technical understanding of the management of projects discipline</td>
</tr>
<tr>
<td>2</td>
<td>Select and apply approaches and methods to identify and deliver desired outcomes in predictable and unpredictable contexts.</td>
</tr>
<tr>
<td>3</td>
<td>Use analytical techniques and understanding of operational and strategic drivers to determine relevant concepts, consequences, and strategies.</td>
</tr>
<tr>
<td>4</td>
<td>Apply awareness of sociocultural, economic and strategic factors that may promote or hinder effectiveness of people, procedures, or processes</td>
</tr>
<tr>
<td>5</td>
<td>Engage others to set and realise objectives</td>
</tr>
<tr>
<td>6</td>
<td>Convey and communicate project concepts and issues clearly and concisely to a broad range of stakeholders</td>
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</table>
This report summarises for the Academic Board the business of the meeting of the Graduate Studies Committee held on 14 October 2019 (rescheduled from original date of 8 October 2019).

**RECOMMENDATION**

*That the Academic Board note the report from the meeting of the Graduate Studies Committee held on 14 October 2019 and:*

1. **Approve** the proposal from the Faculty of Arts and Social Sciences to delete the Master of Studio Art; approve the amendment of the Senate Resolutions arising from the proposal; and approve the deletion of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

2. **Approve** the proposal from the Education Portfolio to amend the Sydney Professional Certificate; approve the amendment of the Senate Resolutions for the Board of Interdisciplinary Studies to Senate arising from the proposal; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

3. **Approve** the proposal from Education Strategy to amend the Bachelor of Arts/Doctor of Medicine; Bachelor of Arts/Master of Nursing; Bachelor of Science/Master of Nursing; Bachelor of Science/Doctor of Medicine; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science/Master of Mathematical Sciences; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

4. **Approve** the proposal from Faculty of Arts and Social Sciences to amend the Master of Development Studies; Graduate Diploma in Development Studies; and Graduate Certificate in Development Studies; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2021.

5. **Approve** the proposal from Faculty of Arts and Social Sciences to amend the Master of International Relations; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2021.

6. **Approve** the proposal from the University of Sydney Business School to amend the Resolutions of the University of Sydney Business School (Faculty Resolutions), and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

7. **Approve** the proposal from the University of Sydney Business School to amend the Master of Business Administration (Leadership & Enterprise), and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

8. **Approve** the proposal from the University of Sydney Business School to amend the Executive Master of Business Administration, and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.
(9) **Approve** the proposal from the University of Sydney Business School to amend the Master of Business Administration; Graduate Diploma of Business Administration; and Graduate Certificate in Business Administration; and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

(10) **Approve** the proposal from the University of Sydney Business School to amend the Master of Commerce; Graduate Diploma in Commerce; Graduate Certificate in Commerce; and Approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

(11) **Approve** the proposal from the University of Sydney Business School to amend the Master of Professional Accounting; Graduate Diploma in Professional Accounting; and Graduate Certificate in Professional Accounting and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

(12) **Approve** the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology; Graduate Diploma in Information Technology; Graduate Certificate in Information Technology; Master of Information Technology Management; Graduate Diploma in Information Technology Management; Graduate Certificate in Information Technology Management; Master of Information Technology/Master of Information Technology Management; Graduate Diploma in Computing Graduate Certificate in Computing; and approve the amendments of the course resolutions arising from the proposal, with effect immediately.

(13) **Approve** the proposal from the Faculty of Science to amend the Master of Agriculture and Environment; Master of Environmental Science; Master of Environmental Science and Law; Master of Marine Science and Management; Master of Veterinary Studies/Master of Veterinary Clinical Studies; Graduate Diploma in Agriculture and Environment; Graduate Certificate in Agriculture and Environment and Master of Veterinary Clinical Studies; and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

(14) **Approve** the proposal from the Faculty of Medicine and Health to amend the Master of Nursing (Nurse Practitioner); and approve the amendments of the course resolutions arising from the proposal, with effect from 1 January 2020.

(15) **Approve** the proposal from the School of Architecture, Design and Planning to amend the Master of Philosophy (Architecture); approve the amendment of the Resolutions of the Senate arising from the proposal, with effect from 1 January 2020; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2021.

(16) **Approve** the proposal from the Faculty of Arts and Social Sciences to amend the Master of Arts (Research); Master of Fine Arts; Master of Education (Research); Master of Philosophy; Master of Philosophy (Education); and Master of Philosophy (Social Work); and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

(17) **Approve** the proposal from the University of Sydney Business School to amend the coursework requirements for Higher Degrees by Research; approve the amendment of unit of study information for HDR coursework units of study, with effect from 1 January 2020; and approve the introduction of Business School units into Table R, with effect from 1 January 2021.

(18) **Approve** the proposal from the Faculty of Engineering to amend the Master of Philosophy; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2021.

(19) **Approve** the proposal from the Faculty of Health Sciences to amend the Master of Applied Science, and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.
Approve the proposal from the Sydney Law School to amend the Master of Criminology by Research and Master of Laws by Research; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

Approve the proposal from the Sydney Law School to amend the Master of Criminology by Research and Master of Laws by Research; and approve the amendment of the course resolutions arising from the proposal; and approve the introduction of HDR coursework units of study tables (Table R) arising from the proposal, with effect from 1 January 2021.

Approve the proposal from the Business School to amend the Master of Philosophy in Business; and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

Approve the proposal from the Faculty of Medicine and Health to amend the Master of Philosophy (Nursing); Master of Philosophy (Dentistry); Master of Philosophy (Pharmacy); and Master of Philosophy (Medicine); and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

Approve the proposal from the Faculty of Science to update the Resolutions of the Senate with effect from 1 January 2020.

Approve the proposal from the Faculty of Science to update the Resolutions of the Faculty with effect from 1 January 2020.

ITEMS FOR APPROVAL

<table>
<thead>
<tr>
<th>Item No</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Arts and Social Sciences: Master of Studio Art, for deletion</td>
</tr>
<tr>
<td>9.2</td>
<td>Education Portfolio: Sydney Professional Certificate</td>
</tr>
</tbody>
</table>
| 9.3     | Education Portfolio: PG course resolution amendments related to reduced OLE req for Dalyell scholars  
1. Bachelor of Arts/Doctor of Medicine  
2. Bachelor of Arts/Master of Nursing  
3. Bachelor of Science/Master of Nursing  
4. Bachelor of Science/Doctor of Medicine  
5. Bachelor of Science/Doctor of Dental Medicine  
6. Bachelor of Science/Master of Nutrition and Dietetics  
7. Bachelor of Science/Master of Mathematical Sciences |
| 9.4     | Arts and Social Sciences: Master of Development Studies, Graduate Diploma of Development Studies; and Graduate Certificate of Development Studies |
| 9.5     | Arts and Social Sciences: Master of International Relations |
| 9.6     | Business: Faculty Resolutions |
| 9.7     | Business: Master of Business Administration (Leadership and Enterprise) |
| 9.8     | Business: Executive Master of Business Administration |
| 9.9     | Business: Master of Business Administration; Graduate Diploma in Business Administration; and Graduate Certificate in Business Administration |
| 9.10    | Business: Master of Commerce; Graduate Diploma in Commerce; and Graduate Certificate in Commerce |
| 9.11    | Business: Master of Professional Accounting; Graduate Diploma in Professional Accounting; and Graduate Certificate in Professional Accounting |
| 9.12    | Engineering: Amendment to Degree Resolutions |
### 9.13 Science:
- Master of Agriculture and Environment
- Master of Environmental Science
- Master of Environmental Science and Law
- Master of Marine Science and Management
- Master of Veterinary Studies
- Master of Veterinary Clinical Studies

### 9.14 Nursing and Midwifery:
- Master of Nursing (Nurse Practitioner)

### 9.15 Architecture, Design and Planning:
- Master of Philosophy

### 9.16 Arts and Social Sciences:
- Master of Arts (Research)
- Master of Education (Research)
- Master of Fine Arts
- Master of Philosophy
- Master of Philosophy (Education)
- Master of Philosophy (Social Work)

### 9.17 Business:
- Doctor of Philosophy
- Master of Philosophy

### 9.18 Engineering:
- Master of Philosophy

### 9.19 Health Sciences:
- Master of Applied Science

### 9.20 Law:
- Master of Criminology by Research
- Master of Laws by Research for 2020

### 9.21 Law:
- Master of Criminology by Research
- Master of Laws by Research for 2021

### 9.22 Business:
- Master of Philosophy in Business

### 9.23 FMH:
- Master of Philosophy

### 9.24 Science:
- Resolution updates for Resolutions of the Senate

### 9.25 Science:
- Resolution updates for Resolutions of the Faculty

The Committee also:
- noted the Report of the Chair;
- noted the Report of the Academic Board meeting held on 3 September 2019;
- noted the Report of the HDR Scholarships Subcommittee meetings held on 6 September 2019;
- noted the Report of the Board of Interdisciplinary Studies meeting on 26 September 2019; and
- noted the Educational Integrity Trend Report and 2021 Curriculum Approval Timelines.

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

Associate Professor Michael Kertesz
Chair, Graduate Studies Committee
<table>
<thead>
<tr>
<th>Author</th>
<th>Jennifer Peden, Coordinator Curriculum &amp; Quality Faculty of Arts &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Deletion of the Master of Studio Art</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2020</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>12 September 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To formally delete the currently closed Master of Studio Art course.</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Dr Jan Shaw</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee:

1) **Endorse the proposed deletion of the Master of Studio Art, with effect from January 1, 2020; and**
2) **Recommend that the Academic Board approve the proposal.**

**EXECUTIVE SUMMARY**

The Faculty of Arts and Social Sciences proposes to formally delete the Master of Studio Art. The course has been closed for admission since the semester 1, 2015 intake. The last intake was in semester 2, 2014 with the last continuing student completing in semester 1, 2016.

*Update following feedback from Graduate Studies Committee:*
There are no students, either continuing or suspended, under candidature.

**ATTACHMENTS**

1. Course management template: Master of Studio Art course deletion
Course management template

Use this template to:
- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: iap.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

For all purposes, please complete these key details:

This submission relates to the following

☐ New course  ☐ Amended course  ☒ Deletion of a course

New Resolutions are appended to this submission
Amended Resolutions are appended to this submission
Amended Resolutions are appended to this submission

Name of course
School/department  SLAM/SCA
Managing faculty  FASS
Name of proponent  Andrew Lavery
Telephone  9351 1077
Email  Andrew.lavery@sydney.edu.au
Version date  08 May 2019

☐ Undergraduate  ☒ Postgraduate coursework  ☐ Postgraduate research

Dean

Signature

Date  13/09/2019

Faculty Manager

Date

Deputy Vice-Chancellor (Education)

Date

Divisional Finance Director

Part 2

Date

Head of Recruitment

Section 1.5

Date

Library Director

Appendix 4

Date
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 iap.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.
## Contents

<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
<th>ADVICE CONTACT</th>
<th>NEW</th>
<th>AMEND</th>
<th>DELETE</th>
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<td>Strategy and marketing analysis</td>
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<td>Summary of internal consultation</td>
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<td>Recruitment strategy</td>
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<td>Marketing and communications strategy</td>
<td>IAP</td>
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<td>Financial viability analysis</td>
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<td>3.15</td>
<td>Expected normal length of candidature</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.16</td>
<td>Minimum credit points for completion</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.17</td>
<td>Location/campus</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.18</td>
<td>Mode of delivery</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.19</td>
<td>Timetabling</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.20</td>
<td>Clinical and industrial placement or experience</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.21</td>
<td>Internships and overseas study</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.22</td>
<td>Other enrolment requirements</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.23</td>
<td>Professional accreditation</td>
<td>SRA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.24</td>
<td>Prohibition</td>
<td>SRA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.25</td>
<td>Articulation pathway</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.26</td>
<td>Proposed commencing year course fee per EFTSL</td>
<td>IAP</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.27</td>
<td>Incidental (ancillary) fees</td>
<td>IAP</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.28</td>
<td>Estimated commencing enrolments</td>
<td>IAP</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.29</td>
<td>Course deletion: continuing students</td>
<td>Student Centre / IAP</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3.30</td>
<td>Course deletion: commencing students</td>
<td>SRA / IAP</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4</td>
<td>Admission details</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.1</td>
<td>Admission pathway</td>
<td>SRA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.2</td>
<td>Areas of study</td>
<td>SRA/Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.3</td>
<td>Assumed knowledge</td>
<td>SRA/Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.4</td>
<td>Minimum education requirements</td>
<td>SRA/Student Centre</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>4.5</td>
<td>ATAR (undergraduate only)</td>
<td>SRA</td>
<td>Y</td>
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<td>Y</td>
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<tr>
<td>4.6</td>
<td>Additional admission criteria</td>
<td>SRA</td>
<td>Y</td>
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<td>Y</td>
</tr>
<tr>
<td>4.7</td>
<td>Application closing dates (postgraduate only)</td>
<td>SRA/Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.8</td>
<td>Second semester admission</td>
<td>SRA/Student Centre</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4.9</td>
<td>International student admission</td>
<td>SRA/Admissions Office</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>5</td>
<td>External registration codes</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>5.1</td>
<td>CRICOS code</td>
<td>Compliance Team</td>
<td>Y</td>
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<tr>
<td>5.2</td>
<td>UAC code</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>6</td>
<td>Academic purpose</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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</tr>
<tr>
<td>6.1</td>
<td>Academic rationale</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Academic aims and objectives</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>Statement of learning outcomes</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6.4</td>
<td>Statement of generic attributes</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Learning and teaching</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>Course structure</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
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<tr>
<td>7.2</td>
<td>Pedagogical approach</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Responsible Department</td>
<td>Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Assessment procedures</td>
<td></td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>Assurance of learning</td>
<td></td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>Quality assurance arrangements and course review</td>
<td></td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>Student workload Academic advice, support and student representation</td>
<td>Student Services</td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7</td>
<td>Academic advice, support and student representation</td>
<td>Student Centre</td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.8</td>
<td>Remediation of assessment</td>
<td>Student Centre</td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.9</td>
<td>Combined degrees and inter-faculty arrangements</td>
<td></td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.10</td>
<td>Influence of external accreditation or other professional requirements</td>
<td>Student Centre</td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.11</td>
<td>Joint ventures with other universities</td>
<td></td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.12</td>
<td>Resolutions</td>
<td>Student Centre</td>
<td>Y/Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Resources

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Responsible Department</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Teaching and support staff</td>
<td></td>
<td>Y/Y</td>
</tr>
<tr>
<td>8.2</td>
<td>Teaching space and related facilities</td>
<td></td>
<td>Y/Y</td>
</tr>
<tr>
<td>8.3</td>
<td>IT requirements</td>
<td></td>
<td>Y/Y</td>
</tr>
<tr>
<td>8.4</td>
<td>Library resources</td>
<td>University Library</td>
<td>Y/Y</td>
</tr>
</tbody>
</table>

Appendix 1 Resolutions of the Senate
Appendix 2 Resolutions of the Faculty
Appendix 3 Course Resolutions
Appendix 3A Undergraduate courses
Appendix 3B Postgraduate courses
Appendix 4 Library impact statement
Appendix 5 Reference: Session codes
Appendix 6 Reference: Campus codes
Appendix 7 AQF compliance

Abbreviations

FPA = Financial Planning and Analysis
MC = Marketing and Communications (Office of the Vice-Chancellor)
IAP = Institutional Analytics and Planning (Provost and DVC)
SRA = Student Recruitment and Admissions (DVC and Registrar)
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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


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

This course is no longer AQF compliant and was reviewed in 2015. SCA consulted with the Faculty of Arts and Social Sciences in developing the Master of Contemporary Art (MCA) course, which replaced the Master of Studio Art (MSA). New intake in MSA was ceased from semester 1, 2015. Last continuing student completed the course in semester 1, 2016.

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 April 2019</td>
<td>FASS Curriculum and Quality team</td>
<td>Email</td>
<td>Attached</td>
</tr>
<tr>
<td>26 May 2017</td>
<td>Anne Fernandez, Manager Academic Model &amp; Curriculum Logistics</td>
<td>Email</td>
<td>Attached</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)*


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

*Include recruitment costs in the financial viability analysis (Part 2)*

*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)*


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>
</table>


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

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


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.)

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
The financial viability template can be found [here]. N/A

**PART 3: Course details**

<table>
<thead>
<tr>
<th>3.1 Course name:</th>
<th>Master of Studio Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Course abbreviation:</td>
<td>MSA</td>
</tr>
<tr>
<td>3.3 Start year:</td>
<td>1998</td>
</tr>
<tr>
<td>3.4 Name of award:</td>
<td>Master of Studio Art</td>
</tr>
<tr>
<td>3.5 Combined degree?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>3.6 Combined type: (if applicable)</td>
<td>☐ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions</td>
</tr>
<tr>
<td>3.7 Honours offered?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>3.8 Honours type: (if applicable)</td>
<td>☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year</td>
</tr>
<tr>
<td>3.9 Course group:</td>
<td>☐ Undergraduate</td>
</tr>
<tr>
<td>3.10 Field of Education (ASCED) codes:</td>
<td>Primary code:</td>
</tr>
<tr>
<td>3.11 Course AQF Level</td>
<td>☐ Level 5: Diploma</td>
</tr>
<tr>
<td>3.12 Short course description: for the UAC Guide, Good Universities Guide</td>
<td>Limit 40 words</td>
</tr>
<tr>
<td>3.13 Full course description: for Sydney Courses</td>
<td>Limit 200 words</td>
</tr>
<tr>
<td>3.14 Australian Higher Education Statement (AHEGS)</td>
<td>Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal</td>
</tr>
<tr>
<td>Detail</td>
<td>Limit 505 characters including spaces</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Limit 460 characters including spaces</td>
</tr>
<tr>
<td>Features</td>
<td>Limit 425 characters including spaces</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Limit 425 characters including spaces</td>
</tr>
<tr>
<td>3.15 Expected normal length of candidature:</td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>3.16 Minimum credit points for completion:</td>
<td></td>
</tr>
<tr>
<td>3.17 Location/campus for student attendance:</td>
<td>☐ Camperdown and Darlington</td>
</tr>
<tr>
<td>3.18 Mode of delivery:</td>
<td>Face-to-face teaching</td>
</tr>
<tr>
<td>Distance education</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>Offshore delivery</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>3.19 Timetabling:</td>
<td>☐ Standard</td>
</tr>
</tbody>
</table>
3.20 Does the course involve clinical or industrial placement/experience? [ ] Yes [ ] No

If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established

3.21 Does the course involve internships or overseas study? [ ] Yes [ ] No

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:
- Criminal record check [ ] Yes [ ] No
- Prohibited Employment Declaration [ ] Yes [ ] No
- Health records and Privacy Information Declaration [ ] Yes [ ] No
- Working with Children [ ] Yes [ ] No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation? [ ] Yes [ ] No

Please provide name of agency or agencies and current accreditation status for each

3.24 Prohibition (if applicable)

Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites)

3.25 Articulation pathway (if applicable): N/A

3.26 Proposed commencing year course fee per 1 EFTSL

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

HECS (Student contribution) $

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.

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>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
<td>S1</td>
<td>S2</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
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<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>Total</td>
<td></td>
<td></td>
<td></td>
<td></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.

There are no continuing students in this course.

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

Applications/new intake ceased from semester 2, 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:

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
4.3 Assumed knowledge:

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:

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.):

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:
- For domestic students, closing date for applications is: dd/mm/yyyy
- For international students, closing date for applications is: dd/mm/yyyy

4.8 Second semester admission
- Yes
- No

4.9 International student admission:
- Yes
- No

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: 026965K
- Application required
- Not applicable

Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University (email: esos.compliance@sydney.edu.au). Courses that are not offered to international student visa holders do not require a CRICOS code. Courses with a delivery of more than 25% distance or online study cannot be registered.

If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed:
- changes to price, duration, location, mode of study; work component, qualification level and distinct course structure (specialist courses) where specialisation is included in the award title and on the testamur.

5.2 UAC Code:
- Application required
- Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course. This statement will explain the reason for the course’s existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

Samples:
- “The course exists in order to provide foundational education for students of outstanding ability in xxx to the standard necessary for entry to the xxx profession and professional accreditation.”
- “The course exists to provide a broadly-based liberal arts education to students from a range of backgrounds to a level that will prepare them for a broad range of employment options or postgraduate study at the masters level.”

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

“The course exists to provide specialist postgraduate training in the emerging field of xxx to medicine graduates with a minimum of five years professional experience.”

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty’s and the University’s educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty’s approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the Australian Qualifications Framework. Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole. Faculties should demonstrate and amplify, if it is not immediately apparent from the stated outcomes, how the outcomes relate to generic attributes of University graduates.

6.4 Statement of graduate qualities for undergraduate award courses

For undergraduate award courses, provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the Learning and Teaching Policy 2015 (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.

<table>
<thead>
<tr>
<th>6.4.1 Depth of disciplinary expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4.2 Broader skills:</td>
</tr>
<tr>
<td>• Critical thinking and problem solving</td>
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<td>• Communication (oral and written)</td>
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<td>• Inventiveness</td>
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<td>6.4.3 Cultural competence</td>
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<td>6.4.4 Interdisciplinary effectiveness</td>
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<tr>
<td>6.4.5 An integrated professional, ethical and personal identity</td>
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</tbody>
</table>
6.4.6 Influence
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.
Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system's management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Pivot diagram and sample table (following two pages) to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]
<table>
<thead>
<tr>
<th>Unit selection name</th>
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Notes:
- *Denotes units with replaced in Hono pathway

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### Report of GSC

The Academic Board, 6 March 2018; amended 10 April 2018

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
<table>
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<th>Core</th>
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<td>S1C and S2CIAU</td>
<td>2016</td>
<td>CC</td>
<td>6</td>
<td>Sociology and Social Policy</td>
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</table>

Notes:
1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Institutional Analytics and Planning website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

- monitor, measure and achieve quality learning and teaching
- review content, delivery and Resolutions of the course
- review and rationalise Units of Study for the 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.
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>Lectures</th>
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<tbody>
<tr>
<td>Tutorials</td>
</tr>
<tr>
<td>Practical experience</td>
</tr>
<tr>
<td>Independent study</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
</tr>
<tr>
<td>Other (please specify):</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).

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.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

7.7 Academic advice, support and student representation
Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

7.8 Remediation and reassessment
What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.
7.9 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
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</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)*

No

---

**Academic dress**

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? *If Yes, contact the office of the Deputy Vice-Chancellor (Registrar)*

Yes/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.

7.12.5 Last semester intake under existing Resolutions

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

7.12.6 Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?

No

7.12.7 For course deletions, advise the last date for enrolments into the existing course

31/12/2015

7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students

N/A

7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions

N/A
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

| 9.1.1 | Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members) |
| 9.1.2 | What are the strengths of the department/school relevant to this proposal? |
| 9.1.3 | Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements. |

8.2 Teaching space and related facilities

| 9.2.1 | Teaching rooms |
| 9.2.2 | Lecture theatres |
| 9.2.3 | Laboratories |
| 9.2.4 | Staff offices |
| 9.2.5 | Storage or other space required including any which needs to be rented externally |
| 9.2.6 | Professional placement locations |

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

| 9.3.1 | Computer technology |
| 9.3.2 | Other equipment |

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Senate Resolutions template

The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the course.

Only list current courses in the Senate Resolutions. A current course is one that is:
- endorsed by Senate after approval by Academic Board; and
- open to admission, or admission is suspended but the course has not been formally deleted by Academic Board.

Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

If admission has been suspended to any course, without deletion, add the phrase ‘(admission suspended 20XX)’ after the course title.

Degrees

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate. Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

Combined degrees

List in order from research and missed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate

Graduate diplomas

List in alphabetical order by graduate diploma name. List streams in alphabetical order. Do not list specialisations.

Graduate certificates

List in alphabetical order by graduate certificate name. List streams in alphabetical order. Do not list specialisations.

Undergraduate diplomas

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List streams in alphabetical order. Do not list majors.
Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences

(1) With the exception of the Doctor of Letters and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Arts and Social Sciences. The Doctor of Letters and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January 2019. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTUART</td>
<td>Master of Studio Art</td>
<td>MSA</td>
<td>48</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study

*may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>

6. Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
</table>
APPENDIX 2: RESOLUTIONS OF THE FACULTY

Faculty Resolutions template

The objective of the Faculty resolutions is to describe rules that are common to all, or most, students enrolled in coursework courses in the Faculty. They should be informative and definitive to a prospective student, a current student and a staff member. Faculty resolutions should not be specified if the content is adequately covered at a higher level (University policy) or lower level (course resolution). The one exception to this rule is where readability of the resolutions is significantly enhanced by having all relevant information on a topic in one place. This needs to be balanced against the work involved in having the same words repeated in many places and the danger (likelihood) that these many occurrences will become out of sync over time.

Many headings in this template allow you the chance to specify rules that are already specified in the Coursework or Research policies. Remember to only include these topics if they are DIFFERENT from the Coursework Rule. Before you do specify something different, ask yourself and your colleagues if there is a real reason for the difference. A good reason may be that professional accreditation requires the difference. A poor reason may be, ‘this is what we have always done’.
Resolutions of the Faculty of XXXXX for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (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. 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.

OR

Except as with the permission of the Dean a student may not enrol in units of study with a total value of more than XX credit points in either semester one or two, 12 credit points in the summer session and 6 credit points in the winter session.

2. Time limits

The Coursework Rule limits the time students may take to complete their course; part time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence, and the time limits for recognition of credit for previous study.

OR

A student must complete all the requirements for an undergraduate diploma within six calendar years of first enrolment.
A student must complete all the requirements for a coursework doctorate, bachelor’s degree (including combined degrees) or undergraduate advanced diploma within ten calendar years of first enrolment.
A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment.
A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment.
A student must complete all the requirements for a master’s degree within six calendar years of first enrolment.
Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed 10 years from first enrolment.
Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment in the unit or course for which credit is sought.

3. Suspension, discontinuation and lapse of candidature

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

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
The Coursework Rule specifies the general conditions for the granting of credit for previous study to courses in this Faculty.

Or

Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in this Faculty.

Credit for undergraduate courses is subject to the following conditions:

Credit for postgraduate courses is subject to the following conditions:

Part 2: Unit of study enrolment

5. Cross-institutional study

[Optional content - Specify Faculty conditions applying to cross-institutional study. If the Faculty does not allow cross-institutional study, say so here. Course specific exemptions from cross-institutional study can be specified in the course rules.]

Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:

- the resolutions of the student’s course of enrolment do not specifically exclude cross-institutional study; and
- the unit of study content is not taught in any corresponding unit of study at the University; or
- the student is unable, for good reason, to attend a corresponding unit of study at the University.

Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6. International exchange

[Optional content - Specify the Faculty attitude to exchange if there is a generalised rule. May refer to a separate policy and procedure statement, including exchange units of study. Faculties are encouraged to have a separate section in their handbook, highlighting the rules surrounding exchange programs. Course-specific inclusions or exemptions from international exchange can be specified in the course rules.]

The Faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the International Office.

Part 3: Studying and Assessment

7. Attendance

[Required content - specify the minimum attendance at examinations, at class, and any sanctions that may follow unsatisfactory attendance. Delete or amend the model text as required.]

Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.

Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean, Head of School or professor most concerned. The Dean, Head of School or professor most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8. Late submission policy

[Optional content - It is recommended that the Faculty specify a late submission policy. Vary the model text below as appropriate, or delete.]

It is expected that unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted by the student within the period of extension, no academic penalty will be applied to that piece of assessment.

If a student does not seek an extension, or one is not granted by the academic staff member concerned, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:
For work submitted after the deadline but up to three calendar days late, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.

For work submitted after 3 days and less than one week after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.

For work submitted more than one week late but less than two weeks after the deadline, a penalty of XX per cent of the maximum mark awardable for the assignment will apply.

Work submitted more than two weeks after deadline will not be assessed (Fail).

9. Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

10. Concessional pass

In this Faculty the grade PCON (Concessional Pass) IS/IS NOT awarded. No more than XX of the total credit points of a course can be made up of PCON results.

11. Re-assessment

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

OR

In this Faculty, opportunities for re-assessment are offered to students whose performance is in the prescribed range and circumstances.

Students whose final mark for their unit of study is within the range XX-49 may be offered the opportunity of re-assessment. Re-assessment will be offered to eligible students on one date only, advised by the coordinating academic at the beginning of semester, and it is a student’s responsibility to be available to attend on that date. The maximum mark and grade awarded for a unit of study in these circumstances will be 50 Pass.

Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and in any case not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where special consideration is approved.

Part 4: Progression, Results and Graduation

12. Satisfactory progress

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13. Award of the bachelor’s degree with honours

[Optional content - Specify elements common to honours degrees in the Faculty at the Faculty Resolutions level if there are many similar honours degrees. If the Faculty has few honours degrees, or the requirements vary between them, put all the requirements into the course rules. This is one area where a judgement call needs to be made about how best to present the information over the different levels of the resolutions.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Topics that could easily go at either the course or the Faculty level:
  - Admission to honours candidature
  - Requirements for honours
  - Calculation of the honours mark

Topics that naturally have more generality:
  - General conditions of honours candidature
  - Classes of award
  - Award of the Medal

Any WAM formula or other calculation used to determine either admission to, or award of, honours must be stated in sufficient detail for a reader to make the calculation. WAMs can be explained under the heading ‘Weighted Average Mark’ or here. Faculties should publish a separate statement outlining the assessment criteria and examination procedure for honours. Modify the model text as appropriate.

To qualify for admission to honours candidature a student must:
  - have completed the requirements for the pass degree or be a graduate of no more than 10 years’ standing; and
  - have a WAM of at least XXX; and
  - have the written permission of the chair of the school/ department / discipline most concerned.
  - [any other rules specified by the Faculty, including WAM calculations that are different to the University WAM: where honours places are limited by quota specify the method used to select the most meritorious].

General conditions of candidature include:
  - [rules including joint honours, suspension-failure-discontinuation-re-enrolment, full time/part time and time limits]

To qualify for the award of honours a student must:
  - [Faculties to specify requirements for the award of honours in terms of units of study and credit points to be completed].

The honours mark is determined by:
  - [State how the honours mark is determined, including any calculation used.]

Appended honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Honours Class</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 to 100</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 to 89</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 to 74</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 to 69</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

Integrated honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Honours Class</th>
<th>Grade Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>≥ 75</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 to 74</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 to 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>≤ 65</td>
</tr>
</tbody>
</table>

*[Other requirements: if any, such as High Distinction average in Senior units. Delete if not required.]

14. University medal

[Required content if medals area awarded - Specify Faculty requirements for the award of the honours bachelor’s degree with medal. Modify the model text as appropriate. The location of this paragraph is closely linked to decisions made about locating the honours information.]

A student with an honours mark of 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 Rule.
15. Weighted average mark (WAM)
[Required content - Tell your students about the existence of the University WAM and specify any other WAMs you have in use. Most commonly WAMs will be specified for entry to, and award of, honours. For Faculty specific or course specific WAMs, provide the formula and any unit weightings used sufficient to allow a student can work out their own WAM.]

[Minimum statement]
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAM’s 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 formulae – use or delete as required]

$$WAM = \frac{\sum (Wc \times Mc)}{\sum Wc}$$

$$WAM = \frac{\sum (CP \times M)}{\sum CP}$$

[terms in formulae need definition]

Part 5: Other

16. Transitional provisions
[Required content when an existing course changes its requirements.]

These resolutions apply to students who commenced their candidature after 1 January, 20XX and students who commenced their candidature prior to 1 January, 20XX who elect to proceed under these resolutions.

Students who commenced prior to 1 January, 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
Bachelor of XXX
Bachelor of XXX/Bachelor of Advanced Studies
Bachelor of XXX/Master of XXX
Advanced Diploma in XXX
Diploma in XXX

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended ), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all such policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes
[Required content – enter the applicable codes and course names]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
(1) [Required content – select the applicable option from the dropdown list. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode] The attendance pattern for this course is [list] full time or part time according to candidate choice / full time only / part time only [list ends].
(2) [Required content] Visa requirements commonly restrict international students to full time study only.
(3) [Required content or delete if not applicable] Some/all units of study are available/only available in distance mode.

[Visas normally restrict international students studying within Australia to taking a maximum of 25% of a course via distance mode]

3. Degree type
[Select the applicable option from the drop-down list]
- Single
- Combined
- Double

4. Bachelor type
[Select the applicable options from the drop-down list]
- Liberal Studies
- Specialist
- Professional
- Combined Bachelor (please specify the degree types for the Bachelor degrees)
- Vertically integrated Bachelor/Masters (professional or specialist)
- Vertically integrated Bachelor/Masters (research track)
- Double Liberal Studies/Professional Masters

5. Streams
(1) [Optional content– delete if no streams. If the Dalyell Stream is available, it should be mentioned here] The [Insert name of Diploma, Advanced Diploma, Bachelor, Combined Bachelor, Vertically integrated Bachelor/Master/Double degree] is available in the following streams: [insert names].
(2) [Required content if 5 (1) not deleted] Completion of a stream is/ is not a requirement of the course.
(3) [Required content if 5 (1) not deleted] Candidates wishing to transfer between streams should contact the Student Centre.

6. Faculty management
(1) [Required content] This degree is managed by XXX.
(2) [Optional content – delete or adjust if not relevant] Candidates in a combined or double degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Bachelor of XXX. They will then be under the supervision of the Faculty of YYY.
(3) [Optional content – delete if not relevant] For combined and double degrees, the Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined or double degree not otherwise dealt with in these resolutions.

7. Admission to candidature
[Required content - admission to candidature for bachelor’s degrees and most diplomas and advanced diplomas is covered by the Coursework Rule 2014. In most cases the generic text below will suffice. You may wish to highlight some of the special features or schemes that apply to your course but should avoid detail that is likely to duplicate (or
8. Requirements for award

Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree, i.e. how many majors/minors/programs the candidate must complete and whether the degree has a mandatory degree core (maximum 24 credit points for Liberal Studies Degrees). Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.

Units of study should be listed separately in a table, and it is good practice to embed the course rules into the table in a way that guides a candidate through the requirements. Tables of units of study should be labelled according to the degree or degrees to which they apply (e.g. Table A for the Bachelor of XXXX) and referred to consistently by that label. Detailed requirements for curriculum components (degree core, streams, programs, majors and minors) should be listed in the relevant Tables under suitable ordered headings to facilitate navigation. The table of units is part of the resolutions and does NOT replace the expression of the requirements in the resolutions. The Shared Pool for Undergraduate degrees should be referred to as Table S. The Open Learning Environment should be referred to as Table O.

Requirements for streams should be specified in 8 (4). Requirements for programs, majors and minors should be specified in the relevant Tables (Table A for the degree, Table S)

Choose the appropriate options from the pulldown menus.]

(1) [Required content] The units of study that may be taken for the XX are set out in:
   (a) [Required content] Table A for the degree XX and [Optional content – delete as necessary] combined degrees (e.g. Bachelor of XX/Bachelor of Advanced Studies);
   (b) [Optional content – delete as necessary] Table S of the shared pool of undergraduate degrees;
   (c) [Optional content – delete as necessary] Table O for the Open Learning Environment;

(2) [Required content] In these resolutions, except where otherwise specified, ‘Table A’, ‘Table S’ and ‘Table O’ mean Table A for the degree XX and combined degrees, and Table S and Table O as specified here.

(3) [Required content] XX degree

To qualify for the award of the degree XX, a candidate must complete XXX credit points, comprising:
   (a) [Optional content – delete as necessary] degree core units of study as set out in Table A (XX credit points)
   (b) [Optional content – delete as necessary] a program (XX credit points)
   (c) [Optional content – delete as necessary] a major (48 credit points) as listed in section 7 below;
   (d) [Optional content – delete as necessary] a minor (36 credit points) or second major as listed in Table S;
   (e) [Optional content – delete as necessary] a minimum of 12 credit points of units of study from the Open Learning Environment as listed in Table O; and
   (f) [Optional content – delete as necessary] where appropriate, elective units of study from Table A of the XX degree, Table S or Table O.

(4) [Optional content – delete as necessary] Bachelor of XX/Bachelor of Advanced Studies combined degree

To qualify for the award of the degree combined XX, a candidate must complete XXX credit points, comprising:
   (g) [Optional content – delete as necessary] XX credit points of core units of study as set out in Table A
   (h) [Optional content – delete as necessary] a stream (XX credit points) as listed in section 3 above;
(i) [Optional content – delete as necessary] a program (XX credit points) or a major (XX credit points) as listed in section 7 below;
(j) a major from Table A and a second major (48 credit points) as listed in Table S;
(k) a minimum of 24 credit points at 4000-level from Table A for the XX degree or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points; and
(l) [Optional content – delete as necessary] a minimum of 12 credit points of units of study from the Open Learning Environment as listed in Table O; and
(m) where appropriate, elective units of study from Table A of the XX degree or Table S.

(5) Requirements for streams
(a) The requirements for the completion of each stream are as specified in Table A for the Bachelor of X and OR Bachelor of X/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.
(b) Candidates wishing to transfer between streams should contact the faculty. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

9. Program, Majors and Minors
[Optional content – choose the appropriate content from the pulldown menus where there is a program, major and/or minor.]

(1) Requirements for programs, majors and minors
(a) Programs, majors and minors are as defined in the Learning and Teaching Policy.
(b) The requirements for completion of programs, majors and minors are as set out in Table A or Table S as appropriate.

(2) Programs
(a) Completion of a program is/ is not a requirement of the course.
(b) A program requires the completion of XX credit points chosen from units of study listed in Table A.
(c) The programs available in the [insert degree, combined or double degree name] are:

[Table]

(3) Majors
(a) Completion of a major is/ is not a requirement of the course.
(b) Candidates have the option of completing up to two majors. A major requires the completion of XX credit points chosen from units of study listed in the [table for that major]. Requirements for completion of majors are as set out in Table A or Table S as appropriate.
(c) The majors available in the [insert degree, combined or double degree name] are:

[Table]

(4) Minors
(a) Completion of a minor is/ is not a requirement of the course.
(b) A minor requires the completion of 36 credit points chosen from units of study listed for the minor in Table A/Table S. Requirements for completion of minors are as set out in Table A or Table S as appropriate.
(c) The minors available in the [insert degree, combined or double degree name] are:

[Table]

10. Progression rules
[Required content. Specify rules about progression from one stage of the degree or diploma to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences of failure to meet progression rules, such as transfer to a non-advanced stream, or repeat of a year. Note that the process of exclusion from a course is subject to the procedures of the Coursework Policy 2014 and exclusion should not be a direct consequence of the rules stated here.]

(1) [Required content] Progression within a program, major or minor
Enrolment and progression within a major, minor or program is governed by the progression rules specified for that component in the relevant Table.

(2) [Required content – Select the applicable option from the drop-down menu] Progression within the [degree]
e.g. Candidates must pass all 1000-level units of study before proceeding to 2000-level units. Failure in any single unit results in a failure of the year and requires the candidate to retake the entire year without credit or exemption for work previously completed.
Or
Candidates must pass UNITXXXX before proceeding to the core units in year three.
Or
Candidates must maintain a Distinction average in all core units in each year of study to continue in the combined degree. Candidates who do not maintain a distinction average will be transferred to the Bachelor of XXXX.

(3) [Optional content] Progression within the Dalyell stream
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.
(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream.
(c) Candidates who do not maintain an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies will continue in the Bachelor of XXXX but will not remain in the Dalyell stream.
11. Requirements for the honours degree or Bachelor of Advanced Studies with honours

[Required content where integrated Honours, appended honours or Bachelor of Advanced Studies with embedded honours are available. Choose the applicable option from the dropdown menu and then specify requirements for admission to candidature and total credit points or specific units of study required. Where there is a limit on the number of honours places available this must be stated along with the criteria for selection.

Conditions should be specific rather than general. Honours units of study should be listed in the relevant Tables for the degree in a way that guides a candidate through the requirements. However, a table does NOT replace the expression of requirements for honours in the resolutions.

There are three typical patterns of honours: integrated honours, embedded honours within the combined Bachelor of Advanced Studies, and appended honours. You may find the model clauses below useful starting points. Remember that the Faculty resolutions may contain rules about the way the grade of honours is determined and the classes of honours awardable.

For additional information and suggestions see the Faculty Resolutions template.]

Integrated honours [Optional content]

(1) Honours, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final/XXX year of their course.

(2) Admission to integrated honours is by permission of the program coordinator after the completion of xxx year. Admission requires a WAM of at least 65 in units of study completed to that point.

(3) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative XX credit point honours pathway described in the table of units for the degree. Completion of the degree is required in the minimum standard full-time duration.

(4) The grade of honours will be determined by the honour mark which is calculated according to the following formula...(complete) [indicate the honours mark formula is specified].

Embedded honours within the combined Bachelor of Advanced Studies [Optional content]

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of XXX/Bachelor of Advanced Studies who complete an alternative set of units of study in the Bachelor of Advanced Studies.

(2) Candidates undertaking an honours component within the Faculty of XX must complete the requirements for the honours component full-time over two consecutive semesters. If the Faculty of XX is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

(3) For candidates undertaking an honours component with the Faculty of XX, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of XX.

(4) For candidates undertaking an honours component in another faculty, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the honours component is undertaken.

(5) Admission to the embedded honours component is by permission of the relevant honours program coordinator after the completion of the following:

(a) 144 credit points including a major or program, a minor, degree core, and 12 credit points from the Open Learning Environment;

(b) a Weighted Average Mark of at least 65 in units of study completed to that point;

(c) a major or study of equivalent depth in the area of the proposed Honours component; and

(d) any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(6) To qualify for the award of the Bachelor of XXXX/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree and 36–48 credit points of honours units at 4000-level or above, including an honours research project of 12–36 credit points, and 12–36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Business School are listed in Table A for the relevant faculty or Table S of the Shared Pool for Undergraduate Degrees.

(7) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component as specified in [indicate where the Honours mark formula is specified for each discipline in which honours is available in Table A and Table S].

Appended honours [Optional content]

(1) Honours, involving a research project, is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of Department/ Discipline/ Program Coordinator is satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the honours year a student should:

(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a major/s in the intended area/s of study;

(b) have a WAM of at least 65; and

(c) have the permission of the relevant Head of Department/ Discipline/ Program Coordinator.

(3) To qualify for the award of the honours degree, a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of Department/ Discipline/ Program Coordinator.
(4) The grade of honours will be determined by the honour mark which is calculated according to the following formula... /Table A/ as indicated in the resolutions of the faculty in which the honours component is undertaken [indicate the formula or where the honours mark formula is specified].

12. Award of the degree/ advanced diploma/ diploma
[Optional content if required – define the classes of award available in this diploma/ degree and the level of achievement that defines them. Diplomas and advanced diplomas may be awarded in either Pass or Pass with Merit. Bachelor's degrees may be awarded in either or both Pass and Honours. Modify the model text as required for the particular course. It is not a requirement of Academic Board that any grade other than Pass be awarded.]

(1) [Optional content] The Diploma/ Advanced Diploma in XXX is awarded in the grades of either Pass with Merit (with a WAM of at least 75) or Pass (with a WAM below 75).
OR
(1) [Optional content] The Bachelor of XXX or Bachelor of XXX/Bachelor of Advanced Studies with Honours is awarded in the grades of either Pass or Honours.

(2) [For appended or embedded Honours] Honours in the Bachelor or Bachelor of XXX/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the Honours mark as set out in the following table and rules specified in the Resolutions of the Faculty of XXXX or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range ...</th>
<th>will be awarded honours ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

[Amend table according to classes of Honours offered]
[For integrated Honours, amend table if Honours mark ranges differ]

(3) [Required for degrees with honours] Candidates for the award of the Bachelor or Bachelor of XX/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of XX, or the Bachelor of XX/Bachelor of Advanced Studies will be awarded the bachelor degree(s) for which they qualify.

OR
(3) [Optional content] Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

(4) [Optional content] Highly meritorious candidates who receive first class honours may be awarded the University medal according to rules specified in the Resolutions of the Faculty of XXXX.

13. Cross-institutional study
[Required content]
(1) Cross-institutional study is/is not available in this course.

14. International exchange
[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]

(1) International exchange is not allowed in this course.

OR
(1) The faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the Student Centre.

15. Course transfer
[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules’.]

(1) A candidate may abandon the combined program and elect to complete either the Bachelor of XXX or the Bachelor of YYY in accordance with the resolutions governing that degree.

OR
(1) A candidate may abandon the combined course program and elect to complete the Bachelor of XXX in accordance with the resolutions governing that degree. Completion of the Bachelor of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

16. Credit for previous study
Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty of XXX. All candidates for the Bachelor of XXX, notwithstanding any credit transfer, must complete (free text describe).

17. Commencement date of these resolutions/Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 20XX. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
Graduate Certificate in XXX
Graduate Diploma in XXX
Master of XXX

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Current versions of all policies are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

1. Course codes
[List the codes and course names covered by these resolutions.]

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
</table>

2. Attendance pattern
[Required content – state whether the course is available as full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]
The attendance pattern for this course is full time or part time according to candidate choice / full time only / part time only. [Some/all units of study are available/only available in distance mode. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25% of courses via distance mode]

3. Master’s type
[Required content for coursework master’s degrees.]
This master’s degree is [a professional/ an advanced learning/research pathway/extended] master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Embedded courses in this sequence
[Required content for embedded courses.]
(1) The embedded courses in this sequence are:
   • the Graduate Certificate in XXX
   • the Graduate Diploma in XXX
   • the Master of XXX
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Streams
[Required content where there are streams – delete if no streams. List the streams of the course. State whether a stream is a requirement or not, and the procedures for transferring between streams.]
(1) The Graduate Certificate in/ Graduate Diploma in/ Master of XXX is available in the following streams: [free text]
(2) Completion of a stream is/ is not a requirement of the course.
(3) Candidates wishing to transfer between streams should contact the Faculty student office.

6. Cross-faculty management
[Required content for combined degrees delivered by two or more faculties. Delete for non-combined courses or combined courses delivered by only one faculty. Specify the faculty responsible for administration of candidature for this course. Modify the standard clause as appropriate.]
(1) Candidates in this combined degree program will be under the general supervision of the Faculty of XXX until the end of the semester in which they complete the requirements for the Master of XXX. They will then be under the supervision of the Faculty of YYY.
(2) The Deans of the Faculty of XXX and the Faculty of YYY shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

7. Admission to candidature
Postgraduate requirements for admission to candidature should be specified in detail and should be compliant with the minimum entry standards for postgraduate courses specified in the Coursework Rule. Conditions should be specific rather than general and include names of degrees or disciplines of study required for admission as well as other criteria (if any) e.g. minimum WAM requirements, interviews, auditions or entrance tests. Include the generic statement about available places – modify only if places are allocated on some other basis.

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

Or

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

Admission to candidature requires...

- [cut and paste the relevant section from the table below.]

| Graduate Certificate | A bachelor’s degree or higher award in [SPECIFY DISCIPLINE], from the University of Sydney, or qualifications deemed by the faculty to be equivalent. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award. |
| Graduate Diploma | A bachelor’s degree or higher award in [SPECIFY DISCIPLINE], from the University of Sydney, or a qualification deemed by the faculty to be equivalent. Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the faculty to be equivalent. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award. |
| Master’s-Advanced Learning | A master’s degree in [SPECIFY DISCIPLINE]; or A pass bachelor’s degree with a credit average, or an honours bachelor’s degree from the University of Sydney, in [SPECIFY DISCIPLINE], or qualifications deemed by the faculty to be equivalent; or Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent. |
| Master’s-Professional Master’s | A master’s degree in [SPECIFY DISCIPLINE]; or A bachelor’s degree in [SPECIFY DISCIPLINE] from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent; and [other professional requirements – specify if required]. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award. |
| Master’s - Research pathway Master’s | A bachelor’s degree with a major in [SPECIFY SPECIALISATION] or with study of comparable depth. |

8. Requirements for award
[Required content- specify the requirements in terms of total credit points and subsets of credit points. Conditions should be specific rather than general. The requirements need to state the total credit points needed as well as any features within that total. Specify the structure of the degree i.e. how many majorstreams the candidate must complete, the number of credit points for a major/ stream etc. Avoid expressing requirements in terms of numbers of units of study, i.e. ‘12 credit points’ rather than ‘two units of study’.

Units of study should be listed separately in a named table, which should also contain detailed requirements for any streams, majors or specialisations. It is good practice to embed the course rules into the table in a way that guides a candidate through the requirements, however, a table does NOT replace the expression of the requirements in the resolutions.]

The units of study that may be taken for the course/s are set out in Table X.

To qualify for the award of the XXXX a candidate must complete XX credit points, including:

| Graduate Certificate | Candidates must complete XX credit points [minimum 24, maximum 36] including: o Core units of study. Additional requirements may include: o Elective units of study offered by the Faculty of enrolment or another Faculty. |
| Graduate Diploma | Candidates must complete XX credit points [minimum 36, maximum 48] including: o Core units of study. Additional requirements may include: |
o Elective units of study offered by the Faculty of enrolment or another Faculty.

**Master’s - Advanced Learning including:**
- **Master of Arts**
- **Master of Science**
- **Other Advanced Learning**

Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core advanced units of study; and
- A capstone experience.

Additional requirements may include:
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty.
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

**Master’s - Professional**

Candidates must complete XX credit points [minimum 48, maximum 96] including:
- Core units of study.

Additional requirements may include:
- A capstone experience where appropriate;
- Elective advanced units of study including:
  - Optional 12 credit points of research;
  - Optional elective units of study offered by the Faculty of enrolment or another Faculty.
  - Optional elective units involving a professional / industry project;
  - Optional international exchange.

9. Specialisations

[Required content where there are specialisations – delete if no specialisations. List the specialisations of the course. State whether a specialisation is a requirement or not. Define the minimum requirements for a specialisation and the maximum number of specialisations one candidate can complete. Modify the model text as appropriate.]

Completion of a specialisation is/ is not a requirement of the course. Candidates have the option of completing up to two specialisations. A specialisation requires the completion of XX credit points chosen from units of study listed in the table for that specialisation as specified in Table xxxx. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

[List]

10. Recognition of prior learning

[Optional content. Insert any specific details for credit or reduction in the volume of learning in this degree that are not covered in the Coursework Policy 2014].

1. Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).

2. Candidates for the Master of xxxx may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
   - A reduction in the volume of learning to a maximum of 24 credit points for a bachelor degree in a cognate discipline as determined by Faculty of XXXX;
   - A reduction in the volume of learning to a maximum of 24 credit points for an honour bachelor degree, Graduate Certificate or Graduate Diploma;
   - The maximum reduction in the volume of learning on the basis of prior learning is 48 credit points.

3. Candidates for the Graduate Diploma in xxxx may be eligible for a reduction in the volume of learning of up to 24 credit points for relevant postgraduate studies where no award has been or will be made.

4. Candidates for the Graduate Certificate in xxxx may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been or will be made.

5. Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

11. Progression rules

[Required content: Delete if not applicable. Specify rules about progression from one stage of the degree, diploma or certificate to another, if any. It is worth stating significant progression points even if these are evident in the unit of study pre-requisite rules. Specify any consequences, such as transfer to a shorter course, or repeat of a year. Note that the process of exclusion from a course is subject to the procedures of the progression policy and exclusion should not be a direct consequence of the rules stated here.]

e.g. Candidates must pass all stage one units of study before proceeding to stage two. Failure in any single unit results in a failure of the stage and requires the candidate to retake the entire stage without credit or exemption for work previously completed.

Or

Candidates must pass UNITXXXX before proceeding to the core units in year two.

Or
Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who subsequently fail the clinical placement for a second time will be excluded from the course if they cannot show cause. Any further failures will result in automatic exclusion from the course.

12. Cross-institutional study
[Required content for courses where cross-institutional study is NOT an option, or where course specific restrictions apply. Otherwise, delete.]
Cross-institutional study is not available in this course.

13. International exchange
[Required content for courses where the exchange policy is different from the Faculty rule. Otherwise, delete. If international exchange is a requirement of the course, make that statement under ‘Requirements for award.’]
International exchange is not allowed in this course.

Or

The Faculty encourages candidates in this course to participate in international exchange programs. For more information on international exchanges refer to the International Office.

14. Award of the master's degree, graduate diploma and graduate certificate
[required content: specify that the degree will be awarded at pass level and whether the major or specialisation will appear on the testamur. The permissible class for the award of degrees, diplomas and certificates are specified in the Coursework Rule 2014]

(1) The master's degree will be awarded in the pass grade
(2) The testamur for the Master of xxxx will specify:
   a. The specialisation(s) completed

15. Course transfer
[Required content for combined degrees and embedded courses. Specify whether candidature can be transferred to either one of the single degrees in the event that the candidate does not wish to finish the combined program. Specify transfer rules from longer embedded courses to shorter embedded courses. Transfer between streams is dealt with under the heading ‘Streams’. Forced transfer arising out of a progression problem is dealt with under the heading ‘Progression Rules.’]
(1) A candidate may abandon the combined program and elect to complete either the Master of XXX or the Master of YYY in accordance with the resolutions governing that degree.

Or

(1) A candidate may abandon the combined program and elect to complete the Master of XXX in accordance with the resolutions governing that degree. Completion of the Master of YYY in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Or

(1) A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

16. Commencement of these resolutions
[Required content when an existing course changes its requirements.]
(1) 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.
(2) Candidates who commenced prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

**This section to be completed by faculty**

1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?  
   - [ ] Yes  
   - [ ] No

2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?  
   - Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.  
   - [ ] Yes  
   - [ ] No

3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.  

   **Text here**

**This section to be completed by library staff**

**Library resources required**

| Does the Library already collect resources in this area? | [ ] Yes  
| [ ] No |

**Comments**

| Initial costs of acquiring basic resources (digital and non-digital) | $AUD |
| New journal titles (including back-runs) |
| Additional databases / digital resources |

**Initial resources costs**

| Ongoing costs of resources | $AUD |
| Annual costs of maintain new subscriptions (journals and databases) |

**Ongoing information resources costs**

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

**Comments**

- Specify opportunities for developing research and learning resources.

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.

**Estimated number of hours**

**Library Director’s comments**

- The Library Director should sign on the front page.

---

*Approved by the Academic Board, 6 March 2018; amended 10 April 2018*
## APPENDIX 5: REFERENCE – SESSION CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
</tr>
<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
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<td>S1CIMY</td>
<td>Int May*</td>
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<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
</tr>
<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
</tr>
<tr>
<td>S2CIJL</td>
<td>Int July*</td>
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<td>S2CIAU</td>
<td>Int August*</td>
</tr>
<tr>
<td>S2CISE</td>
<td>Int September*</td>
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<td>S2CIOC</td>
<td>Int October*</td>
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<td>S2CINO</td>
<td>Int November*</td>
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<td>S2CIDE</td>
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APPENDIX 6: REFERENCE – CAMPUS CODES

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<th>NAME</th>
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<tbody>
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<td>United Arab Emirates</td>
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<td>Amsterdam</td>
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<tr>
<td>BS</td>
<td>Burren Street</td>
</tr>
<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
</tr>
<tr>
<td>CD</td>
<td>Concord Clinical School</td>
</tr>
<tr>
<td>CE</td>
<td>Central Clinical School</td>
</tr>
<tr>
<td>CF</td>
<td>Camden</td>
</tr>
<tr>
<td>CH</td>
<td>Children’s Hospital at Westmead Clinical School</td>
</tr>
<tr>
<td>CN</td>
<td>China</td>
</tr>
<tr>
<td>CS</td>
<td>Surry Hills</td>
</tr>
<tr>
<td>DB</td>
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<td>NE</td>
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<td>NO</td>
<td>Northern Clinical School</td>
</tr>
<tr>
<td>NP</td>
<td>Nepal</td>
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<td>OC</td>
<td>Orange</td>
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<td>RC</td>
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<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
</tr>
<tr>
<td>SC</td>
<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
</tr>
<tr>
<td>SH</td>
<td>Shanghai</td>
</tr>
<tr>
<td>SJ</td>
<td>St James</td>
</tr>
<tr>
<td>SP</td>
<td>Singapore</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>WC</td>
<td>Westmead</td>
</tr>
<tr>
<td>WN</td>
<td>Western Clinical School at Westmead</td>
</tr>
<tr>
<td>ZZ</td>
<td>No information on location</td>
</tr>
</tbody>
</table>
APPENDIX 7: AQF COMPLIANCE

Attach AQF documentation here.
RECOMMENDATION

That the Graduate Studies Committee endorse for submission to Academic Board:

1) the proposal from the Education Portfolio to amend the Sydney Professional Certificate;
2) the amendment of the Senate Resolutions for the Board of Interdisciplinary Studies to Senate arising from the proposal; and
3) the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The course resolutions for the Sydney Professional Certificate have been updated to clarify the recognition of prior learning clause, include the course codes and address feedback provided by the Graduate Studies Committee (GSC) at their meeting on 6 August 2019. The Senate resolutions for the Board of Interdisciplinary Studies have also been adjusted to update the course codes and course abbreviations. The adjustments are provided in Attachment 1 and Attachment 2.

BACKGROUND

The Sydney Professional Certificate was approved by the Academic Board on 16 April 2019 as the University’s first step into micro-credentialing. It has been designed as a 12 credit point qualification allowing faculties and University Schools to develop courses in areas where they have disciplinary expertise in response to market demand. 21 new courses, 20 from the Faculty of Medicine and Health (FMH) and one from the Faculty of Arts and Social Sciences (FASS), were approved for introduction in Semester 1 2020.

ISSUES

The adjustments to the resolutions include:

- clarifying the recognition of prior learning clause to rule out recognition of prior learning of any form for these courses, including specific credit obtained through completed non-award units. This is because it would significantly increase the administrative burden involved which is not cost effective for such small degrees. The wording has also been amended to allow students enrolled in an embedded larger program to use the Sydney Professional Certificate as an exit degree;
- indicating the course codes as these have now been defined by faculties and updated in the system; and
- updating the attendance pattern clause as the Sydney Professional Certificate can only be attended part-time.

TRANSITIONAL ARRANGEMENTS

There are no transitional arrangements as the Sydney Professional Certificate will be offered for the first time in Semester one 2020. These changes will be effective from 1 January 2020.
Non-Confidential

ATTACHMENTS

Attachment 1: Sydney Professional Certificate course resolutions
Attachment 2: Senate resolutions for the Board of Interdisciplinary Studies
Sydney Professional Certificate

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2019, the Resolutions of the Board of Interdisciplinary Studies, 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: sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Faculty or University School administering the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSABTSHP-01</td>
<td>Sydney Professional Certificate in Aboriginal and Torres Strait Islander Health Promotion</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSBISTHL-01</td>
<td>Sydney Professional Certificate in Biostatistics in Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSDELTHP-01</td>
<td>Sydney Professional Certificate in Data Literacy for Health Policymakers</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSHLCTMG-01</td>
<td>Sydney Professional Certificate in Health Technology Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSMDHHLT-01</td>
<td>Sydney Professional Certificate in Leadership in Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSOLHTR-01</td>
<td>Sydney Professional Certificate in Qualitative Health Research</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSCMPMRG-01</td>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSDIABMG-01</td>
<td>Sydney Professional Certificate in Diabetes Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSDFNEEG-01</td>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSFNDCMT-01</td>
<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSINCRMD-01</td>
<td>Sydney Professional Certificate in Intensive Care Medicine</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSINOPNM-01</td>
<td>Sydney Professional Certificate in Intraoperative Neuromonitoring</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSFETBHL-01</td>
<td>Sydney Professional Certificate in Metabolic Health</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSMBMG-01</td>
<td>Sydney Professional Certificate in Metabolic Management</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSNRLELD-01</td>
<td>Sydney Professional Certificate in Neurological Electrodagnosis</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSCONBRS-01</td>
<td>Sydney Professional Certificate in Oncoplastic Breast Surgery</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSOFRFSC-01</td>
<td>Sydney Professional Certificate in Orofacial Pain Science</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSPSYPAI-01</td>
<td>Sydney Professional Certificate in Psychology of Pain</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSRTRFMD-01</td>
<td>Sydney Professional Certificate in Retrieval Medicine</td>
<td>Faculty of Medicine and Health</td>
</tr>
<tr>
<td>GSFDHEIE-01</td>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

(1) The attendance pattern for this course is full-time or part-time according to candidate choice. Some units of study are only available in distance mode.

3 Qualification type

(2) This course leads to a Professional Certificate, in accordance with requirements set out in the Coursework Rule 2014 and the Coursework Policy 2014.

4 Embedded courses in this sequence

(1) Study in the Sydney Professional Certificate may be used for credit in Graduate Certificates, Graduate Diplomas and Master degrees subject to the resolutions of those awards and the Coursework Policy 2014. The embedded courses for a Sydney Professional Certificate course are given in the award resolutions for the relevant Graduate Certificate, Graduate Diploma or Masters degree as approved by the relevant faculty or University school board and approved by the Academic Board.
Providing that candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5 Course and candidature management

1 Candidates in the Sydney Professional Certificate will be under the general supervision of the faculty or University School administering the course as specified in 4(1) above.
2 The Dean or Dean and Head of School of the faculty or University school and the Chair of the Board of Interdisciplinary Studies shall jointly exercise authority in any matter concerned with the Sydney Professional Certificate not otherwise dealt with in these resolutions.

6 Admission to candidature

1 Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.
2 Admission to candidature requires:
   a) A bachelor's degree or higher award; where relevant this must be in a discipline related to the Sydney Professional Certificate course as specified in Table A; or
   b) Where specified in Table A, qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; and
   c) Other admission requirements for the course as specified in Table A.

7 Requirements for award

1 The units of study that may be taken for the course/s are set out in Table A for the relevant Sydney Professional Certificate course.
2 To qualify for the award of the Sydney Professional Certificate a candidate must complete 12 credit points from the relevant course as specified in Table A.

8 Recognition of prior learning

1 No recognition of prior learning reduction in the volume of learning will be granted for any Sydney Professional Certificate course unless the prior learning involves units of study that have been completed as part of an incomplete articulated postgraduate coursework program in a cognate discipline at the University of Sydney.

9 Progression rules

1 Candidates must complete all requirements for a Sydney Professional Certificate course within a period of 2 years.

10 Cross-institutional study

1 Cross-institutional study is not available in this course.

11 International exchange

1 International exchange is not allowed in this course.

12 Award of the Sydney Professional Certificate

1 The Sydney Professional Certificate will be awarded in the pass grade.
2 The testamur for the Sydney Professional Certificate will specify the course completed.
3 The testamur will be forwarded to successful candidates after the University has certified that requirements for the course have been met.

13 Course transfer

1 A candidate in the Sydney Professional Certificate may apply to transfer into another award as set out in section 4 of these resolutions and subject to the resolutions of the award into which they seek to transfer.
2 Candidates who transfer into another award will not be awarded the Sydney Professional Certificate but will be awarded the qualification into which they transfer upon completing requirements for that award.

14 Commencement of these resolutions

1 These resolutions apply to students who commenced their candidature after 1 January 2020.
Board of Interdisciplinary Studies

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Board of Interdisciplinary Studies

(1) With the exception of the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Board of Interdisciplinary Studies. The Doctor of Philosophy—provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 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 Board of Interdisciplinary Studies.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADVSTU-01</td>
<td>Bachelor of Advanced Studies</td>
<td>BAdvStudies</td>
<td>144</td>
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<tr>
<td>BADVSTH-01</td>
<td>Bachelor of Advanced Studies [Honours]</td>
<td>BAdvStudies [Honours]</td>
<td>144</td>
</tr>
<tr>
<td>BADVPSY-01</td>
<td>Bachelor of Advanced Studies [Psychology]</td>
<td>BAdvStudies [Psychology]</td>
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<tr>
<td>BADVPSY-01</td>
<td>Master of Advanced Studies</td>
<td>MAdvStudies</td>
<td>72-96</td>
</tr>
<tr>
<td></td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
</tbody>
</table>

3 Awards outside the Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSABTSHP-01</td>
<td>Sydney Professional Certificate in Aboriginal and Torres Strait Islanders Health Promotion</td>
<td>SysProfCertAborgTorresStratHealthProm</td>
<td>12</td>
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<tr>
<td>GSBSIHL-01</td>
<td>Sydney Professional Certificate in Biostatistics in Health</td>
<td>SysProfCertBiostatHlth</td>
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<tr>
<td>GSBDTLP-01</td>
<td>Sydney Professional Certificate in Data Literacy for Health Policymakers</td>
<td>SysProfCertDataLitHlth</td>
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<td>GSBSLCMG-01</td>
<td>Sydney Professional Certificate in Health Technology Management</td>
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<td>GSBSLRHT-01</td>
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<td>GSCMPHMD-01</td>
<td>Sydney Professional Certificate in Commercialisation of Pharmaceuticals &amp; Medical Devices</td>
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<td>GSCMPMRG-01</td>
<td>Sydney Professional Certificate in Complementary Medicines Regulation</td>
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<td>GSBDABMG-01</td>
<td>Sydney Professional Certificate in Diabetes Management</td>
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<td>GSBDGNEG-01</td>
<td>Sydney Professional Certificate in Diagnostic Electroencephalography (EEG)</td>
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<td>Sydney Professional Certificate in Fundamentals of Immunotherapy</td>
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<td>Sydney Professional Certificate in Intraoperative Neurononitoring</td>
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<td>Sydney Professional Certificate in Retrieval Medicine</td>
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### Board of Interdisciplinary Studies

<table>
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<tr>
<th>Code</th>
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<th>Abbreviation</th>
<th>Credit points</th>
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<td>GSFNDHIE-01</td>
<td>Sydney Professional Certificate in Foundations in Higher Education</td>
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</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Christine Lacey, Senior Policy and Projects Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Acting Registrar and Academic Director, Education Policy and Quality</td>
</tr>
<tr>
<td>Paper title</td>
<td>CHANGE TO THE OPEN LEARNING ENVIRONMENT CREDIT POINT REQUIREMENT FOR DALYELL SCHOLARS AND COURSE RESOLUTION AMENDMENTS RELATING TO THE DALYELL STREAM</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the course resolutions of degrees offering the Dalyell stream to incorporate a reduced OLE credit point requirement for Dalyell scholars, introduce Table D, and clarify progression rules in the Dalyell stream.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve:

a) the proposal to amend the degrees listed below; and

b) the amendment to the course resolutions arising from the proposal with effect from 1 January 2020.

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

EXECUTIVE SUMMARY

This package comprises the following minor course amendments:

1. Amendments relating to the Dalyell stream proposed by the Education Portfolio
2. Amendment to the Bachelor of Science/Doctor of Medicine proposed by the Faculty of Science
3. Amendment to the Bachelor of Science/Doctor of Dental Medicine proposed by the Faculty of Science
4. Amendment to the Bachelor of Science/Master of Nutrition and Dietetics proposed by the Faculty of Science
5. Amendment to the Bachelor of Science/Master of Mathematical Sciences proposed by the Faculty of Science

Amendments relating to the Dalyell stream

Dalyell Scholars are required to take 12 credit points of Dalyell units in addition to their degree requirements. Some Dalyell Scholars have reported difficulty in meeting their Dalyell requirements without overloading, while others have indicated that they have little or no remaining elective space. This creates a tension with the strategic intent and design of the Dalyell stream. In order to help alleviate the enrolment constraints on Dalyell Scholars, the Board of Interdisciplinary Studies (BIS) has recommended the solution that the Open Learning Environment (OLE) requirement for Dalyell Scholars be reduced from 12 credit points to 6 credit points on the rationale that both Dalyell units and OLE units are designed to assist students in developing the graduate qualities.

The change will be implemented by amending the course resolutions of all degrees that have a mandatory OLE requirement to indicate the different OLE credit point requirement for Dalyell Scholars.

The Education Portfolio has identified opportunities to make updates to help clarify the Dalyell Stream requirements. Further amendments to the degree resolutions include:
Non-Confidential

a) The creation of a Table D in the Interdisciplinary Studies Handbook to incorporate the Dalyell units of study from 2020, distinguishing it from Table S. All references to Table S in connection with the Dalyell Stream will change to Table D.
b) Inclusion of consistent wording to describe the requirement for Dalyell Scholars to achieve the required Cross-Semester Average Mark to remain in the Dalyell Stream.
c) Clarification that if a student does not complete the required 12 credit points of Dalyell units of study, then they will not be eligible to graduate with Dalyell Scholars on their testamur.
d) In relevant degrees, clarification that where a student has available elective space they may choose to undertake additional units from Table O or Table D, in addition to Table A or Table S.

Amendments proposed by the Faculty of Science
The amendments proposed by the Faculty of Science update terminology in line with current practice, correct typographical errors, and provide clarification to specific clauses as detailed in the attached minor course amendments.

Amendments made in response to advice from GSC
The Graduate Studies Committee and Undergraduate Studies Committee requested changes to the resolutions of the following degrees, which have been incorporated in the proposal:

- Bachelor of Arts/Doctor of Medicine: correction re numbering
- Bachelor of Science/Master of Nutrition and Dietetics: clarification on requirements for Honours

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Dalyell stream
Attachment 2: Minor Course Amendment proposal – Bachelor of Science/Doctor of Medicine
Attachment 3: Minor Course Amendment proposal – Bachelor of Science/Doctor of Dental Medicine
Attachment 4: Minor Course Amendment proposal – Bachelor of Science/Master of Nutrition and Dietetics
Attachment 5: Minor Course Amendment proposal – Bachelor of Science/ Master of Mathematical Sciences

Resolutions attached as:
Appendix A: Bachelor of Arts/ Doctor of Medicine
Appendix B: Bachelor of Arts/Master of Nursing
Appendix C: Bachelor of Science/Master of Nursing
Appendix D: Bachelor of Science/Doctor of Medicine
Appendix E: Bachelor of Science/Doctor of Dental Medicine
Appendix F: Bachelor of Science/Master of Nutrition and Dietetics
Appendix G: Bachelor of Science/Master of Mathematical Sciences
1. Name of award course
   - Bachelor of Arts/Doctor of Medicine
   - Bachelor of Arts/Master of Nursing
   - Bachelor of Science/Master of Nursing
   - Bachelor of Science/Doctor of Medicine
   - Bachelor of Science/Doctor of Dental Medicine
   - Bachelor of Science/Master of Nutrition and Dietetics
   - Bachelor of Science/Master of Mathematical Sciences

2. Purpose of proposal
   Dalyell Scholars are required to take 12 credit points of Dalyell units in addition to their degree requirements. Some Dalyell Scholars have reported difficulty in meeting their Dalyell requirements without overloading. This is particularly true for students enrolled in single degrees with a large degree core requirement, degrees where a large program is taken (especially where the student wishes to take two majors), or combined degrees with a liberal studies component that require the completion of at least 12 credit points of OLE units. Other students have reported their Dalyell requirements leave them with little to no elective space, and prevent students from exploring their discipline or another discipline to the extent they would like. This creates a tension with the strategic intent and design of the Dalyell stream.

In order to help alleviate the enrolment constraints on Dalyell Scholars, the Board of Interdisciplinary Studies (BIS) has recommended the solution that the OLE requirement for Dalyell Scholars be reduced from 12 credit points to 6 credit points on the rationale that both Dalyell units and OLE units are designed to assist students in developing the graduate qualities.

The change will be implemented by amending the course resolutions of all degrees that have a mandatory OLE requirement to indicate the different OLE credit point requirement for Dalyell Scholars.

The Education Portfolio has identified that in the process of updating degree resolutions there are opportunities to make further updates to help clarify the Dalyell Stream requirements. Further amendments to the degree resolutions will include:
   - The creation of a Table D in the Interdisciplinary Studies Handbook to incorporate the Dalyell units of study from 2020. This will distinguish between Table S units, which are available to all students, and Table D units, which are available only to students enrolled in the Dalyell stream. All references to Table S in connection with the Dalyell Stream will change to Table D.
   - Inclusion of consistent wording to describe the requirement for Dalyell Scholars to achieve the required Cross-Semester Average Mark to remain in the Dalyell Stream.
   - Clarification that if a student does not complete the required 12 credit points of Dalyell units of study, then they will not be eligible to graduate with Dalyell Scholars on their testamur.
   - In relevant degrees, clarification that where a student has available elective space they may choose to undertake additional units from Table O or Table D, in addition to Table A or Table S.

3. Details of amendment
   Amended text re OLE requirement (will vary slightly for individual degrees) to be incorporated in the Requirements for award section:
   
   (d) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O.
   (e) for students enrolled in the Dalyell Stream:
      (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
(f) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6
credit points of Dalyell units of study:
   (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.

Amended text in the Progression section

(3) Progression within the Dalyell Stream:
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.
(c) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

Fully amended resolutions are available in the appendices:
Appendix A: Bachelor of Arts/ Doctor of Medicine
Appendix B: Bachelor of Arts/Master of Nursing
Appendix C: Bachelor of Science/Master of Nursing
Appendix D: Bachelor of Science/Doctor of Medicine
Appendix E: Bachelor of Science/Doctor of Dental Medicine
Appendix F: Bachelor of Science/Master of Nutrition and Dietetics
Appendix G: Bachelor of Science/Master of Mathematical Sciences

4. Transitional arrangements
The change to the number of credit points required to be taken from Table O will apply to all students in the Dalyell stream regardless of year of commencement. Where a Dalyell Scholar has already completed 12 credit points of OLE units, the reduced requirement for OLE units cannot be applied.

Currently enrolled Dalyell Scholars have been informed that this change is in the process of being approved so they can plan their enrolment accordingly.

5. Other relevant information
The amendment to the OLE requirement for Dalyell Scholars has been considered and endorsed by:
Board of Interdisciplinary Studies 10 April, 29 May and 17 July 2019
BIS Dalyell Subcommittee 25 February and 25 March 2019
BIS OLE Subcommittee 22 March 2019

The amended resolutions have been approved by relevant faculties:
Faculty of Medicine and Health 22 August 2019
Faculty of Science 4 September 2019
Faculty of Arts and Social Sciences 12 September 2019
### Signatures of Deans

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Annamarie Jagose  
25 September 2019
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Digitally signed by Robyn Ward, Executive Dean
Date: 2019.08.27 13:56:27 +10'00'

Academic Board
05 November 2019

Item 9 Report of GSC
Page 60 of 265
Attachment 2

Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Science / Doctor of Medicine

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Science / Doctor of Medicine degree to
   (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies decisions
   (ii) clarify where credit may be granted
   (iii) update terminology in line with current practice
   (iv) remove reference to the Student Centre
   (v) remove reference to Bachelor of Science (Medical Science) stream progression requirements, as these are the same as the BSc

3. Details of amendment
   Bachelor of Science / Doctor of Dental Medicine
   Clause 3(2-3)
   Clause 6(1)(c-e) and (2)(b-e)
   Clause 8(2-4)
   Clause 9(2)
   Clause 11
   Clause 12
   Clause 14)
   Clause 15

   Please see attached resolutions

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean

   Prof Iain M Young
   Dean, Faculty of Science
   5/9/19
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Science / Doctor of Dental Medicine

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Science / Doctor of Dental Medicine degree to:
   (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies decisions
   (ii) correct typographical errors
   (iii) update terminology in line with current practice

3. Details of amendment
   Bachelor of Science / Doctor of Dental Medicine
   Clause 3(2)
   Clause 4(2)
   Clause 6(1)(d-e) and (2) and (3)(a)(iv) and (3)(b-f)
   Clause 8(2)(b)
   Clause 9(2)
   Clause 10(1)
   Clause 11
   Clause 12
   Clause 13(2-3)
   Clause 15

   Please see attached resolutions

4. Transitional arrangements
   None required

5. Other relevant information

6. Signature of Dean

   [Signature]
   Prof Iain M Young
   Dean, Faculty of Science
   5/9/19
Attachment 4

Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boultin

1. **Name of award course**
   
   Bachelor of Science / Master of Nutrition and Dietetics

2. **Purpose of proposal**
   
   To amend the Course Resolutions for the Bachelor of Science / Master of Nutrition and Dietetics degree to:
   (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies decisions
   (ii) remove reference to the Student Centre
   (iii) clarify where Honours is completed

3. **Details of amendment**
   
   Bachelor of Science / Master of Nutrition and Dietetics
   Clause 3(4-5)
   Clause 6(1)(c-f) and (2)(a-g)
   Clause 7(3)
   Clause 8(3)(b-c)
   Clause 9(1-2)
   Clause 10(f)
   Clause 12

   Please see attached resolutions

4. **Transitional arrangements**
   
   None required.

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

   Prof Iain M Young
   Dean, Faculty of Science 5/9/19
Attachment 5

Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Bachelor of Science / Master of Mathematical Sciences

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Science / Master of Mathematical Sciences degree to
   (i) amend the Dalyell requirements in line the Board of Interdisciplinary Studies decisions

3. Details of amendment
   Bachelor of Science / Master of Mathematical Sciences
   Clause 3(2)
   Clause 6(1)(d-e) and (2) and (3)(a)(v-x)
   Clause 7(2)(a-b)
   Clause 10
   Please see attached resolutions

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean

   [Signature]

   Prof Iain M Young
   Dean, Faculty of Science
   [Date]
Bachelor of Arts/Doctor of Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of 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. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies/]

Course resolutions

1 Course codes

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<td>BPARTMED-01</td>
<td>Bachelor of Arts/Doctor of Medicine</td>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

1. The Bachelor of Arts in this combined degree is available in the following streams:
   a. Dalyell.

2. Completion of a stream is not a requirement of the Bachelor of Arts. The requirements for the completion of the Dalyell stream are specified in these resolutions and in Table O of the Shared Pool for Undergraduate Degrees. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross faculty management

1. Candidates in this double degree program will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete the requirements for the Bachelor of Arts. They will then be under the supervision of the University of Sydney Medical School.

2. The Faculty of Arts and Social Sciences and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.

2. Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.

3. Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.

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

6 Requirements for award

1. The units of study that may be taken for the course are set out in:
   a. Table A for the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced,`
   b. Table S from the Shared Pool for Undergraduate Degrees;
   c. Table O from the Shared Pool for Undergraduate Degrees; and
   d. For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees; and

2. In these resolutions, Table A, Table S, and Table O and Table D mean Table A, Table S, and Table O and Table D as specified here.

3. To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   a. 144 credit points to qualify for the award of the Bachelor of Arts as specified in the resolutions for the Bachelor of Arts, including:
      i. A major (48 credit points) listed and defined in Section 7 below and specified in Table A; and
      ii. A minor (36 credit points) or 2nd major (48 credit points) as defined in Table A or Table S; and
   b. For students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   c. For students enrolled in the Dalyell Stream:
      i. a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
   d. a minimum of 12 credit points of Dalyell units of study as specified in Table D.

4. For students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:

5. 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHSI2X05 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP9007); and
Bachelor of Arts/Doctor of Medicine

7 Programs, majors and minors

(1) Completion of a major from Table A is a requirement for this double degree.

(2) Completion of a minor or 2nd major from Table A or Table S is a requirement for this double degree.

(3) The programs and majors available as first majors in the Bachelor of Arts are as specified in the resolutions for the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table A.

(4) The minors and majors available as second majors in the Bachelor of Arts are as specified in Table A and Table S.

8 Progression rules

(1) Progression within a major, program or minor:

(a) With the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts:

(a) Candidates must complete all requirements for the degree of Bachelor of Arts, including the designated foundational knowledge units for medicine offered by the Faculty of Science specified in Section 6(3)(a)(iv) above, within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, and must maintain a credit average in each year of the Bachelor of Arts, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(b) Failure to maintain the minimum progression requirements and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Arts degree with full credit for all units of study successfully completed.

(c) Progression with the Dalyell Stream:

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.

(b) Candidates must achieve a Cross-Semester Average Mark of at least 65 in units of study completed to that point, and a WAM of at least 70 across 2000-level units and 3000-level units.

(c) Progression within the Doctor of Medicine:

Progression within the Doctor of Medicine is as specified in the Faculty Resolutions for the University of Sydney Medical School.

9 Requirements for the award with Honours

(1) Honours in the Bachelor of Arts is available to meritorious candidates who have completed requirements for the Bachelor of Arts degree, by suspending candidature, with the permission of the Faculty of Arts and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.

(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Arts and Social Sciences.

(3) Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

(4) Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator or head of department after the completion of 144 credit points, including at least one major or program, any degree or stream-specific core, and a minor. Admission requires a WAM of at least 65 in units of study completed to that point, and a WAM of at least 70 across 2000 and 3000 level units of study in the major of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(5) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A.

10 Award of the degrees

(1) The Bachelor of Arts is awarded at Pass level. Honours is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirements for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fulfill requirements.

(3) The Doctor of Medicine is awarded as a Pass grade.

11 Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs while undertaking the Bachelor of Arts as specified in the Resolutions of the Faculty of Arts and Social Sciences provided that the progression requirements and timelines in Section 8 of these resolutions can be met.
Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(2) With the permission of the Faculty of Arts and the Faculty of Medicine, suitably qualified candidates may, after completing requirements for the Bachelor of Arts, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.

(3) A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Arts and Social Sciences and the University of Sydney Medical School, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Arts / Doctor of Medicine to obtain credit for previous studies.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement. Candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units and projects in the Bachelor of Arts / Bachelor of Advanced Studies combined degree prior to 2020 nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete the requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Arts component of the double degree before the end of Semester 2 2019.

(2) Candidates who commenced their candidature prior to 1 January 2018 who may complete the requirements in accordance with the resolutions in force at the time of their commencement. Candidates in the Dalyell stream who commenced prior to 1 January 2020 may complete the requirements for the stream under 6 (3) in these resolutions.

Bachelor of Arts/Doctor of Medicine

Academic Board
05 November 2019
Bachelor of Arts/Master of Nursing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Nursing School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions
1. Course codes

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2. Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice.

3. Streams
The Bachelor of Arts and Master of Nursing is available in the following streams:
(a) Dalyell.

(b) Completion of a stream is not a requirement of the Bachelor of Arts and the Master of Nursing. The requirements for the completion of the Dalyell Stream, as specified in Table D of the Shared Pool for Undergraduate Degrees, are as specified in Table O of the Shared Pool for Undergraduate Degrees and Part 7 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4. Masters type
The masters degree in these resolutions is a professional masters course, as defined by the Coursework Policy.

5. Cross faculty management
Candidates will be under the general supervision of the University of Sydney Nursing School for the duration of the combined degree.

6. Admission to candidature
(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for teacher education must also be met. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.

(2) English language requirements for this course are detailed in the Coursework Policy 2014.

(3) Applicants who have completed:
(a) Units of study as part of an undergraduate bachelor’s degree at the University of Sydney; or
(b) Units of study as part of an undergraduate bachelor’s degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).

(4) Where an applicant has not yet completed 48 credit points at the time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value or 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.

(5) This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provision 2015 contains further details of the requirements.

(6) In addition, this course is not available to applicants who are registered to practise as a nurse in an Australian state or territory.

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

7. Requirements for award
(1) The units of study that may be taken for the Bachelor of Arts are set out in:
(a) Table A for the Bachelor of Arts;
(b) Table O from the Shared Pool for Undergraduate Degrees.

(b) Table O of the Shared Pool for Undergraduate Degrees.

For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

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

(2) The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Arts/Master of Nursing.

(3) Requirements for the Bachelor of Arts/Master of Nursing:
To qualify for the award of the combined Bachelor of Arts/Master of Nursing, a candidate must complete a total of 192 credit points, including:
(a) a major (48 credit points) from Table A;
(b) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units from the Open Learning Environment as specified in Table O.
(c) for students enrolled in the Dalve Stream:

(ii) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(iii) a minimum of 12 credit points of Dalve units of study as specified in Table D.

(d) for students previously but no longer enrolled in the Dalve Stream who have completed at least 6 credit points of Dalve units of study;

(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;

(e) a minimum of 36 credit points of elective units or a minor (36 credit points) from Table A or Table S, Table O or, for students enrolled in the Dalve Stream, Table D.

(f) if enrolled in a stream, complete the requirements for the stream as specified in Table C-D; and

(g) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Arts/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Arts.

(4) Requirements for the Bachelor of Arts:

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

(a) 96 credit points specified in 7(b)(a)-(g) above; and

(b) 48 credit points of units as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Arts/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Arts.

(5) Requirements for the Master of Nursing:

To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Arts/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs

(1) Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules

(1) Candidates are required to successfully complete 48 credit points of 1000-level units in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the program; however, they may elect to transfer to the single Bachelor of Arts degree.

(2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credit points in the Bachelor of Arts component as specified in clause 7 (4). The Bachelor of Arts as specified in clause 7 (3) component must be completed before commencing 6000-level Master of Nursing units in the fourth and final year (or part-time equivalent) of the combined degree.

(3) All candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two (6000 level) Master of Nursing units of study.

(4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the University of Sydney Nursing School.

(5) Except with the permission of the relevant major or minor coordinator, candidates must pass all 1000-level units of study within a major, before proceeding to 2000-level units within that major or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant major coordinator, candidates must pass all 2000-level units of study within a major, before proceeding to 3000-level units, or else undertake those 2000-level units concurrently with the 3000-level units.

(6) Candidates in the Dalve Stream must achieve an Cross-Semester Average Mark (CSAM) annual average mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalve Stream. Candidates who do not maintain a CSAM annual average mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalve Stream.

(7) With the permission of the Dalve coordinator in the Faculty of Arts and Social Science, candidates in the Dalve Stream may attempt units at higher levels than the usual sequence through a major or minor within the Bachelor of Arts.

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

10. Requirements for the award with Honours

(1) Honours in an area of study within the Bachelor of Arts is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Arts and Master of Nursing combined degree.

(2) For candidates completing the Bachelor of Arts and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study table for the Bachelor of Arts/Master of Nursing specified in clause 7(3)(e).

11. Award of the degree

(1) Candidates will be awarded a separate testamur for each degree completed.

(2) The Bachelor of Arts is awarded at pass level. Honours in Arts is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(3) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The Master of Nursing is awarded at the Pass level only.

12. Time limits

(1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.

(2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.

13. Course transfer

(1) A candidate may abandon the combined degree program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree at the time of transfer. Completion of the Master of Nursing in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14. Credit for previous study

(1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points. Credit will not be awarded for clinical nursing units.

(2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment.
15. **Transitional provisions**

(1) These resolutions apply to students who commence their candidature after January 1, 2020. Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 3000 level units in the Bachelor of Arts prior to 2020 and that it may not be possible to complete requirements for the Bachelor of Arts degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.

(3) Candidates who commenced prior to 1 January 2018 to 2020 may complete the requirements according to these resolutions or may proceed in accordance with the resolutions in force at the time of their commencement, provided the requirements are completed by 1 January 2029.

(4) These resolutions apply to students who commenced their candidature after January 1, 2020.
Bachelor of Science/Master of Nursing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the Faculty of Science and the Faculty of Medicine and Health, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. **Course codes**

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<td>BPSCINUR-01</td>
<td>Bachelor of Science/Master of Nursing</td>
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</table>

2. **Attendance pattern**

   The attendance pattern for this course is full time or part time according to candidate choice.

3. **Streams**

   (1) The Bachelor of Science and Master of Nursing is available in the following streams:
   
   (a) Dalyell
   
   (b) Health

   (2) The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table O of the Shared Pool for Undergraduate Degrees and Part 7 of these resolutions. Completion of a stream is not a requirement of the Bachelor of Science and Master of Nursing. Candidates wishing to transfer between streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4. **Master's type**

   The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

5. **Cross faculty management**

   (1) Candidates will be under the general supervision of the Faculty of Medicine and Health for the duration of the combined degree.

   (2) The Head of School and Dean of the University of Sydney Nursing School and the Dean of the Faculty of Science shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

6. **Admission to candidature**

   (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Admission standards set by regulatory bodies, accrediting agencies and government for nurse registration must also be met. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and Coursework Policy.

   (2) English language requirements for this course are detailed in the Coursework Policy 2014.

   (3) Applicants who have completed:

   (a) Units of study as part of an undergraduate bachelor's degree at the University of Sydney; or

   (b) Units of study as part of an undergraduate bachelor's degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).

   (4) Where an applicant has not yet completed 48 credit points at time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value of 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.

   (5) This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provisions 2015 contain further details of the requirements.

   (6) In addition, this course is not available to applicants who are registered to practise as a nurse in an Australian state or territory.

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

7. **Requirements for award**

   (1) The units of study that may be taken for the Bachelor of Science are: set out in:

   (a) Table A for the Bachelor of Science;

   (b) Table S from the Shared Pool for Undergraduate Degrees

   (c) Table O from the Shared Pool for Undergraduate Degrees

   (d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees

   (e) In these resolutions, except where otherwise specified, Table A, Table S, Table O, and Table D mean Table A, Table S, Table O and Table D as specified here.

   (2) The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Science/Master of Nursing.

   (3) Requirements for the Bachelor of Science/Master of Nursing

   To qualify for the award of the combined Bachelor of Science/Master of Nursing, a candidate must complete a total of 192 credit points, including:
Bachelor of Science/Master of Nursing

(a) Degree core: 12 credit points of Mathematics degree core units of study as set out in Table A and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major to fulfill part of this requirement);
(b) a major (48 credit points) from Table A;
(c) for students not enrolled in the Dalyell Stream, a minimum of 12 credit points from the Open Learning Environment as specified in Table O;
(d) for students enrolled in the Dalyell Stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D;
(e) for students previously but no longer enrolled in the Dalyell Stream who have completed at least 6 credit points of Dalyell units of study:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(f) 12 credit points of elective units from Table A, or Table S, Table O or, for students enrolled in the Dalyell Stream, Table D, units taken from the Dalyell stream;
(g) If the candidate is enrolled in the Dalyell or Health stream, complete the requirements for the stream as specified in Table A or Table S, Table O or, for students enrolled in the Dalyell Stream, Table D, units taken from the Dalyell stream;
(h) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Science/Master of Nursing.

(4) Candidates are required to attend clinical simulation and fieldwork as required for the Master of Nursing component. Where appropriate, the faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

(5) Requirements for the Bachelor of Science

To qualify for the award of the Bachelor of Science, a candidate must complete 144 credit points, comprising:
(a) 96 credit points specified in 7(3) (a) – (eg) above; and
(b) 48 credit points of units as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Science/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Science.

(6) Requirements for the Master of Nursing

To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Science/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs

(1) Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules

(1) Candidates are required to successfully complete 48 credit points at 1000-level in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the combined degree and will be transferred to the single Bachelor of Science degree.

(2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credits points in the Bachelor of Science component as specified clause 7(5). The Bachelor of Science component as specified in clause 7(5) must be completed before commencing 6000-level Master of Nursing units in the fourth and final year of the combined degree (or part-time equivalent).

(3) All candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two Master of Nursing units of study.

(4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the Head of School and Dean of the University of Sydney Nursing School.

(5) Progression within the Dalyell Stream

(a) With the permission of the Dalyell Coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence within the Bachelor of Science.

(b) Candidates who do not achieve the required annual average mark for progression within the Dalyell Stream may continue in any other stream they were admitted but will not remain in the Dalyell Stream.

(c) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

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

10. Requirements for the award with Honours

(1) Honours in an area of study within the Bachelor of Science is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embeddedhonours component after completion of requirements for the Bachelor of Science and Master of Nursing combined degree.

(2) For candidates completing the Bachelor of Science and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study table for the Bachelor of Science/Master of Nursing specified in clause 7(3).

11. Award of the degree

(1) Candidates will be awarded a separate testamur for each degree completed.

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

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfill requirements.

(4) The Master of Nursing is awarded at the Pass level only.

12. Time limits

(1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.

(2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.
13. **Course transfer**

(1) A candidate may abandon the Bachelor of Science and Master of Nursing combined degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree at the time of transfer.

(2) Completion of the Master of Nursing in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

(3) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney Nursing School, abandon the Bachelor of Advanced Studies and exit with the Bachelor of Science and Master of Nursing.

14. **Credit for previous study**

(1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points.

(2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment. Credit will not be granted for clinical nursing units.

15. **Transitional provisions**

(1) These resolutions apply to students who commenced their candidature after 1 January 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Appendix D

Bachelor of Science/Doctor of Medicine

Bachelor of Science/Doctor of Medicine

These resolutions must be read in conjunction with the applicable University By-Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the “Coursework Rule”), the Coursework Policy 2014 (“the Coursework Policy”), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
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<tbody>
<tr>
<td>BPSCIMED-01</td>
<td>Bachelor of Science/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(1) The Bachelor of Science in this double degree is available in the following streams:

(a) Medical Science

(b) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

(3) Candidates wishing to transfer between streams should contact the Student Centre.

(4) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney Medical School.

(2) The Faculty of Science and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Alternate admission pathways are open for Aboriginal and Torres Strait Islander people and applicants to other special admissions schemes approved by the Sydney Medical School, the Faculty of Science and the Academic Board. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

(2) Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.

(3) Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:

(a) Table A for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies; and

(b) Table S from the Shared Pool for Undergraduate Degrees;

(c) Table O from the Shared Pool for Undergraduate Degrees; and

(d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees

(e) The Table of units for the Doctor of Medicine from the University of Sydney Medical School.

(f) In these resolutions, except where otherwise specified, Table A, Table S, Table O and Table D mean Table A, Table S, Table O and Table D as specified here.

(2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:

(a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:

(i) 12 credit points of mathematics degree core units of study as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and

(ii) A major (48 credit points) or program defined in Section 7 below and listed in Table A; and

(iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and

(iv) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHS12X07 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP3007); and
Bachelor of Science/Doctor of Medicine

(b) for students never enrolled in the Dalyell stream: 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(c) for students enrolled in the Dalyell stream:
(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) 12 credit points of Dalyell units of study as specified in Table D.
(d) students previously but no longer enrolled in the Dalyell stream:
(i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O;
(ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as listed in Table O.
(e) Where appropriate, elective units from Table A, and Table S, and Table O, or for students enrolled in the Dalyell stream, Table D; and
(f) If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D, Table G.
(g) 192 credit points to qualify for the award of the Doctor of Medicine as specified in the resolutions for the Doctor of Medicine.

7 Programs, majors and minors

(1) Completion of a major from Table A is a requirement for this double degree.
(2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.
(3) Candidates have the option of completing a program with an embedded major from Table A provided that the total credit point value of the program and the degree core does not exceed 78 credit points.
(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.
(5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 Progression rules

(1) Progression within the Bachelor of Science
(a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for the Faculty of Science specified in (8) (a) (iv), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Medicine degree.
(b) Candidates must achieve an Annual Average Mark (AAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.
(2) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve an AAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain this AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.
(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.
(c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for their award course except with approval of the Associate Dean.
(2) Progression within the Medical Science Stream
(b) Candidates in this stream will be required to meet the progression requirements for the stream as specified in the resolutions of the Bachelor of Science.
(c) Progression within the Doctor of Medicine is as specified in the resolutions for the Doctor of Medicine.

9 Requirements for the award with Honours

(1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.
(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science, and the Coursework Policy 2014.

10 Award of the degrees

(1) The Bachelor of Science is awarded at Pass level. Honours in science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree orderrges at pass level for which they fulfill requirements.
(3) The Doctor of Medicine is awarded as a Pass grade.

11 Domestic Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange Mobility

The Faculty of Science encourages candidates in this course to participate in international exchange and global mobility programs while undertaking the Bachelor of Science as specified set out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing the degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
(2) With the permission of the Faculty of Science and the University of Sydney Medical School, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.

(3) A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the Faculty of Medicine, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

14 Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/Doctor of Medicine to obtain credit for previous studies. Candidates will not be granted credit for tertiary studies undertaken or completed prior to enrolment in this course, apart from exceptional circumstances at the discretion of the Dean of the Faculty of Science and Head of School and Dean of the University of Sydney Medical School.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science/Doctor of Dental Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty of Science and the University of Sydney School of Dentistry Faculty of Dentistry, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

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<tr>
<td>BPSCIDMD-01</td>
<td>Bachelor of Science/Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

(a) The Bachelor of Science in this double degree is available in the following stream:

(b) The Table of units for the Doctor of Dental Medicine from the University of Sydney School of Dentistry shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

4 Cross faculty management

5 Admission to candidature

6 Requirements for award
Bachelor of Science/Doctor of Dental Medicine

(c) for students enrolled in the Dalyell stream:
   (i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
   (ii) 12 credit points of Dalyell units of study as specified in Table D;

(d) students previously but no longer enrolled in the Dalyell stream:
   (i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open
      Learning Environment as specified in Table O;
   (ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning
      Environment as listed in Table O.

(e) Where appropriate, elective units from Table A and Table S, Table O or, for students enrolled in the Dalyell stream, Table D; and

(f) If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table A or Table S.

(4) 192 credit points to qualify for the award of the Doctor of Dental Medicine as specified in the resolutions for the Doctor of Dental Medicine.

7 Programs, majors and minors

(1) Completion of a major from Table A for the Bachelor of Science is a requirement for this double degree.

(2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.

(3) Candidates have the option of completing a program with an embedded major from Table A of up to 72 credit points.

(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science,
    Bachelor of Science/Bachelor of Advanced Studies and in Table A.

(5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 Progression rules

(1) Progression within the Bachelor of Science
   (a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge
      units of study for dentistry offered by the Faculty of Science specified in 6.3 (a) (v), within three years (or four years if candidates
      take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension.
   (b) Candidates must achieve a Weighted Average Mark of at least 65.0 in each year of study for each 48 credit point block in the Bachelor
      of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor
      of Dental Medicine.
   (c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program
to a Bachelor of Science degree with full credit for all units of study successfully completed.

(2) Progression within the Dalyell Stream
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the
      usual sequence.
   (b) Candidates must achieve an Annual Average Mark (AAM) at a level determined by the Board of Interdisciplinary Studies in each year
      of study to continue in the Dalyell stream. Candidates who do not maintain this AAM at the level determined by the Board of
      Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree but will not remain in the Dalyell
      Stream.
   (c) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in
      each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at
      the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which
      they were admitted, but will not remain in the Dalyell Stream.
   (d) Candidates enrolled in the Dalyell stream who do not satisfy requirements from the Dalyell stream but who otherwise meet requirements
      for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not
      study units additional to the maximum credit points for their award course except with approval of the Associate Dean.

(3) Progression within the Doctor of Dental Medicine
   (a) Progression within the Doctor of Dental Medicine is as specified in the resolutions for the Doctor of Dental Medicine.

9 Requirements for award with Honours

(1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science
degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney School of Dentistry, in the
double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an
additional year of full time study.

(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded
honours component as specified in Table A, and the Resolutions of the Faculty of Science and the Coursework Policy 2014.

10 Award of the degrees

(1) The Bachelor of Science is awarded at Pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and
completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do
not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or
degrees at pass level for which they fulfill requirements.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do
not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or
combined degree at pass level for which they fulfill requirements.

(4) The Doctor of Dental Medicine is awarded as a Pass grade.

11 Domestic Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange mobility

The Faculty of Science encourages candidates in this course to participate in international exchange and global mobility programs as set
out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions
can be met.

13 Course Transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions
governing that degree. Completion of the Doctor of Dental Medicine in the future will require a new application for admission to that
course and completion in accordance with the resolutions governing that degree.

(2) With the permission of the Faculty of Science and the University of Sydney School of Dentistry, suitably qualified candidates
may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Dental Medicine and undertake an
embedded honours component in the Bachelor of Advanced Studies and then, upon completion of the Bachelor of Advanced Studies,
continue to the Doctor of Dental Medicine.
(3) A candidate who has suspended enrolment in the double degree program to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney School of Dentistry, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Dental Medicine.

14 Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/Doctor of Dental Medicine to obtain credit for previous studies.

15 Transitional provisions

(1) These resolutions apply to candidates who commenced their candidature after 1 January 2018 who are not seeking credit for prior study and candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January 2019 who elect to transfer and proceed under these resolutions, should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020, nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Science component of the double degree before the end of Semester 2 2019.

(3) Candidates who commenced their candidature prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science/ Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCINUD-02</td>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
</tr>
<tr>
<td>MANUTDIE-01</td>
<td>Master of Nutrition and Dietetics</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to student choice, whereas the attendance pattern for the Master of Nutrition and Dietetics is full time only.

3 Streams

(1) The Bachelor of Science and Master of Nutrition and Dietetics is available in the following stream:
   (b) Dalyell.

(2) Completion of a stream is not a requirement of the Bachelor of Science and Master of Nutrition and Dietetics. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees.

(3) Candidates wishing to transfer between streams should contact the Student Centre.

(4) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule. It is accredited by the Dietitians Association of Australia.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking.

(2) Details of admission policies are found in the Coursework Rule and the Coursework Policy.

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
   (a) Table A for the Bachelor of Science;
   (b) Table S of the Shared Pool for Undergraduate Degrees;
   (c) Table O of the Shared Pool for Undergraduate Degrees; and
   (d) Table O and Table D of the Shared Pool for Undergraduate Degrees.

(2) A program (72 credit points) in Nutrition and Dietetics as defined in Section 7 below and specified in Table A;

(iii) a minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S;

(iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O;

(v) if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table S;

(b) for students previously but no longer enrolled in the Dalyell Stream:

(i) 6 credit points of units of study in the Open Learning Environment as specified in Table O; and

(ii) 12 credit points of Dalyell units of study as specified in Table D;
Programs, majors and minors

Candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions may complete the requirements for the Bachelor of Advanced Studies degree prior to 2020 and 2020 and 2022 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, 2020 or the Bachelor of Science before the end of Semester 2, 2019.

Candidates who commenced their candidature prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2027.

These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Programs, majors and minors

Completion of a program in Nutrition and Dietetics from Table A for the Bachelor of Science is a requirement for this double degree.

Completion of a minor or second major from Table A or Table S is a requirement for this double degree.

The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

Progression rules

Candidates may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree.

Progression within the Dalyell Stream:

The progression requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, 2020 or the Bachelor of Science before the end of Semester 2, 2019.

Candidates who do not maintain an Annual Average Mark of 65 will not remain in the Dalyell Stream.

Candidates may maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not maintain an Annual Average Mark of 65 will not remain in the Dalyell Stream.

Candidates who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O.

Candidates who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as specified in Table O.

If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table D.

96 credit points for the award of the Master of Nutrition and Dietetics as required by the resolutions and Table of units for the Master of Nutrition and Dietetics.

Progression within the Dalyell Stream:

With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.

Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit point block to continue in the Dalyell Stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, except that they will not remain in the Dalyell Stream.

Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not maintain an Annual Average Mark of 65 will not remain in the Dalyell Stream.

Honours in the Bachelor of Advanced Studies in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study. Award requirements for honours in the Bachelor of Advanced Studies are listed in the Resolutions of the Bachelor of Advanced Studies (Honours).

Honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

The Bachelor of Science is awarded at Pass level. Honours in science disciplines is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

Candidates who elect to complete the Bachelor of Science degree will be awarded the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies and an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

Honours in the Bachelor of Science is awarded at Pass level. Honours in science disciplines is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

Honours in the Bachelor of Advanced Studies is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study. Award requirements for honours in the Bachelor of Advanced Studies are listed in the Resolutions of the Bachelor of Advanced Studies (Honours).

The Bachelor of Science is awarded at Pass level. Honours in science disciplines is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

Requirements for the Bachelor of Science award with honours

Access to the Bachelor of Advanced Studies with Honours

(1) Honours in the Bachelor of Advanced Studies in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study. Award requirements for honours in the Bachelor of Advanced Studies are listed in the Resolutions of the Bachelor of Advanced Studies (Honours).

(2) Honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

Award of the degree

(1) The Bachelor of Science is awarded at Pass level. Honours in science disciplines is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who elect to complete the Bachelor of Science degree will be awarded the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies and an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

(3) The Bachelor of Nutrition and Dietetics is awarded as a Pass degree only.

Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Nutrition and Dietetics in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(2) With the permission of the Faculty of Science, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Master of Nutrition and Dietetics and undertake an embedded honours component in the Bachelor of Advanced Studies and then, upon completion of the Bachelor of Advanced Studies, continue to the Master of Nutrition and Dietetics.

(3) A candidate who has suspended enrolment in the double degree program to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science, abandon the Bachelor of Advanced Studies and enrol in the Master of Nutrition and Dietetics.

Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under those resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under those resolutions should note that the University does not undertake to offer 4000 level honours units in the Bachelor of Advanced Studies degree prior to 2020 and 2020 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, 2020 or the Bachelor of Science before the end of Semester 2, 2019.

Candidates who commenced their candidature prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2027.

These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Bachelor of Science / Master of Mathematical Sciences

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCIMTC-01</td>
<td>Bachelor of Science / Master of Mathematical Sciences</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to candidate choice. The attendance pattern for the Bachelor of Mathematical Sciences is full time or part time according to candidate choice.

3 Streams

1 The Bachelor of Science/Master of Mathematical Sciences is a vertically integrated degree and is only available in the following streams:

   a) Advanced

   b) Dalyell

2 Completion of the advanced stream is a requirement of the Bachelor of Science/Master of Mathematical Sciences. The requirements for the completion of the Dalyell stream are in Table SD of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions.

4 Masters type

The masters degree in these resolutions is an Advanced Learning Master's course, as defined by the Coursework Policy 2014.

5 Admission to candidate

1 Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy 2014.

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

6 Requirements for award

1 The units of study that may be taken for the course are set out in:

   a) Table A for the Bachelor of Science and;

   b) Table S of the Shared Pool for Undergraduate Degrees; and

   c) Table O of the Shared Pool for Undergraduate Degrees;

   d) for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees, and

   e) The Table of units for the Master of Mathematical Sciences from the Faculty of Science

2 In these resolutions, except where otherwise specified, Table A, Table S and Table O and Table D as specified here.

3 To qualify for the Bachelor of Science/Master of Mathematical Sciences, a candidate must successfully complete 216 credit points, comprising:

   a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:

      i) 12 credit points of mathematics degree core units, as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and

      ii) 6 additional credit points of science core units of study (excluding units listed as mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and

      iii) 66 credit points of the Mathematical Sciences program as defined in Table A, and

      iv) A minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S.

   b) 12 credit points of Dalyell units of study as specified in Table D

   c) For students previously but no longer enrolled in the Dalyell stream:

      i) who have completed at least 6 credit points of Dalyell units of study will need to complete 6 credit points of units of study in the Open Learning Environment as specified in Table O;

      ii) who have not completed any Dalyell units of study will need to complete 12 credit points of units of study in the Open Learning Environment as specified in Table O.
Bachelor of Science / Master of Mathematical Sciences

(viii) Where appropriate, elective units from Table A, Table S, Table O or for students in the Dalyell stream, Table D; and
(ix) If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table A or Table D;
(b) 96 credit points to qualify for the award of the Master of Mathematical Sciences as specified in the Table of units for the Master of Mathematical Sciences from the Faculty of Science including:
(i) No more than 24 credit points of 3000 level electives; and
(ii) No more than 48 credit points of 4000 level electives; and
(iii) At least 12 credit points of 5000 level electives, and
(iv) 24 credit points of research core project units

7 Progression rules

(1) Progression within the Bachelor of Science
(a) Candidates must complete all the requirements for the degree of Bachelor of Science, within three years fulltime or six years on a part time basis excluding any authorised periods of suspension, in order to progress to the Master of Mathematical Sciences degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the integrated course. The requirement for progression to the Masters of Mathematical Sciences is at least a distinction average in 24 credit points of units in Mathematical Sciences program as defined in Science Table A at 3000 level or above.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the integrated degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

(2) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator of the School of Mathematics and Statistics, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell stream.
(c) Candidates enrolled in the Dalyell stream who do not satisfy requirements for the Dalyell stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell stream. Students may not study units additional to the maximum credit points for their award course except with the approval of the Associate Dean.
(d) Candidates must achieve a WAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a WAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the degree, but will not remain in the Dalyell Stream.

(3) Progression within the Master of Mathematical Sciences
(a) Progression within the Master of Mathematical Sciences is as specified in the resolutions for the Master of Mathematical Sciences.

8 Award of the degree

(1) The Bachelor of Science is awarded as a Pass degree.
(2) The Master of Mathematical Sciences is awarded as a Pass degree only.

9 Course transfer

A student may abandon this course and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Mathematical Sciences in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

| Author | Jennifer Peden, Coordinator Curriculum & Quality Faculty of Arts & Social Sciences |
| Reviewer/Approver | Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences |
| Proposal / Paper Title | Minor course amendment: Master of Development Studies |
| Proposed Year of Implementation | 2021 |
| Faculty Approval Date | 12 September 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 long.

To amend the course resolutions for the Master of Development Studies, Graduate Diploma of Development Studies, and Graduate Certificate of Development Studies to provide clarity around credit point requirements for core units, core selectives, and electives.

**Proposal Presenter**

Please indicate which Faculty staff member will present the proposal to the Committee.

Dr Jan Shaw

**RECOMMENDATION**

That the Graduate Studies Committee:

1) Endorse the proposed amendments to the resolutions for the Master of Development Studies and embedded degrees, with effect from January 1, 2021; and
2) Recommend that the Academic Board approve the proposal.

**EXECUTIVE SUMMARY**

It is proposed to clarify the minimum and maximum credit points requirements for core units, core selective and elective units of study in the Master of Development Studies and embedded degrees.

Updates following the feedback received from Graduate Studies Committee

The GSC recommendation changing 6 (3) and 6 (4) to remove the reference to ‘minimum’ of [x] credit points of core units of study in the course resolutions for the Graduate Diploma in Development Studies and the Master of Development Studies will be implements and revised CMS mark up done for 2021 once the CMS files for that year are available.

**IMPLEMENTATION**

From January 1, 2021.

**ATTACHMENTS**

Minor course proposal: Development Studies
Course resolutions for the Master of Development Studies and embedded courses
## Minor Course Amendment Proposal

**Faculty:** Faculty of Arts and Social Sciences  
**Contact person:** Joshua Sim

<table>
<thead>
<tr>
<th>1. Name of award course</th>
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<tbody>
<tr>
<td>Master of Development Studies</td>
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<tr>
<td>Graduate Diploma in Development Studies</td>
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<tr>
<td>Graduate Certificate in Development Studies</td>
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</table>

<table>
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<tr>
<th>2. Purpose of proposal</th>
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<tbody>
<tr>
<td>To amend the Resolutions of the Senate for the Master of Development Studies, Graduate Diploma in Development Studies, and Graduate Certificate in Development Studies degrees to clarify and correct the requirements from 1 January 2021.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Details of amendment</th>
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<tbody>
<tr>
<td>(2) To qualify for the award of the Graduate Certificate in Development Studies a candidate must complete 24 credit points of units of study, including:</td>
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<tr>
<td>(a) a minimum of 12 credit points of core units of study; and</td>
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<tr>
<td>(b) a maximum of 12 credit points from elective units of study.</td>
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<tr>
<td>(3) To qualify for the award of the Graduate Diploma in Development Studies a candidate must complete 48 credit points, including:</td>
<td></td>
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<tr>
<td>(a) a minimum of 24 credit points of core units of study; and</td>
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<tr>
<td>(b) a minimum of 6 credit points from core elective units of study; and</td>
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<tr>
<td>(c) a maximum of 18 credit points from elective units of study.</td>
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<tr>
<td>(4) To qualify for the award of the Master of Development Studies a candidate must complete 72 credit points, including:</td>
<td></td>
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<tr>
<td>(a) a minimum of 24 credit points of core units of study; and</td>
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<tr>
<td>(b) a minimum of 6 credit points from core elective units of study; and</td>
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<tr>
<td>(c) a maximum of 36 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Development Studies subject area of the Postgraduate Unit of Study Table, including units of study from other faculties; and</td>
<td></td>
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<tr>
<td>(d) a minimum of 6 credit points from capstone units of study.</td>
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<tr>
<td>(e) an optional specialisation as listed in the unit of study table.</td>
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</table>

| 4. Transitional arrangements | None required |

| 5. Other relevant information |  |

<table>
<thead>
<tr>
<th>6. Signature of Dean</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td></td>
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</tbody>
</table>
| Prof. Annamarie Jagose  
Dean  
Faculty of Arts and Social Sciences |  |
Master of Development Studies

Graduate Certificate in Development Studies
Graduate Diploma in Development Studies
Master of Development Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework Rule) 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

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<tr>
<td>GCDEVSTD-01</td>
<td>Graduate Certificate in Development Studies</td>
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<tr>
<td>GNDEVSTD-01</td>
<td>Graduate Diploma in Development Studies</td>
</tr>
<tr>
<td>MADEVSTD-01</td>
<td>Master of Development Studies</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3. Masters type

The masters degree in these resolutions is an advanced learning masters course, as defined by the Coursework Policy.

4. Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Development Studies
(b) the Graduate Diploma in Development Studies
(c) the Master of Development Studies

(2) A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

5. Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(2) Admission to candidature for the Graduate Certificate in Development Studies requires a bachelors degree in any area.

(3) Admission to candidature for the Graduate Diploma in Development Studies requires:
(a) a bachelors degree with a minimum 60% average calculated over the whole degree, from the University of Sydney, including a major in a relevant subject area in the humanities or social sciences, or an equivalent qualification; or
(b) completion of the Graduate Certificate in Development Studies with a minimum credit (65%) average, or an equivalent qualification.

(4) Admission to candidature for the Master of Development Studies requires:
(a) a bachelors degree with a minimum credit (65%) average calculated over the whole degree, from the University of Sydney, including a major in a relevant subject area in the Social Sciences, or an equivalent qualification; or
(b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Development Studies with a minimum credit (65%) average, or an equivalent qualification.

6. Requirements for award

(1) The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Development Studies subject area.

(2) To qualify for the award of the Graduate Certificate in Development Studies a candidate must complete 24 credit points of units of study, including:
(a) 12 credit points of core units of study; and
(b) 12 credit points from elective units of study.

(3) To qualify for the award of the Graduate Diploma in Development Studies a candidate must complete 48 credit points, including:
(a) 24 credit points of core units of study; and
(b) 6 credit points from selective units of study; and
(c) 18 credit points from elective units of study.

(4) To qualify for the award of the Master of Development Studies a candidate must complete 72 credit points, including:
(a) a minimum of 24 credit points of core units of study; and
(b) a minimum of 6 credit points from selective units of study; and
(c) a maximum of 30 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Development Studies subject area of the Postgraduate Unit of Study Table, including units of study from other faculties; and
(d) a minimum of 6 credit points from capstone units of study.
Master of Development Studies

(e) an optional specialisation as listed in the unit of study table.

7 Recognition of Prior Learning

(1) Waivers and reductions in the volume of learning may be granted or the volume of learning may be reduced in recognition of prior learning.

(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.

(3) Candidates offered direct admission to the Master of Development Studies may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:

   (a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Arts and Social Sciences.

   (b) 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.

8 Course transfer

A candidate for the masters degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

8 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(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.
RECOMMENDATION

That the Graduate Studies Committee:

1) Approve and endorse the proposed amendments to the resolutions for the Master of International Relations, with effect from January 1, 2021; and
2) Recommend that the Academic Board approve the proposal.

EXECUTIVE SUMMARY

It is proposed to clarify the maximum credit points requirements for elective units of study in the Master of International Relations.

Updates following the feedback received from Graduate Studies Committee:

The GSC recommendation that the in the Requirements for award clause 6 (4) (a), the reference to ‘minimum of 30 credit points of core units of study’ should be replaced with ‘30 credit points of core units of study will be implemented and revised CMS mark up done for 2021 once the CMS files for that year are available.

IMPLEMENTATION

From January 1, 2021.

ATTACHMENTS

Minor course proposal: Master of International Relations
Course resolutions for the Master of International Relations
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Joshua Sim

1. **Name of award course**
   Master of International Relations

2. **Purpose of proposal**
   To amend the Resolutions of the Senate for the Master of International Relations degree to clarify and correct the requirements of the Master of International Relations from 1 January 2021.

3. **Details of amendment**
   Candidates for the Master of International Relations are required to complete 96 credit points, including:
   (a) a minimum of 30 credit points of core units of study, and
   (b) a minimum of 24 credit points of core elective units of study; and
   (c) a maximum of 39 points of elective units of study, which can include an optional specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 6 credit points of elective units can be taken from units of study outside those listed in the International Relations subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties and:
   (d) a minimum of 6 credit points of capstone units of study.

4. **Transitional arrangements**
   None required

5. **Other relevant information**

6. **Signature of Dean**
   [Signature]
   [Date]
   Prof. Annamaria Jagose
   Dean
   Faculty of Arts and Social Sciences

Minor Course Amendment Proposal

Version 01.10.2014
Master of International Relations

Graduate Diploma in International Relations

Graduate Certificate in International Relations

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAINTREL-01</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>GNINTREL-01</td>
<td>Graduate Diploma in International Relations</td>
</tr>
<tr>
<td>GCINTREL-01</td>
<td>Graduate Certificate in International Relations</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Masters type

The masters degree in these resolutions is an advanced learning masters course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

1 The embedded courses in this sequence are:
   (a) the Graduate Certificate in International Relations
   (b) the Graduate Diploma in International Relations
   (c) the Master of International Relations

2 A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

5 Admission to candidature

1 Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

2 Admission to candidature for the Graduate Certificate in International Relations requires a bachelors degree from the University of Sydney, or an equivalent qualification.

3 Admission to candidature for the Graduate Diploma in International Relations requires:
   (a) a bachelors degree from the University of Sydney with a minimum 60% average calculated over the whole degree, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in International Relations with a minimum credit (65%) average, or an equivalent qualification.

4 Admission to candidature for the Master of International Relations requires:
   (a) a bachelors degree with a credit (65%) average calculated over the whole degree, from the University of Sydney, or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in International Relations with a minimum credit (65%) average, or an equivalent qualification.

6 Requirements for award

1 The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the International Relations subject area.

2 Candidates for the Graduate Certificate in International Relations are required to complete 24 credit points, including:
   (a) a minimum of 12 credit points of core units of study; and
   (b) a maximum of 12 credit points of selective units of study.

3 Candidates for the Graduate Diploma in International Relations are required to complete 48 credit points, including:
   (a) a minimum of 12 credit points of core units of study; and
   (b) a minimum of 24 credit points of selective units of study.
   (c) a maximum of 12 credit points of elective units of study

4 Candidates for the Master of International Relations are required to complete 96 credit points, including:
   (a) a minimum of 30 credit points of core units of study; and
   (b) a minimum of 24 credit points of selective units of study;
   (c) a maximum of 30 credit points of elective units of study, which can include an optional specialisation as listed in the unit of study table. With the permission of the Degree Coordinator a maximum of 6 credit points of elective units can be taken from units of study outside those listed in the International Relations subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties and;
Master of International Relations

(d) a minimum of 6 credit points of capstone units of study.

7 Recognition of prior learning

(1) Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
(3) Candidates offered direct admission to the Master of International Relations may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
   (a) The maximum permissible reduction in the volume of learning is 24 credit points for bachelors degree at level 7 of the Australian Qualifications Framework in the Social Sciences, Humanities or Law or as defined by the Faculty of Arts and Social Sciences.
   (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 a discipline in the Social Sciences, Humanities or Law.
   (c) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.
(4) The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

8 Course transfer

A candidate for the masters degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

8 Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Submission To: Graduate Studies Committee
Date: 14 October 2019
Item No: 3.6

Non-Confidential

| Author | Kate Munro (Manager Curriculum Planning & Development, Business School) |
| Reviewer/Approver | Professor Rae Cooper (Associate Dean-Programs, Business School) |
| Proposal / Paper Title | AMENDMENT PROPOSAL: RESOLUTIONS OF THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL (FACULTY RESOLUTIONS) |
| Proposed Year of Implementation | 2020 |
| Faculty Approval Date | 27 August 2019 |
| Purpose | To propose amendments to the Resolutions of the University of Sydney Business School (Faculty Resolutions) |
| Proposal Presenter | Associate Professor Matthew Beck (GSC) |

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal to amend the Resolutions of the University of Sydney Business School (Faculty Resolutions) with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Resolutions of the University of Sydney Business School (Faculty Resolutions) are proposed in order to improve transparency around recognition of prior learning, cross-institutional study and international mobility with a view to rescinding the existing University of Sydney Business School Credit Provisions and University of Sydney Business School Cross-Institutional Study Provisions, reducing the number of governance documents students are required to refer to.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Studies Committee</td>
<td>15/10/2019</td>
<td>Conditional</td>
<td>Clause 6(3) – clause has been amended to reflect intention, i.e. that credit will not be awarded for a unit of study equivalent to one a student has previously failed at the University of Sydney. References from Table S have been removed from clause 6(4)(a) and (b) and Table A references have been replaced with “Business School major/program/minor”.</td>
</tr>
<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>Clause 4(1) has been amended to reflect clause 6(3). New clause 4(2) has been inserted to specify that credit will not be awarded for a unit of study equivalent to one a student...</td>
</tr>
</tbody>
</table>
Non-Confidential

has already passed at the University of Sydney.

Clause 4(b) has been deleted and 4(c – now 4b) has been amended to remove references to Table S. Table A references have been replaced with “Business School major/program/minor”.

Clause 16(1) and (2) have been amended to reflect revisions required by the Graduate Studies Committee.

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Resolutions of the University of Sydney Business School (Faculty Resolutions)
Attachment 2. Faculty Resolutions - University of Sydney Business School
Attachment 1. Minor Course Amendment Proposal (Faculty Resolutions)

Faculty: Business School

Contact person: Kate Munro

1. Name of award course
   All courses - Resolutions of the University of Sydney Business School (Faculty Resolutions)

2. Purpose of proposal
   Amendments to the Resolutions of the University of Sydney Business School (Faculty Resolutions) are proposed in order to improve transparency around recognition of prior learning, cross-institutional study and international mobility with a view to rescinding the existing University of Sydney Business School Credit Provisions and University of Sydney Business School Cross-Institutional Study Provisions, reducing the number of governance documents students are required to refer to.

3. Details of amendment
   See Attachment 2.

4. Transitional arrangements
   N/A

5. Other relevant information
   Upon final approval of resolution changes the Business School will move to rescind the following provisions:
   1. University of Sydney Business School Credit Provisions;

6. Signature of Dean
   
   [Signature]
   19/09/2019
Faculty Resolutions

Resolutions of the University of Sydney Business School for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the School, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

1. Enrolment restrictions

Except as with the permission of the Business School a student may not enrol in units of study with a total value of more than 24 credit points in either semester one or two, twelve credit points in the summer session and six credit points in the winter session.

2. Time limits

The Coursework Rule limits the time students may take to complete their course; part time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence, and the time limits for recognition of prior learning.

3. Suspension, discontinuation and lapse of candidature

The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Policy also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

4. Recognition of prior learning

The Coursework Policy specifies the general conditions for recognition of prior learning. Course specific rules relating to the recognition of prior learning are outlined in course resolutions and the University of Sydney Business School Credit Provisions. Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in the Business School.

1. The Business School will not grant credit if a student has failed the equivalent unit of study at the University of Sydney.
2. Credit will not be awarded for a unit of study if one a student has previously failed at the University of Sydney.
3. Credit will not be awarded for a unit of study equivalent to one a student has previously passed at the University of Sydney.
4. Credit for undergraduate courses is subject to the following conditions:
   a. Except where a credit articulation agreement, approved by the Dean or the Associate Dean, exists, credit will not be granted for units of study completed from:
      i. a Certificate, Diploma, Advanced Diploma or Associate Degree,* or
      ii. a Vocational Education and Training Sector education provider.*
   b. In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption from this restriction.

Part 2: Unit of study enrolment

5. Cross-institutional study

1. Provided permission has been obtained in advance, the Business School may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:
   a. the student has completed at least 48 credit points towards their undergraduate degree or 24 credit points towards their postgraduate degree;
   b. the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and
   c. the unit of study is necessary for completion of, or progression in, the student’s degree and is not available at the University in the required semester; or
   d. the unit of study content is not taught in any corresponding unit of study at the University; or
   e. the student is unable, for good reason, to attend the unit or a corresponding unit of study at the University.

2. Cross-institutional study will not be approved for a unit of study which a student has previously failed.
3. Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6. International Mobility

1. The Business School encourages students to participate in international exchange and mobility programs, unless specified otherwise in the resolutions for a particular course. These programs can be either tuition-waiver (exchange) or fee-paying (non-exchange).

2. International mobility is another form of credit and this will be taken into consideration when considering eligibility.

3. Credit will not be awarded for a unit of study equivalent to one a student has previously failed at the University of Sydney.

4. Credit for international mobility in undergraduate courses is subject to the following conditions:
   a. a candidate may be awarded a maximum of 12 credit points towards a Business School major, minor or program.
   b. Credit earned during a mobility program may reduce a candidate’s eligibility for credit from previous study, as all candidates must complete a minimum of 24 credit points of units of study required for a Business School major or program and a minimum of 18 credit points required for a Business School minor at the University of Sydney.
   c. Credit will not be awarded for a unit of study equivalent to one a student has previously failed.
Part 3: Studying and Assessment

Attendance, Participation and Achievement of Learning Outcomes

(1) Students are required to be in attendance at the correct time and place of any formal, informal or replacement examinations. Non-attendance on any grounds insufficient to claim special consideration, special arrangement or previously arranged disability adjustment will result in the forfeiture of marks associated with the assessment.

(2) Students are expected to attend a minimum of 90 per cent of timetabled activities for a unit of study, unless granted exemption through special consideration, special arrangement, previously arranged disability adjustment or by the Associate Dean. The Associate Dean may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90 per cent.

(3) Participation in a minimum number of assessment items or learning activities may be a requirement of any unit of study.

(4) Mandatory or barrier assessments where students must show achievement of learning outcomes above a certain standard before they are able to pass a unit of study may be a requirement in any unit of study.

Late submission policy

(1) It is expected that unless an application for special consideration, special arrangement or previously arranged disability adjustment has approved an extension, students will submit all assessment for a unit of study on or before the due date specified. If the assessment is completed or submitted by the student before the due date or within the period of extension, no academic penalty will be applied to that piece of assessment.

(2) If assessments are submitted after the due date or if an extension is not granted, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:

(a) any assessment submitted after the due time and date (or extended due time and date) will incur a late penalty of 5% of the total marks per 24 hour period, or part thereof, late (note that this is applied to the mark gained after the submitted work is marked).

(b) assessments submitted after the “Closing Date” noted in the Unit of Study Outline will not be marked or assessed.

Special consideration (for illness, injury or misadventure), special arrangement (for known events such as military service, jury duty or religious observation) or disability adjustment (for registered disabilities) Special consideration, special arrangement or disability adjustment is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Policy provides full details of the University policy. The procedures for applying for special consideration, special arrangement or disability adjustment are described on the Current Students website.

Re-assessment

The Business School does not offer opportunities for re-assessment other than on the grounds of approved special consideration, reasonable adjustments or special arrangements for examination and assessment in accordance with the relevant sections of the Coursework Policy.

Concessional pass

The grade of Concessional Pass is not awarded or recognised by the Business School and is treated as a failure for the purpose of progression and credit point accumulation.

Part 4: Progression, Results and Graduation

Satisfactory progress

(1) The Business School will monitor students for satisfactory progress towards the completion of their award course.

(2) In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression Policy), students must pass any unit of study identified in the course resolutions as being critical to progression through the course (barrier unit).

Award of the bachelor's degree with honours

(1) To qualify for admission to honours candidature a student must:

(a) have completed the requirements for the pass degree at the University of Sydney or an equivalent recognised tertiary institution; and have a WAM of at least 65 across all units attempted and a WAM of at least 70 across senior units of study in the major subject area relevant to the honours program.

(2) Where honours places are limited by quota, applicants will be ranked by WAM in order to select the most meritorious candidates.

(3) In exceptional circumstances, the Associate Dean (Undergraduate Studies) and Honours Program Director may admit applicants who do not meet the criteria specified in (1) who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the program.

(4) There is no mid-year intake for the honours program.

(5) Students must complete the honours requirements within no more than 10 years from the commencement of candidature in the pass degree.

(6) To qualify for the award of honours a student must complete 48 credit points of honours units of study as specified in the Business School’s Tables of undergraduate units of study.

(7) The honours mark is determined by the Business School, based on the candidate’s performance in the honours course in both coursework and thesis.

(8) Honours is awarded in the following classes:

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

University medal

A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Business School to the highest achieving students who in the opinion of the Business School have an outstanding academic record, in accordance with the Coursework Rule.
Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[
\text{WAM} = \frac{\text{sum}(W_c \times M_c)}{\text{sum}(W_c)}
\]

Where \(W_c\) is the unit of study credit points \(x\) the unit weighting and \(M_c\) is the mark achieved for the unit. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In the Business School all units are given a weighting of one.

Part 5: Other

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 and students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions unless otherwise specified under the specific course resolutions—and to students who commenced their candidature prior to 1 January 2020 and elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

Author: Kate Munro (Manager Curriculum Planning & Development, Business School)
Reviewer/Approver: Professor Guy Ford (Academic Director-MBA Programs, Business School)
Proposal / Paper Title: MINOR COURSE AMENDMENT PROPOSAL: MASTER OF BUSINESS ADMINISTRATION (LEADERSHIP & ENTERPRISE)
Proposed Year of Implementation: 2020
Faculty Approval Date: August 27 2019
Purpose: To propose amendments to the Course Resolutions for the Master of Business Administration (Leadership & Enterprise)
Proposal Presenter: Associate Professor Matthew Beck

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Master of Business Administration (Leadership & Enterprise); and
(2) approve amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Course Resolutions for the Master of Business Administration (Leadership & Enterprise) are proposed in order to:

1. improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to; and
2. introduce standard clause in relation to the award of the course.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>Clause 10 of the Course Resolutions – Transitional provisions have been amended to reflect revisions required by the Graduate Studies Committee.</td>
</tr>
</tbody>
</table>

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Master of Business Administration (Leadership & Enterprise)
Attachment 2. Course Resolutions - Master of Business Administration (Leadership & Enterprise)
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro

1. Name of award courses
   Master of Business Administration (Leadership & Enterprise)

2. Purpose of proposal
   Amendments to the course resolutions for the Master of Business Administration (Leadership & Enterprise) are proposed in order to:
   1. improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to; and
   2. introduce standard clause in relation to the award of the course.

3. Details of amendment
   See Attachment 2.

4. Transitional arrangements
   N/A

5. Other relevant information
   N/A

6. Signature of Dean

   [Signature]

   19/09/2019
Master of Business Administration (Leadership and Enterprise)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MABUSALE-01</td>
<td>Master of Business Administration (Leadership and Enterprise)</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Admission to candidate

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
   (a) pass bachelor's degree Australian Qualifications Framework Level 7 or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; or
   (b) pass bachelor's degree Australian Qualifications Framework Level 7 or higher with a minimum pass average (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School; and
   (c) relevant professional work experience of no less than 3 years, as defined by the Business School,
   (d) statement of motivation that demonstrates clear evidence that the candidate has researched the program and has the capability and mindset to learn in an experiential environment;
   (e) pass a selection interview establishing the candidate's suitability for the degree;
   (f) satisfaction of English language requirements; and
   (g) any other minimum standards specified by the Business School.

(2) In exceptional circumstances the Business School may admit candidates without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Master of Business Administration (Leadership and Enterprise).

(2) To qualify for the award of the degree a candidate must complete 72 credit points, comprising:
   (a) 66 credit points in core units of study; and
   (b) a 6 credit point capstone unit of study.

6 Progression rules

(1) Candidates must achieve a minimum credit average (65%) in the first four units of study.

(2) Candidates who successfully complete but do not achieve a minimum credit average in the first four units of study will be eligible for the award of the Graduate Certificate in Business Administration*.

(3) Unless otherwise permitted, candidates must complete the units of study in a prescribed sequence as specified by the Business School.

*Note that full credit transfer to the Graduate Certificate in Business Administration is available for all units completed from the Table of postgraduate units of study: Master of Business Administration (Leadership and Enterprise).

7 Cross-institutional study

(1) Cross-institutional study and international exchange may be available by means of formal partnership agreements.

(2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be available to candidates outside of formal partnership agreements, subject to prior approval by the School.

8 Award of the master's degree

The master's degree will be awarded in the pass grade

9 Course transfer

A candidate for the Master of Business Administration (Leadership and Enterprise) may elect to discontinue study and graduate with either the Graduate Diploma or Graduate Certificate in Business Administration, with the approval of the School, and provided the requirements of the shorter award have been met.*

*Note that full credit transfer to the Graduate Certificate in Business Administration is available for all units completed from the Table of postgraduate units of study: Master of Business Administration (Leadership and Enterprise).
10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
MINOR COURSE AMENDMENT PROPOSAL: EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

Proposed Year of Implementation: 2020

Faculty Approval Date: August 27, 2019

Purpose: To propose amendments to the Course Resolutions for the Executive Master of Business Administration

Proposal Presenter: Associate Professor Matthew Beck

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Executive Master of Business Administration; and
(2) approve amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Course Resolutions for the Executive Master of Business Administration are proposed in order to improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>Clause 8(2) has been amended to reflect revisions required by the Graduate Studies Committee. Clause 10 of the Course Resolutions – Transitional provisions have been amended to reflect revisions required by the Graduate Studies Committee.</td>
</tr>
</tbody>
</table>

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Executive Master of Business Administration
Attachment 2. Course Resolutions - Executive Master of Business Administration
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro

1. Name of award course
   Executive Master of Business Administration

2. Purpose of proposal
   Amendments to the course resolutions for the Executive Master of Business Administration are proposed in order to improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to.

3. Details of amendment
   See Attachment 2.

4. Transitional arrangements
   N/A

5. Other relevant information
   N/A

6. Signature of Dean

   [Signature]

   19/09/2019
Executive Master of Business Administration

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014 (the ‘Coursework Policy’), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEXMBA-01</td>
<td>Executive Master of Business Administration</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

This is a professional master's course as defined by the Coursework Policy.

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit in accordance with the following criteria:
(a) an Australian Qualifications Framework Level 7 pass bachelor's degree or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; and
(b) relevant work experience requirements as determined by the Business School (approximately 10 years of business experience); and
(c) performance at a selection interview designed to establish the candidate's suitability for the degree; and
(d) satisfaction of the English language requirements; and
(e) any other minimum standards specified by the Business School.

(2) In exceptional circumstances the Business School may admit candidates without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Executive Master of Business Administration.
(2) To qualify for the award of the Executive Master of Business Administration, a candidate must complete 72 credit points of core units of study in a prescribed sequence specified by the Business School.

6 Progression rules

(1) Candidates must achieve a minimum credit average (65%) in EMBA6002 and EMBA6003 before proceeding to the next core units in the prescribed sequence.
Candidates who successfully complete EMBA6002 and EMBA6003 but fail to achieve a minimum credit average will be eligible for the award of the Graduate Certificate in Business Administration.*

*Note that full credit transfer is available for all units completed from the Table of postgraduate units of study: Executive Master of Business Administration.

7 Award of the master's degree

The master’s degree will be awarded in the pass grade.

8 Recognition of prior learning

(1) Credit or waivers may be granted in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).
(2) Candidates for the Executive Master of Business Administration may be eligible for specific credit of up to 36 credit points a reduction in the volume of learning for relevant postgraduate studies where no award has been, or will be made, study undertaken at Australian Qualification Framework Level 9 standard or higher or within a university-delivered program of executive education deemed by the Business School to be of equivalent standard to that of the Executive Master of Business Administration.
(2) Notwithstanding any credit granted for prior learning, in order to qualify for an award a student must complete at least 50 per cent of the course requirements whilst enrolled in the award course.
(3) Candidates for the Executive Master of Business Administration may be eligible for specific credit of up to 24 credit points for study undertaken within a university-delivered program of executive education deemed by the Business School to be of equivalent standard to that of the Executive Master of Business Administration.

9 Course transfer

Candidates for the Executive Master of Business Administration may elect to discontinue study and graduate with the Graduate Certificate in Business Administration, with the approval of the Business School, and provided the requirements of the shorter award have been met.*

*Note that full credit transfer is available for units completed from the Table of postgraduate units of study: Executive Master of Business Administration.
10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2018. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

Kate Munro (Manager Curriculum Planning & Development, Business School)

Professor Guy Ford (Academic Director-MBA Programs, Business School)

MINOR COURSE AMENDMENT PROPOSAL: MASTER OF BUSINESS ADMINISTRATION (AND EMBEDDED COURSES)

2020

August 27 2019

To propose amendments to the Course Resolutions for the Master of Business Administration (and embedded courses)

Associate Professor Matthew Beck

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Master of Business Administration; and
(2) approve amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Course Resolutions for the Master of Business Administration (and embedded courses) are proposed in order to:

1. improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to; and
2. introduce standard clause in relation to the award of the courses.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
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<th>Has feedback from this committee been addressed?</th>
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<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>Clause 11(2)(a) has been amended to reflect revisions required by the Graduate Studies Committee. Clause 12 of the Course Resolutions – Transitional provisions have been amended to reflect revisions required by the Graduate Studies Committee.</td>
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</table>

Presentation from Graduate Studies Committee:
- Addressed Graduate Studies Committee
- No further feedback necessary

Date: 14 October 2019
Item No: 3.9
ATTACHMENTS

Attachment 1. Minor course amendment proposal – Master of Business Administration (and embedded courses)
Attachment 2. Course Resolutions - Master of Business Administration (and embedded courses)
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro

1. **Name of award courses**
   Master of Business Administration
   Graduate Diploma in Business Administration
   Graduate Certificate in Business Administration

2. **Purpose of proposal**
   Amendments to the course resolutions for the Master of Business Administration (and embedded course) are proposed in order to:
   1. improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to; and
   2. introduce standard clause in relation to the award of the courses.

3. **Details of amendment**
   See Attachment 2.

4. **Transitional arrangements**
   N/A

5. **Other relevant information**
   N/A

6. **Signature of Dean**

   [Signature]

   19/09/2019
Master of Business Administration

Graduate Diploma in Business Administration

Graduate Certificate in Business Administration

The resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. 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>
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<td>Master of Business Administration</td>
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<tr>
<td>GNBUSADM-02</td>
<td>Graduate Diploma in Business Administration</td>
</tr>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration</td>
</tr>
</tbody>
</table>

2. Attendance pattern

   The attendance pattern for this course is part-time only.

3. Masters type

   The masters degree in these resolutions is a professional masters course, as defined by the Coursework Policy.

4. Embedded courses in this sequence

   (1) The embedded courses in this sequence are:
       (a) the Master of Business Administration
       (b) the Graduate Diploma in Business Administration
       (c) the Graduate Certificate in Business Administration

   (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the highest award completed will be conferred.

5. Admission to candidature

   (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
       (a) Master of Business Administration:
           (i) pass bachelors degree or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School;
           (ii) professional work experience of no less than 3 years in a relevant field, as defined by the Business School;
           (iii) statement of motivation;
           (iv) pass a selection interview establishing the candidate's suitability for the degree;
           (v) satisfaction of English language requirements; and
           (vi) any other minimum standards specified by the Business School.
       (b) Graduate Diploma in Business Administration:
           (i) pass bachelors degree or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School;
           (ii) professional work experience of no less than 5 years in a relevant field, as defined by the Business School;
           (iii) statement of motivation;
           (iv) pass a selection interview establishing the candidate's suitability for the course;
           (v) satisfaction of English language requirements; and
           (vi) any other minimum standards specified by the Business School; or
       (c) Admission to the Graduate Certificate in Business Administration is only by transfer from a related qualification, as approved by the Business School.

   (2) In exceptional circumstances the Business School may admit candidates without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6. Requirements for award

   (1) The units of study that may be taken for the course/s are set out in the Table of postgraduate units of study: Master of Business Administration.

   (2) To qualify for the award of the Master of Business Administration a candidate must complete 72 credit points, comprising:
       (a) 42 credit points of core units of study;
       (b) 24 credit points of elective units of study; and
       (c) a 6 credit point capstone unit of study.

   (3) To qualify for the award of the Graduate Diploma in Business Administration a candidate must complete 48 credit points, comprising:
(a) 42 credit points of core units of study; and
(b) 6 credit points of elective units of study.

(4) To qualify for the award of the Graduate Certificate in Business Administration a candidate must complete 24 credit points in core units of study.

7 Progression rules

(1) Master of Business Administration:
(a) Candidates must achieve a minimum credit average (65%) in the first four units of study.
(b) Candidates who successfully complete but do not achieve a minimum credit average in the first four units of study will be eligible for the award of the Graduate Certificate in Business Administration.

(2) Graduate Diploma in Business Administration:
(a) Candidates must achieve a minimum credit average (65%) in the first four units of study.
(b) Candidates who successfully complete but do not achieve a minimum credit average in the first four units of study will be eligible for the award of the Graduate Certificate in Business Administration.
(c) Candidates who achieve a minimum credit average (65%) in the first four units of study will be eligible to upgrade to the masters degree.

8 Cross-institutional study and international exchange

(1) Cross-institutional study and international exchange may be available in these courses by means of formal partnership agreements.
(2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be available to candidates for the Master of Business Administration outside of formal partnership agreements, subject to prior approval by the Business School.

9 Award of the masters degree, graduate diploma and graduate certificate

The masters degree, graduate diploma and graduate certificate will be awarded in the pass grade.

10 Course transfer

A candidate for the Master of Business Administration or Graduate Diploma in Business Administration may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the School, and provided the requirements of the shorter award have been met.

11 Recognition of prior learning

(1) Credit or waivers may be granted in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).
(2) Candidates for the Master of Business Administration may be eligible for credit of up to 36 credit points on the basis of:
(a) relevant postgraduate studies where no award has been, or will be made; or
(b) learning undertaken with an approved provider deemed by the Business School to be of an equivalent standard to the Master of Business Administration.
(3) Candidates for the Graduate Diploma or Graduate Certificate in Business Administration may be eligible for full credit for units completed from the following tables:
(a) Table of postgraduate units of study: Executive Master of Business Administration; and
(b) Table of postgraduate units of study: Master of Business Administration (Leadership and Enterprise).

12 Transitional provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
MINOR COURSE AMENDMENT PROPOSAL: MASTER OF COMMERCE (AND EMBEDDED COURSES)

Proposed Year of Implementation: 2020

Faculty Approval Date: June 25 2019

Purpose: To propose amendments to the Course Resolutions for the Master of Commerce (and embedded courses)

Proposal Presenter: Associate Professor Matthew Beck

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Master of Commerce (and embedded courses); and
(2) approve amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Course Resolutions for the Master of Commerce (and embedded courses) are proposed in order to improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to.

ENDORSEMENT HISTORY

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<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>Clauses 7(3) and (4) have been amended to reflect revisions required by the Graduate Studies Committee. Clause 11 of the Course Resolutions – Transitional provisions have been amended to reflect revisions required by the Graduate Studies Committee.</td>
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ATTACHMENTS

Attachment 1. Minor course amendment proposal – Master of Commerce (and embedded courses)
Attachment 2. Course resolutions – Master of Commerce (and embedded courses)
Faculty: Business School

1. Name of award course
   Master of Commerce
   Graduate Diploma in Commerce
   Graduate Certificate in Commerce

2. Purpose of proposal
   The purpose of the proposal is to amend the recognition of prior learning provisions embedded in the postgraduate Commerce course resolutions, with effect from January 2020.

3. Details of amendment
   See Attachment 2. Amendments to course resolutions – Master of Commerce (and embedded courses)

4. Transitional arrangements
   These resolutions will apply to students commencing in 2020 only.

5. Other relevant information
   N/A

6. Signature of Dean
   
   05/07/2019
Master of Commerce
Graduate Diploma in Commerce
Graduate Certificate in Commerce

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<tr>
<td>MACOMMER-03</td>
<td>Master of Commerce</td>
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<tr>
<td>GNCOMMER-02</td>
<td>Graduate Diploma in Commerce</td>
</tr>
<tr>
<td>GCCOMMER-01</td>
<td>Graduate Certificate in Commerce</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence
1. The embedded courses in this sequence are:
   a. the Master of Commerce
   b. the Graduate Diploma in Commerce
   c. the Graduate Certificate in Commerce

2. Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5 Admission to candidature
1. Available places will be offered to qualified applicants ranked based on merit in accordance with the following admissions criteria:
   a. Master of Commerce
      i. an Australian Qualifications Framework Level 7 pass bachelor's degree or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School or
      ii. an Australian Qualifications Framework Level 7 pass bachelor's degree or higher qualification (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School; and
      iii. satisfaction of the English language requirements; and
      iv. any other minimum standards specified by the Business School.
   b. Graduate Diploma in Commerce
      i. an Australian Qualifications Framework Level 7 pass bachelor's degree or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School;
      ii. satisfaction of the English language requirements; and
      iii. any other minimum standards specified by the Business School.
   c. Graduate Certificate in Commerce
      i. an Australian Qualifications Framework Level 7 pass bachelor's degree or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School;
      ii. equivalent professional work experience of no less than three years in a relevant field, as defined by the Business School;
      iii. satisfaction of the English language requirements; and
      iv. any other minimum standards specified by the Business School.

2. In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award
1. The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Commerce.
2. To qualify for the award of the Master of Commerce a candidate must complete 96 credit points, comprising:
   a. 12 credit points of core units of study; and
   b. a minimum of 12 and a maximum of 36 credit points in foundational units of study; and
   c. at least one specialisation selected from the Commerce areas of specialisation; and
   d. additional specialisations/s, dissertation; and/or any additional elective units of study from the Table of postgraduate units of study: Commerce required to make 96 credit points in total.
3. To qualify for the award of the Graduate Diploma in Commerce a candidate must complete 48 credit points, comprising:
   a. 6 credit points of core units of study; and
(b) a minimum of 12 and a maximum of 18 credit points in foundational units of study; and
(c) elective units of study from the Table of postgraduate units of study: Commerce required to make 48 credit points in total.

(4) To qualify for the award of the Graduate Certificate in Commerce a candidate must complete 24 credit points, comprising:
(a) a minimum of 12 and a maximum of 18 credit points in foundational units of study; and/or
(b) any additional elective units of study from the Table of postgraduate units of study: Commerce required to make 24 credit points in total.

7 Recognition of prior learning

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).
(2) Candidates for the Master of Commerce may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
(a) The maximum permissible reduction in the volume of learning is 24 credit points for an Australian Qualifications Framework Level 7 qualification, and for a pass bachelor's degree (or equivalent) in a cognate discipline, as defined by the Business School.
(b) The maximum permissible reduction in the volume of learning is 24 credit points for an Australian Qualifications Framework Level 8 a bachelor's degree with honours (or equivalent) or higher qualification in a non-cognate discipline.
(c) The maximum permissible reduction in the volume of learning is 48 credit points for an Australian Qualifications Framework Level 8 bachelor's degree with honours (or equivalent) or higher qualification in a cognate discipline, as defined by the Business School or within a university-delivered program of executive education deemed by the Business School to be of equivalent standard.
(d) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Business School to have conferred a volume of learning equivalent to that of a graduate certificate in a cognate discipline.
(3) Candidates for the Graduate Diploma in Commerce may be eligible for a reduction in the volume of learning of up to 24 credit points for relevant postgraduate studies where no award has been, or will be made.
(4) Candidates for the Graduate Certificate in Commerce may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been, or will be made.
(5) Specific credit will only be awarded in accordance with the following:
(a) Candidates may be awarded specific credit for BUSS5020 where they have completed a pass bachelor's degree or higher qualification with a minimum credit average (or equivalent) in a cognate discipline.
(b) Candidates may be awarded specific credit for a foundational unit of study where they have completed a pass bachelor's degree with a minimum credit average (or equivalent) with a major similar to the intended specialisation; or
(i) completed at least 2 postgraduate units of study with a minimum credit average (or equivalent) in an area of study similar to the intended specialisation.
(c) Candidates who have completed units of study other than BUSS5020 and foundational units of study at the University of Sydney may be awarded specific credit for those units of study, where they form part of the requirements for award.
(6) Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

8 Specialisations

(1) Completion of a specialisation is a requirement of the master's degree. A specialisation requires the completion of at least one six credit point foundational unit of study and 24 credit points of advanced units of study chosen from those listed in the table for that specialisation. Advanced units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:
(a) Accounting
(b) Business Analytics
(c) Business Economics
(d) Business Information Systems
(e) Finance
(f) Logistics and Supply Chain Management
(g) Marketing
(h) People, Management and Organisations

9 Award of the master's degree, graduate diploma and graduate certificate

(1) The master's degree, graduate diploma and graduate certificate will be awarded in the pass grade.
(2) The testamur for the Master of Commerce will specify the following:
(a) the specialisation(s) completed; and
(b) where a dissertation has been completed, 'Master of Commerce with dissertation'.

10 Course transfer

(1) Candidates for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Business School, and provided the requirements of the shorter award have been met.
(2) A candidate for the graduate certificate or graduate diploma may elect to upgrade to the master's degree with full recognition of prior learning upon completion of a minimum of 24 credit points and a credit average is achieved.

11 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Non-Confidential

Author
Kate Munro (Manager Curriculum Planning & Development, Business School)

Reviewer/Approver
Professor Rae Cooper (Associate Dean-Programs, Business School)

Proposal / Paper Title
MINOR COURSE AMENDMENT PROPOSAL: MASTER OF PROFESSIONAL ACCOUNTING (AND EMBEDDED COURSE)

Proposed Year of Implementation
2020

Faculty Approval Date
August 27 2019

Purpose
To propose amendments to the Course Resolutions for the Master of Professional Accounting (and embedded courses)

Proposal Presenter
Associate Professor Matthew Beck

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Master of Professional Accounting (and embedded courses); and
(2) approve amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Amendments to the Course Resolutions for the Master of Professional Accounting (and embedded course) are proposed in order to:
1. improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to;
2. introduce progression rules to ensure progressive learning; and
3. introduce standard clause in relation to the award of the courses.

ENDORSEMENT HISTORY

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</thead>
<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>14/10/2019</td>
<td>Conditional</td>
<td>“Graduate Certificate in Professional Accounting” has been added to course list in the header for the Course Resolutions. Order of courses has not been amended in Course Resolutions as this is consistent across the Business School. Re-ordering of courses will be completed across all Course Resolutions for 2021 Handbook.</td>
</tr>
</tbody>
</table>
Clauses 7(5) and (6) have been amended to reflect revisions required by the Graduate Studies Committee.

Clause 6(2)(a) does not require amendment as 84 credit points reflects both the maximum and the total credit points of core units of study listed in the unit of study table (i.e. students cannot complete more than 84 credit points).

Clause 11 of the Course Resolutions – Transitional provisions have been amended to reflect revisions required by the Graduate Studies Committee.

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Master of Professional Accounting (and embedded courses)
Attachment 2. Course Resolutions - Master of Professional Accounting (and embedded courses)
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro

1. Name of award courses
   Master of Professional Accounting
   Graduate Diploma in Professional Accounting

2. Purpose of proposal
   Amendments to the course resolutions for the Master of Professional Accounting (and embedded course) are proposed in order to:
   1. improve transparency around recognition of prior learning with a view to rescinding the existing University of Sydney Business School Credit Provisions and thus reduce the number of documents students are required to refer to;
   2. introduce progression rules to ensure progressive learning; and
   3. introduce standard clause in relation to the award of the courses.

3. Details of amendment
   See Attachment 2.

4. Transitional arrangements
   N/A

5. Other relevant information
   N/A

6. Signature of Dean

   19/09/2019
Master of Professional Accounting
Graduate Diploma in Professional Accounting
Graduate Certificate in Professional Accounting

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
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<th>Code</th>
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<tr>
<td>MAPROACC-02</td>
<td>Master of Professional Accounting</td>
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<tr>
<td>GNPROACC-01</td>
<td>Graduate Diploma in Professional Accounting</td>
</tr>
<tr>
<td>GCPRACC-01</td>
<td>Graduate Certificate in Professional Accounting</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
   (a) the Master of Professional Accounting
   (b) the Graduate Diploma in Professional Accounting
   (c) the Graduate Certificate in Professional Accounting

(2) Providing candidates satisfy the admission requirements for the Master of Professional Accounting, each stage, a candidate may progress to the award of any of the courses in this sequence and receive full credit for work completed in the prior award. Only the longest or highest award completed will be conferred.

5 Admission to candidature
(1) Available places will be offered to qualified applicants ranked based on merit in accordance with the following admissions criteria:
   (a) Master of Professional Accounting
      (i) an Australian Qualifications Framework Level 7 pass bachelor's degree or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; or
      (ii) a pass bachelor's degree or higher qualification completion of the qualifications and experience specified in (i), (ii) or (iii) with a minimum pass average (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School; and
      (iii) satisfaction of the English language requirements; and
      (iv) any other minimum standards specified by the Business School.
   (b) Graduate Diploma in Professional Accounting
      (i) a pass bachelor's degree an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School;
      (ii) satisfaction of the English language requirements; and
      (iii) any other minimum standards specified by the Business School.
   (c) Admission to the Graduate Certificate in Professional Accounting is only by transfer from the master's degree or graduate diploma.
(2) In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award
(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Professional Accounting.
(2) To qualify for the award of the Master of Professional Accounting a candidate must complete 96 credit points, comprising:
   (a) 84 credit points in of core units of study; and
   (b) 12 credit points in of elective units of study.
(3) To qualify for the award of the Graduate Diploma in Professional Accounting a candidate must complete 48 credit points, comprising:
   (a) 30 credit points in of core units of study; and
   (b) 18 credit points in of elective units of study.
(4) To qualify for the award of the Graduate Certificate in Professional Accounting, a candidate must complete 24 credit points of units of study from the Table of postgraduate units of study: Professional Accounting.
7 Recognition of prior learning

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014. (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).

(2) Candidates for the Master of Professional Accounting may be eligible for a reduction in the volume of learning of up to 12 credit points for a relevant bachelor's degree (or equivalent), subject to the following: A reduction in the volume of learning will be awarded in the form of:

(a) specific credit for BUSS5080;
(b) specific credit for foundation level units of study which also satisfy CPA Australia competence requirements;
(c) up to 12 credit points of additional non-specific credit;
(d) The maximum permissible reduction in the volume of learning is 24 credit points for an Australian Qualifications Framework Level 7 qualification in a cognate discipline, as defined by the Business School;
(e) The maximum permissible reduction in the volume of learning is 24 credit points for an Australian Qualifications Framework Level 8 or higher qualification in a non-cognate discipline;
(f) The maximum permissible reduction in the volume of learning is 48 credit points for an Australian Qualifications Framework Level 8 or higher qualification in a cognate discipline, as defined by the Business School;
(g) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Business School to have conferred a volume of learning equivalent to that of a graduate certificate in a cognate discipline.

(3) Candidates for the Master of Professional Accounting may be eligible for credit of up to 48 credit points for relevant postgraduate studies (or equivalent), as follows:

(a) specific credit for BUSS5080;
(b) specific credit for units of study which also satisfy CPA Australia competence requirements;
(c) up to 12 credit points of additional non-specific credit;
(d) Candidates for the Master of Professional Accounting may be eligible for a reduction in the volume of learning in the form of non-specific credit of up to 12 credit points for documented professional work experience of at least 3 years duration (full-time equivalent) in business or commerce which is deemed by the Business School to have conferred a depth of learning equivalent to that of a graduate certificate;
(e) Candidates for the Graduate Diploma in Professional Accounting may be eligible for a reduction in the volume of learning specific credit of up to 24 credit points for relevant postgraduate studies where no award has been, or will be made (and which also satisfies CPA Australia competence requirements);
(f) Candidates of the University of Sydney who have completed relevant postgraduate studies which form part of the Professional Accounting course at the University of Sydney are eligible to graduate with the Master of Professional Accounting; an award will be made for full credit where no award has been, or will be made.

8 Progression rules

Unless otherwise permitted, candidates must complete the units of study in a prescribed sequence as specified by the Business School.

9 Award of the master's degree, graduate diploma and graduate certificate

The master's degree, graduate diploma and graduate certificate will be awarded in the pass grade.

10 Course transfer

(1) A candidate for the Master of Professional Accounting or Graduate Diploma in Professional Accounting may elect to discontinue study and graduate with shorter award from this embedded sequence, with the approval of the Business School, and provided the requirements of the embedded shorter award have been met.

(2) A candidate for the Graduate Diploma in Professional Accounting may elect to upgrade to the Master of Professional Accounting with full recognition of prior learning upon completion of a minimum of 24 credit points and graded at a standard acceptable to the Business School, provided that a credit average is achieved.

11 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Professional Accounting

Item 9 Report of GSC
Page 119 of 265
Submission To: Graduate Studies Committee
Date: 14 October 2019
Item No: 3.12

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Curriculum Team Leader, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to degree resolutions to replace references to “School of Information Technologies” with “School of Computer Science”</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this proposal is to update references to the “School of Information Technologies” in several sets of degree resolutions. In 2018, the Academic Board approved the school name change from the “School of Information Technologies” to the “School of Computer Science” and this proposal aims to implement the approved changes.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee endorse for submission to Academic Board:

1) the proposal from the Faculty of Engineering to amend the Master of Information Technology; Graduate Diploma in Information Technology; Graduate Certificate in Information Technology; Master of Information Technology Management; Graduate Diploma in Information Technology Management; Graduate Certificate in Information Technology Management; Master of Information Technology/ Master of Information Technology Management; Graduate Diploma in Computing; Graduate Certificate in Computing; and

2) the amendment of the course resolutions arising from the proposal, with effect immediately.

EXECUTIVE SUMMARY

In 2018, the School of Computer Science changed its name from the School of Information Technologies. The name change was approved by Academic Board in 2018. The ‘School of Information Technology’ is referenced multiple times in several sets of degree resolutions, and these should be updated to reflect the approved name in the course resolutions of the following:

- Master of Information Technology
- Master of Information Technology Management
- Master of Information Technology/ Master of Information Technology Management
- Graduate Diploma in Computing

Efforts have been taken to ensure that the name change has been updated in the many places it appeared, however a few were missed, and this proposal aims to address that.

ATTACHMENTS

Attachment 1: Master of Information Technology degree resolutions
Attachment 2: Master of Information Technology Management degree resolutions
Attachment 3: Master of Information Technology/Master of Information Technology Management degree resolutions
Attachment 4: Graduate Diploma in Computing/Graduate Certificate in Computing degree resolutions
Graduate Certificate in Information Technology

Graduate Diploma in Information Technology

Master of Information Technology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCINFTEC-02</td>
<td>Graduate Certificate in Information Technology</td>
</tr>
<tr>
<td>GNINFTEC-03</td>
<td>Graduate Diploma in Information Technology</td>
</tr>
<tr>
<td>MAINFTEC-04</td>
<td>Master of Information Technology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Information Technology
(b) the Graduate Diploma in Information Technology
(c) the Master of Information Technology

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

(2) Admission to the Graduate Certificate in Information Technology requires:
(a) a bachelor's degree or higher award in Information Technology from the University of Sydney, or qualifications deemed by the School of Information Technologies Computer Science deemed to be equivalent in any aspect of Information Technology; or
(b) a Bachelor's degree or higher award in Engineering from the University of Sydney with a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering, or qualifications deemed by the School of Computer Science to be equivalent.

(3) Admission to the Graduate Diploma in Information Technology requires:
(a) a Bachelor's degree or higher award in Information Technology from the University of Sydney with at least a credit average, or qualifications deemed by the School of Information Technologies Computer Science to be equivalent in any aspect of Information Technology; or
(b) a Bachelor's degree or higher award in Engineering from the University of Sydney with at least a credit average and a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering, or qualifications deemed by the School of Computer Science to be equivalent; or
(c) completion of the embedded Graduate Certificate with at least a credit average; or
(d) completion of the Graduate Certificate in Computing from the University of Sydney with at least a credit average.

(4) Admission to the Master of Information Technology requires:
(a) a Bachelor's degree or higher award in Information Technology from the University of Sydney with at least a credit average, or qualifications deemed by the School of Information Technologies Computer Science to be equivalent in any aspect of Information Technology; or
(b) a Bachelor's degree of higher award in Engineering from the University of Sydney with at least a credit average and a major sequence of study in Computer Engineering, Software Engineering, or Telecommunications Engineering, or qualifications deemed by the School of Information Technologies Computer Science to be equivalent; or
(c) completion of the requirements of the embedded Graduate Diploma or Graduate Certificate in this discipline with at least a credit average.
(d) completion of the Graduate Diploma in Computing from the University of Sydney with at least a credit average.

(5) If a candidate does not have a credit average within the qualifications listed above, they may be admitted to the Graduate Certificate subject to the discretion of the Dean or nominee.

(6) In exceptional circumstances the Dean or nominee may admit applicants without these qualifications who, in the opinion of the School of Computer Science, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
6 Requirements for award

(1) The units of study that may be taken for these awards are set out in the table of units of study: Master of Information Technology.

(2) From the table of units of study and with the approval of the Academic Director:

(a) Master of Information Technology: a maximum of 12 credit points may be selected from units outside the School of Computer Science (i.e. outside of COMP, INFO and ISYS coded units).

(b) Graduate Certificate or Graduate Diploma in Information Technology: a maximum of 6 credit points may be selected from units outside the School of Computer Science (i.e. outside of COMP, INFO and ISYS coded units).

(3) To qualify for the Graduate Certificate in Information Technology a candidate must complete 24 credit points of the Foundational or Specialist units of study, including:

(a) a minimum of 12 credit points of the Specialist units of study from the table of units of study excluding Project units; and

(b) a maximum of 12 credit points of the Foundation units of study.

(4) To qualify for the Graduate Diploma in Information Technology a candidate must complete 48 credit points, including:

(a) a minimum of 6 credit points of the Core units of study (including INFOS990); and

(b) a minimum of 12 credit points of the Foundation units of study excluding Project units.

(5) To qualify for the Master of Information Technology a candidate must complete 72 credit points of units of study as specified in the degree table, including:

(a) for the Professional Pathway:
   (i) 18 credit points of the Core units of study; and
   (ii) a minimum of 18 credit points of the Specialist units of study; and
   (iii) a minimum of 12 credit points of the Professional Pathway Project units of study; and
   (iv) a maximum of 12 credit points of the Foundation units of study; and
   (v) no credit points from the Research Pathway units of study.

(b) for the Research Pathway:
   (i) a minimum of 18 credit points of the Core units of study; and
   (ii) a minimum of 18 credit points of the Specialist units of study; and
   (iii) a minimum of 24 credit points of the Research Pathway units of study; and
   (iv) a maximum of 12 credit points of the Foundation units of study; and
   (v) no credit points from the Professional Pathway Project units of study.

(c) If a reduction in the volume of learning is given then the candidate is able to apply for an exemption from some course requirements, if evidence can be provided of prior learning (subject to assessment by the Academic Director). The candidate will then be required to complete the required volume of learning based on the remaining course requirements.

7 Majors

(1) Completion of a major is an optional requirement of the Master of Information Technology. A major requires the completion of all core units of study as prescribed by the Faculty and at least 18 credit points chosen from the Specialist units of study listed in the table for the defined major. The majors available are:

(a) Biomedical and Health Informatics
(b) Cybersecurity
(c) Data Management and Analytics
(d) Digital Media Technology
(e) Networks and Distributed Systems
(f) Software Engineering

(2) Students who choose the research pathway will be required to choose a project undertaken in an area related to the major. Students in this category will only require 12 credit points from the Specialist units of study table for the defined major.

(3) Students who choose not to complete a major as defined by the table of units of study: Master of Information Technology will be eligible for award of a non-major.

8 Progression Rules

(1) A candidate for the Master of Information Technology must complete 24 credit points from Core, Specialist, or Foundation units of study before taking any Information Technology Project units. Admission to project units of study is subject to availability of supervision and to the approval of the Dean or nominee.

(2) With permission from the Dean or nominee, a candidate for the Master of Information Technology who completed 24 credit points from Core, Specialist or Foundation units of study with at least Distinction average marks may take Research Path units.

9 Suspension of candidature

A student may suspend candidature in the course for a period of up to one year, as provided in the Coursework Policy.

10 Cross-institutional study

Cross-institutional study is not available in these courses except where the University of Sydney has a formal cooperation agreement with another university.

11 Course transfer

A candidate for the master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

12 Credit for previous study (for non-conferred qualifications only)

(1) The following coursework rules (for non-conferred qualifications) replace the Faculty Coursework Rules for "Credit for Previous Study" within the Resolutions of the Faculty (of Engineering and Information Technologies) for the Master of Information Technology.

(a) where postgraduate study has been undertaken at the University of Sydney in one of the embedded courses of the Master of Information Technology or Master of Information Technology Management, and no award has been conferred, credit may be transferred in full (subject to credit limits in the table of units of study: Master of Information Technology), provided the study has been undertaken within the previous three years and subject to approval of the Academic Director. In addition, a credit transfer for the purposes of a course upgrade will require either:

   (i) Fulfilment of the admission requirements for the "Admission to Candidature" for the Master of Information Technology including at least a credit average from the prior qualification used for admission;

   (ii) completion of a minimum of 24 credit points of the currently enrolled course with at least a credit average;

(b) where study not covered in (a) above has been undertaken at postgraduate level and no award has been conferred, credit of 50% of the prescribed credit points may be transferred to the Graduate Diploma in Information Technology or the Master of Information Technology, provided:
(I) the study has been undertaken at the University of Sydney or an external institution recognized by the University of Sydney within the previous three years; and

(II) the units of study have been completed at credit level or above; and

(III) the units are equivalent to Core or Specialist units of study offered under the degree being taken, subject to approval of the Academic Director.

c) Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.

13 Recognition for Prior Learning (for conferred qualifications only)

(1) The following coursework credit requirements (for conferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the Resolutions of the Faculty (of Engineering and Information Technologies) for the Master of Information Technology:

(a) where study has been undertaken and an award has been conferred, candidates who are offered direct admission to the Master of Information Technology may be eligible for a reduction in the volume of learning of up to 36 credit points, provided that study for the conferred award has been undertaken at an external institution recognized by the University of Sydney within the previous three years. Any reduction in the volume of learning is subject to the following guidelines and requires the approval of the Academic Director.

(i) the maximum permissible reduction in the volume of learning is 36 credit points for a Master's degree (at Level 9 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technologies-Computer Science.

(ii) the maximum permissible reduction in the volume of learning is 24 credit points for a Bachelor’s degree with Honours (at Level 8 of the Australian Qualification Framework) in the discipline of Information Technology, as defined by the School of IT-Computer Science.

(iii) the maximum permissible reduction in the volume of learning is 24 credit points for a Bachelor's degree with Honours (at Level 8 of the Australian Qualification Framework) in the discipline of Engineering, as defined by the School of IT-Computer Science, with a major sequence of study in Computer Engineering, Software Engineering, or Telecommunications Engineering.

(iv) the maximum permissible reduction in the volume of learning is 24 credit points for a Graduate Diploma (at Level 8 of the Australian Qualification Framework) in the discipline of Information Technology, as defined by the School of Information Technologies-Computer Science.

(v) the maximum permissible reduction in the volume of learning is 12 credit points for a four-year Bachelor of Information Technology (pass) (course code: BPINFTEC2000) or a Bachelor of Advanced Computing (Pass) only at the University of Sydney (at Level 7 of the Australian Qualifications Framework).

(vi) there is no reduction in the volume of learning available for a Graduate Certificate.

14 Satisfactory Progress

Progression is subject to the Coursework Policy. A candidate who has failed to meet these progression rules for the Master of Information Technology will be transferred to either the Graduate Diploma or Graduate Certificate in Information Technology, depending on the credit points successfully completed.

15 Time limit

(1) A candidate for the Graduate Certificate in Information Technology shall complete the requirements for the award in a minimum enrolment of one semester and a maximum enrolment of four semesters.

(2) A candidate for the Graduate Diploma in Information Technology shall complete the requirements for the award in a minimum enrolment of two semesters and a maximum enrolment of eight semesters.

(3) A candidate for the Master of Information Technology shall complete the requirements for the award in a minimum of two semesters and a maximum of twelve semesters.

16 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Information Technology Management

Graduate Certificate in Information Technology Management

Graduate Diploma in Information Technology Management

Master of Information Technology Management

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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>
</tr>
</thead>
<tbody>
<tr>
<td>GCINFTMG-02</td>
<td>Graduate Certificate in Information Technology Management</td>
</tr>
<tr>
<td>GNINFTMG-03</td>
<td>Graduate Diploma in Information Technology Management</td>
</tr>
<tr>
<td>MAINFTMG-03</td>
<td>Master of Information Technology Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:

(a) the Graduate Certificate in Information Technology Management
(b) the Graduate Diploma in Information Technology Management
(c) the Master of Information Technology Management

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

(2) Admission to the Graduate Certificate in Information Technology Management requires:

(a) a bachelor's degree or higher award in Information Technology or Information Systems from the University of Sydney, or qualifications deemed by the School of Information Technology Computer Science to be equivalent in any aspect of Information Technology; or
(b) a bachelor's degree or higher award in Computing Engineering, Software Engineering, or Telecommunications Engineering, or qualifications deemed by the School of Information Technology Computer Science to be equivalent; or
(c) a bachelor's degree or higher award in any discipline from the University of Sydney and a minimum of two years' professional experience in the Information Technology industry, or qualifications deemed by the School of Information Technology to be equivalent; or

(3) Admission to the Graduate Diploma in Information Technology Management requires:

(a) a bachelor's degree or higher award in Information Technology or Information Systems from the University of Sydney with at least a credit average, or qualifications deemed by the School of Information Technology Computer Science to be equivalent in any aspect of Information Technology; or
(b) a bachelor's degree or higher award in Computing Engineering, Software Engineering, or Telecommunications Engineering, or qualifications deemed by the School of Information Technology Computer Science to be equivalent; or
(c) a bachelor's degree or higher award in any discipline from the University of Sydney with at least a credit average and a major sequence in Computing Engineering, Software Engineering, or Telecommunications Engineering, or qualifications deemed by the School of Information Technology Computer Science to be equivalent; or
(d) completion of the requirements of the embedded Graduate Certificate in this discipline with at least a credit average; or
(e) completion of the Graduate Certificate in Computing from the University of Sydney with at least a credit average.

(4) Admission to the Master of Information Technology Management requires:

(a) a bachelor's degree or higher award in Information Technology or Information Systems from the University of Sydney with at least a credit average, or qualifications deemed by the School of Information Technology Computer Science to be equivalent in any aspect of Information Technology; or
(b) a bachelor's degree or higher award in Computing Engineering, Software Engineering or Telecommunications Engineering, or qualifications deemed by the School of Information Technology Computer Science to be equivalent; or
(c) a bachelor degree or higher award in any discipline from the University of Sydney with at least a credit average and a major sequence in Computing Engineering, Software Engineering, or Telecommunications Engineering, or qualifications deemed by the School of Information Technology Computer Science to be equivalent; or
Master of Information Technology Management

(d) completion of the requirements of the embedded Graduate Diploma or Graduate Certificate in this discipline with at least a credit average; or
(e) completion of the Graduate Diploma in Computing from the University of Sydney with at least a credit average.
(5) If a candidate does not have the equivalent qualification with a credit average, they may be admitted to the Graduate Certificate subject to the discretion of the Dean or nominee.
(6) In exceptional circumstances the Dean or nominee may admit applicants without these qualifications who, in the opinion of the School of Information Technology and Computer Science, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the table of units of study: Master of Information Technology Management.
(2) From the table of units of study and with the approval of the Academic Director:
   (a) Master of Information Technology Management: a maximum of 12 credit points may be selected from units outside the School of Information Technology and Computer Science (i.e. outside of COMP, INFO and ISYS coded units).
   (b) Graduate Certificate or Graduate Diploma in Information Technology Management: a maximum of 6 credit points may be selected from units of study outside the School of Information Technology and Computer Science (i.e. outside of COMP, INFO and ISYS coded units).
(3) To qualify for the award of the Graduate Certificate in Information Technology Management a candidate must complete 24 credit points including:
   (a) a minimum of 6 credit points of the Core units of study (including INFOS990); and
   (b) a minimum of 6 credit points of the Specialist units of study from the table of units of study excluding Project units; and
   (c) a maximum of 12 credit points of the Foundation units of study.
(4) To qualify for the award of the Graduate Diploma in Information Technology Management a candidate must complete 48 credit points including:
   (a) a minimum of 6 credit points of the Core units of study (including INFOS990); and
   (b) a minimum of 12 credit points of the Specialist units of study from the table of units of study excluding Project units; and
   (c) a maximum of 12 credit points of the Foundation units of study.
(5) To qualify for the award of the Master of Information Technology Management a candidate must complete 72 credit points of units of study as specified in the degree table including:
   (a) for the Professional Pathway:
      (I) 18 credit points of the Core units of study; and
      (II) a minimum of 18 credit points of the Specialist units of study; and
      (III) a minimum of 12 credit points of the Professional Pathway Project units of study; and
      (IV) a maximum of 12 credit points of the Foundation units of study; and
      (V) no credit points from the Research Pathway units of study.
   (b) for the Research Pathway:
      (I) a minimum of 18 credit points of the Core units of study; and
      (II) a minimum of 18 credit points of the Specialist units of study; and
      (III) a minimum of 24 credit points of the Research Pathway units of study; and
      (IV) a maximum of 12 credit points of the Foundation units of study; and
      (V) no credit points from the Professional Pathway Project units of study.
   (c) If a reduction in the volume of learning is given then the candidate is able to apply for an exemption on some course requirements, if evidence can be provided of prior learning (subject to assessment by the Academic Director). The candidate will then be required to complete the required volume of learning based on the remaining course requirements.

7 Progression rules

(1) A candidate for the Master of Information Technology Management must complete 24 credit points from Core, Specialist, or Foundation units of study before taking any Information Technology Project units. Admission to project units of study is subject to availability of supervision and to the approval of the Dean or nominee.
(2) With permission from the Dean or nominee, a candidate for the Master of Information Technology Management who completed 24 credit points from Core, Specialist or Foundation units of study with at least Distinction average marks may take Research Path units.

8 Suspension of Candidature

A student may seek written permission from the Dean to suspend candidature in the course. Suspension may be granted for a maximum of one year.

9 Cross-institutional study

Cross-institutional study is not available in these courses except where the University of Sydney has a formal cooperation agreement with another university.

10 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

11 Credit for previous study (for non-conferred qualifications only)

(1) The following Coursework Rules (for non-conferred qualifications) replace the Faculty Coursework Rules for "Credit for previous study"; within the "Resolutions of the Faculty (of Engineering)" for the Master of Information Technology Management.
   (a) Where postgraduate study has been undertaken at the University of Sydney in one of the embedded courses of the Master of Information Technology Management or Master of Information Technology and no award has been conferred, credit may be transferred in full (subject to credit limits in the table of units of study: Master of Information Technology Management), provided the study has been undertaken within the previous three years and subject to approval of the Academic Director. In addition, a credit transfer for the purposes of a course upgrade will require either:
      (I) fulfillment of the admission requirements for the "Admission to Candidature" for the Master of Information Technology Management including at least a credit average from the prior qualification used for admission;
      (II) completion of a minimum of 24 credit points of the currently enrolled course with at least a credit average;
   (b) Where study not covered by (a) above has been undertaken at postgraduate level and no award has been conferred, credit to a maximum of 50% of the prescribed credit points may be transferred to the Graduate Diploma in Information Technology Management or the Master of Information Technology Management, if:
      (I) the study has been undertaken at the University of Sydney, or at an external institution recognized by the University of Sydney, within the previous three years; and

2
(II) the units of study have been completed at credit level or above; and
(III) the units are equivalent to Core or Specialist units of study offered under the degree being taken, subject to approval of the Academic Director.

c) Credit will not be granted for recognized prior learning older than 10 years at the time of first enrolment.

12 Recognition for Prior Learning (for conferred qualifications only)

(1) The following Coursework Rules (for conferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty (of Engineering)” for the Master of Information Technology Management:

(a) where study has been undertaken and an award has been conferred, candidates who are offered direct admission to the Master of Information Technology Management may be eligible for a reduction in the volume of learning of up to 36 credit points provided that study for the conferred award has been undertaken at an external institution recognized by the University of Sydney within the previous three years. Any reduction in the volume of learning is subject to the following guidelines and requires the approval of the Academic Director:

(I) the maximum permissible reduction in the volume of learning is 36 credit points for a master’s degree (at Level 9 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technology-Computer Science.

(II) the maximum permissible reduction in the volume of learning is 24 credit points for a bachelor’s degree with Honours (at Level 8 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technology-Computer Science.

(III) the maximum permissible reduction in the volume of learning is 24 credit points for a bachelor’s degree with Honours (at Level 8 of the Australian Qualifications Framework) in the discipline of Engineering, as defined by the School of Information Technology-Computer Science, with a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering.

(IV) the maximum permissible reduction in the volume of learning is 24 credit points for a Graduate Diploma (at Level 8 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technology-Computer Science.

(V) the maximum permissible reduction in the volume of learning is 12 credit points for a four-year Bachelor of Information Technology (Pass) (Course Code: BINFTEC2000) or a Bachelor of Advanced Computing (Pass) only at the University of Sydney (at Level 7 of the Australian Qualifications Framework).

(VI) there is no reduction in the volume of learning available for a Graduate Certificate.

13 Satisfactory progress
Progression is subject to the Coursework Rule. A candidate who has failed to meet these progression rules for the Master of Information Technology Management will be transferred to either the Graduate Diploma or the Graduate Certificate in Information Technology Management, depending on the credit points successfully completed.

14 Time limit

(1) A candidate for the Graduate Certificate in Information Technology Management shall complete the requirements for the award in a minimum enrolment of one semester and a maximum enrolment of four semesters.

(2) A candidate for the Graduate Diploma in Information Technology Management shall complete the requirements for the award in a minimum enrolment of two semesters and a maximum enrolment of eight semesters.

(3) A candidate for the Master of Information Technology Management shall complete the requirements for the award in a minimum of two semesters and a maximum of twelve semesters.

15 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2018 and students who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Information Technology / Master of Information Technology Management

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAINFITM-01</td>
<td>Master of Information Technology / Master of Information Technology Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern
   The attendance pattern for this course is full time or part time according to candidate choice.

3 Master’s type
   The master’s degree in these resolutions is a professional master’s course, as defined by the Coursework Policy 2014.

4 Admission to candidature
   (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
   (2) Admission to the Master of Information Technology / Master of Information Technology Management requires:
       (a) a Bachelor’s degree or higher award in Information Technology from the University of Sydney with at least a credit average, or qualifications deemed by the School of Information Technologies Computer Science to be equivalent in any aspect of Information Technology; or
       (b) a Bachelor’s degree or higher award in Engineering from the University of Sydney with at least a credit average and a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering, or qualifications deemed by the School of Information Technologies Computer Science to be equivalent; or
       (c) completion of the requirements of the Graduate Certificate or Graduate Diploma in Information Technology or Information Technology Management from the University of Sydney with at least a credit average.
       (d) completion of the Graduate Diploma in Computing from the University of Sydney with at least a credit average.
       (3) If a candidate does not have a credit average within the qualifications listed above, they may be admitted to the Graduate Certificate of Information Technology or Information Technology Management subject to the discretion of the Dean or nominee.
       (4) In exceptional circumstances the Dean or nominee may admit applicants without these qualifications who, in the opinion of the School of Computer Science, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

5 Requirements for award
   (1) The units of study that may be taken for these awards are set out in the table of units of study: Master of Information Technology / Master of Information Technology Management.
   (2) To qualify for the Master of Information Technology / Master of Information Technology Management a candidate must complete 96 credit points units of study as specified in the degree table including:
       (a) for the Professional Pathway:
           (i) 24 credit points of the Core units of study; and
           (ii) a minimum of 24 credit points of the MIT Specialist units of study; and
           (iii) a minimum of 24 credit points of the MITM Specialist units of study; and
           (iv) a minimum of 12 credit points of the Professional Pathway Project units of study; and
           (v) a maximum of 12 credit points of the Foundation units of study; and
           (vi) no credit points from the Research Pathway units of study.
       (b) for the Research Pathway:
           (i) a minimum of 24 credit points of the Core units of study; and
           (ii) a minimum of 24 credit points of the Master of Information Technology Specialist units of study; and
           (iii) a minimum of 24 credit points of the Master of Information Technology Management Specialist units of study; and
           (iv) a minimum of 24 credit points of the Research Pathway units of study; and
           (v) no credit points from the Professional Pathway Project units of study.
       (c) If a reduction in the volume of learning is given then the candidate is able to apply for an exemption on some course requirements, if evidence can be provided of prior learning (subject to assessment by the Academic Director). The candidate will then be required to complete the required volume of learning based on the remaining course requirements.

6 Majors for the Master of Information Technology / Master of Information Technology Management
   (1) Completion of a major is an optional requirement of the Master of Information Technology / Master of Information Technology Management. A major requires the completion of all core units of study as prescribed by the faculty and at least 18 credit points chosen from the Specialist units of study listed in the table for the defined major. The majors available are:
       (a) Biomedical and Health Informatics
       (b) Cybersecurity
       (c) Data Management and Analytics
       (d) Digital Media Technology
       (e) Networks and Distributed Systems
7 Progression rules

(1) A candidate for the Master of Information Technology / Master of Information Technology Management must complete 24 credit points from Core, Specialist or Foundation units of study before taking any Information Technology Project units. Admission to project units of study is subject to availability of supervision and to the approval of the Dean or nominee.

(2) With permission of the Dean or nominee, a candidate for the Master of Information Technology / Master of Information Technology Management who completed 24 credit points from Core, Specialist or Foundation units of study with at least Distinction average marks may take Research Path units.

8 Cross-institutional study

Cross-institutional study is not available in these courses except where the University of Sydney has a formal cooperation agreement with another university.

9 Course transfer

(1) A candidate for the Master of Information Technology / Master of Information Technology Management may elect to discontinue study in the combined degree and graduate with:

(a) the Master of Information Technology or with a shorter award from the embedded sequence detailed in the course resolutions for the single degree, with the approval of the Dean in accordance with the resolutions governing that degree and provided the requirements of the shorter award have been met or;

(b) the Master of Information Technology Management alone or with a shorter award from the embedded sequence detailed in the course resolutions for the single degree, with the approval of the Dean in accordance with the resolutions governing that degree and provided the requirements of the shorter award have been met.

(2) Completion of the Master of Information Technology / Master of Information Technology Management in the future will require a new application for admission to candidate for that course and completion in accordance with the resolutions governing that degree.

10 Credit for previous study (for non-conferred qualifications only)

(1) The following coursework credit requirements (for non-conferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty (of Engineering and Information Technologies)” for the Master of Information Technology / Master of Information Technology Management:

(a) where postgraduate study has been undertaken at the University of Sydney in one of the embedded courses of the Master of Information Technology or Master of Information Technology Management and no award has been conferred, credit may be transferred in full (subject to credit limits in the table of units of study: Master of Information Technology / Master of Information Technology Management), provided the study has been undertaken within the previous three years and subject to approval of the Academic Director. In addition, a credit transfer for the purposes of a course upgrade will require either:

(i) fulfillment of the admission requirements for the “Admission to Candidature” for the Master of Information Technology / Master of Information Technology Management including at least a credit average from the prior qualification used for admission; or

(ii) completion of a minimum of 24 credit points of the currently enrolled course with at least a credit average;

(b) where study not covered in (a) above has been undertaken at postgraduate level and no award has been conferred, credit to a maximum of 50% of the prescribed credit points may be transferred to the Master of Information Technology / Master of Information Technology Management, provided:

(i) the study has been undertaken at the University of Sydney, or at an external institution recognised by the University of Sydney, within the previous three years; and

(ii) the units of study have been completed at credit level or above; and

(iii) the units are equivalent to Core or Specialist units of study offered under the degree being taken, subject to approval of the Academic Director.

(c) Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.

11 Recognition for Prior Learning (for conferred qualifications only)

(1) The following coursework credit requirements (for conferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty (of Engineering and Information Technologies)” for the Master of Information Technology / Master of Information Technology Management:

(a) where study has been undertaken and an award has been conferred, candidates who are offered direct admission to the Master of Information Technology / Master of Information Technology Management may be eligible for a reduction in the volume of learning of up to 36 credit points provided that study for the conferred award has been undertaken at an external institution recognized by the University of Sydney, within the previous three years. Any reduction in the volume of learning is subject to the following guidelines and requires the approval of the Academic Director:

(i) the maximum permissible reduction in the volume of learning is 36 credit points for a master's degree (at level 9 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technologies Computer Science;

(ii) the maximum permissible reduction in the volume of learning is 24 credit points for a bachelor's degree with Honours (at level 8 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technologies Computer Science;

(iii) the maximum permissible reduction in the volume of learning is 24 credit points for a bachelor's degree with Honours (at level 8 of the Australian Qualifications Framework) in the discipline of Engineering, as defined by the School of Computer Science, with a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering;

(iv) the maximum permissible reduction in the volume of learning is 24 credit points for a Graduate Diploma (at level 8 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technologies Computer Science;

(v) the maximum permissible reduction in the volume of learning is 12 credit points for a four year Bachelor of Information Technology (pass) only at the University of Sydney (at level 7 of the Australian Qualifications Framework).

(vi) there is no reduction in the volume of learning available for a Graduate Certificate.

12 Satisfactory progress

Progression is subject to the Coursework Policy 2014. A candidate who has failed to meet these progression requirements will be transferred to either the Graduate Diploma or the Graduate Certificate in Information Technology or Information Technology Management, depending on the credit points successfully completed.
Time limit
A candidate for the Master of Information Technology / Master of Information Technology Management shall complete the requirements for the award in a minimum of three semesters and a maximum of sixteen semesters.

Transitional provisions
These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.
Graduate Certificate in Computing

Graduate Diploma in Computing

Graduate Certificate in Computing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

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<tr>
<td>GCCOMPUT-01</td>
<td>Graduate Certificate in Computing</td>
</tr>
<tr>
<td>GNCOMPUT-04</td>
<td>Graduate Diploma in Computing</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Embedded courses in this sequence

(a) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Computing
   (b) the Graduate Diploma in Computing

2 Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

4 Admission to candidature

(a) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

(b) Admission to candidature for the Graduate Certificate in Computing requires:

   (a) a bachelor's degree or higher award in any discipline from the University of Sydney, or qualifications deemed by the School of Information Technologies or Computer Science to be equivalent, with at least a credit average, and including units of study with a mathematical foundation demonstrating significant numeracy skills.

(c) Admission to candidature for the Graduate Diploma in Computing requires:

   (a) a bachelor's degree or higher award in any discipline from the University of Sydney, or qualifications deemed by the School of Information Technologies or Computer Science to be equivalent, with at least a credit average, and including units of study with a mathematical foundation demonstrating significant numeracy skills; or

   (b) a bachelor's degree or higher award in any discipline from the University of Sydney, or qualifications deemed by the School of Information Technologies or Computer Science to be equivalent, with at least a credit average. Applicants must also provide evidence of prior learning which is considered to demonstrate the knowledge and aptitude required to undertake this course; or

   (c) Applicants to have qualifications and/or experience which are sufficient, in the view of the Dean or a suitable nominee with Information Technologies expertise, to successfully undertake the award.

(d) Applicants to complete the requirements of the embedded Graduate Certificate in Computing with at least credit average.

5 Requirements for award

(a) The units of study that may be taken for the course are set out in Table of units: Graduate Diploma in Computing.

(b) To qualify for the award of the Graduate Certificate in Computing, a candidate must complete 24 credit points of COMP, INFO, or ISYS coded units of study at level 5xxx or higher, including:

   (a) a minimum of 18 credit points of units of study covering programming, modelling, networking, and data management.

2 To qualify for the award of the Graduate Diploma in Computing, a candidate must complete 48 credit points covering programming, modelling, networking and data management, including:

   (a) a maximum of 24 credit points of Foundation units of study; and

   (b) a minimum of 24 credit points of Information Technology or Information Technology Management Specialist units of study.

2 If a reduction in the volume of learning is given:

   (a) candidates will be required to apply any reduction in the volume of learning to the Foundation units of study only.

   (b) the candidate will then be required to complete the required volume of learning based on the course requirements.

6 Recognition for prior learning

(a) The following coursework credit requirements (for conferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty of Engineering and Information Technologies” for the Graduate Diploma in Computing:

   (a) Candidates for the Graduate Diploma in Computing may be eligible for a reduction in the volume of learning of up to 12 credit points for an equivalent conferred volume of learning after an entry assessment is made for prior learning and/or work experience that is deemed by the School of Information Technologies to be relevant.

7 Suspension of candidature

A student may suspend candidature in this course for a maximum of one year.
8 Cross-institutional study
Cross-institutional study is not available in this course except where the University of Sydney has a formal cooperation agreement with another university.

9 Credit for previous study
The credit transfer provisions of the Coursework Policy apply except that where the study has been undertaken at postgraduate level and no award has been conferred, credit to a maximum of 50% of the prescribed credit points may be transferred, provided:
(a) the study has been undertaken at the University of Sydney, or at an external institution recognised by the University of Sydney, within the previous three years; and
(b) the units are equivalent to units of study offered under the degree being taken, subject to approval of the Academic Director.

10 Satisfactory progress
The Dean may require any student who has failed a cumulative total of 18 credit points or more at any stage of enrolment in the Graduate Certificate in Computing or the Graduate Diploma in Computing to show good cause why he or she should be allowed to re-enrol.

11 Time limit
A candidate for the Graduate Diploma in Computing shall complete the requirements for the award in a minimum enrolment of two semesters and a maximum enrolment of ten semesters.

12 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
To make several updates to the course resolutions for the Master of Agriculture and Environment, Master of Environmental Science, Master of Environmental Science and Law, Master of Marine Science and Management, Master of Veterinary Studies/Master of Veterinary Clinical Studies and Master of Veterinary Clinical Studies to update clauses in line with current policy and terminology and review admissions criteria.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to update the Master of Agriculture and Environment course resolutions with effect from 1 January 2020.
(2) approve the proposal from the Faculty of Science to update the Master of Environmental Science course resolutions with effect from 1 January 2020.
(3) approve the proposal from the Faculty of Science to update the Master of Environmental Science and Law course resolutions with effect from 1 January 2020.
(4) approve the proposal from the Faculty of Science to update the Master of Marine Science and Management course resolutions with effect from 1 January 2020.
(5) approve the proposal from the Faculty of Science to update the Master of Veterinary Studies/Master of Veterinary Clinical Studies course resolutions with effect from 1 January 2020.
(6) approve the proposal from the Faculty of Science to update the Master of Veterinary Clinical Studies course resolutions with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed changes include
• broadening the recognition of prior learning clause to include all types of “credit”, not just reduced volume of learning
• broadening the admissions criteria for the Master of Environmental Science and the Environmental Science and Law to allow for all bachelor’s degree, regardless of discipline. It was recognised that this is a “retraining” course and that did not necessarily need a science background
• reiterating that students in the Master of Veterinary Clinical Studies must concurrently enrol in the Master of Veterinary Studies/Master of Veterinary Clinical Studies
• correcting the streams available in the Master of Veterinary Studies/Master of Veterinary Clinical Studies to include Bovine Medicine and removing reference to a now non-existent Faculty Office

Update following feedback from Graduate Studies Committee
These resolutions were reviewed by the Graduate Studies Committee on 14 October 2019. This committee endorsed the changes subject to some typographical corrections, changes to the transitional provisions and compliance with Coursework Policy (3.13 Resolution AB-GSC-19/06-19). These changes have been made.

IMPLEMENTATION

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

ATTACHMENTS

1. Original GSC proposal
2. Revised marked up resolutions for the:
   a) Master of Agriculture and Environment
Non-Confidential

b) Master of Environmental Science  
c) Master of Environmental Science and Law  
d) Master of Marine Science and Management  
e) Master of Veterinary Studies/Master of Veterinary Clinical Studies  
f) Master of Veterinary Clinical Studies
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   - Graduate Certificate in Agriculture and Environment
   - Graduate Diploma in Agriculture and Environment
   - Master of Agriculture and Environment

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Agriculture and Environment (and embedded) degrees to broaden the recognition of prior learning to include all types of "credit", not just reduced volume of learning

3. Details of amendment
   - Clause 7 Recognition of prior learning
     Candidates offered admission to the Master of Agriculture and Environment may be eligible for recognition of prior learning in accordance with the University Coursework Policy. A reduction in the volume of learning in accordance with the University Coursework Policy of up to 24 credit points where the candidate has completed a qualification at level 8 of the Australian Qualifications Framework in economics, soil science, environmental science, plant science, environmental chemistry, agricultural science or agronomy.

4. Transitional arrangements
   None

5. Other relevant information

6. Signature of Dean

   Signature

   Prof Iain M Young
   Dean, Faculty of Science
   19/9/19
Graduate Certificate in Agriculture and Environment

Graduate Diploma in Agriculture and Environment

Master of Agriculture and Environment

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
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<tr>
<td>GCAGRENV-01</td>
<td>Graduate Certificate in Agriculture and Environment</td>
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<tr>
<td>GNAGRENV-01</td>
<td>Graduate Diploma in Agriculture and Environment</td>
</tr>
<tr>
<td>GCAGRENV-01</td>
<td>Master of Agriculture and Environment</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

3 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Agriculture and Environment
(b) the Graduate Diploma in Agriculture and Environment
(c) the Master of Agriculture and Environment

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred. Admission to the Graduate Certificate in Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment and or from the Graduate Diploma of Agriculture and Environment, and with the approval of the Dean.

4 Admission

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to candidature for the Graduate Certificate in Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment and or from the Graduate Diploma of Agriculture and Environment with the approval of the Dean.

(3) Admission to the Graduate Diploma in Agriculture and Environment requires:
(a) a bachelor's degree in Agriculture, Science or Economics or an equivalent qualification

(4) Admission to the Master of Agriculture and Environment requires:
(a) a bachelor's degree with a credit average in Agriculture, Science or Economics, or an equivalent qualification; or
(b) completion of the requirements of an embedded graduate diploma in this discipline from the University of Sydney, or equivalent qualification.

5 Requirements for award

(1) The units of study that may be taken for the courses are set out in Table A.

(2) To qualify for the award of the Graduate Certificate in Agriculture and Environment a candidate must complete 24 credit points.

(3) To qualify for the award of the Graduate Diploma in Agriculture a candidate must complete 48 credit points, including at least 12 credit points from units of study listed in the table for the selected specialisation.

(4) To qualify for the award of the Master of Agriculture and Environment a candidate must complete 72 credit points, including:
(a) 24 credit points of core units of study; and
(b) 24 credit points of elective units of study, including at least 12 credit points from units of study listed in the table for the selected specialisation; and
(c) 24 credit points of research capstone units of study.

(d) With permission, up to 12 credit points of the elective requirements may be taken from other courses outside the Faculty, including foundational units of study.

6 Specialisations

(1) Completion of a specialisation is a requirement of the Graduate Diploma of Agriculture and Environment and the Master of Agriculture and Environment, and requires the accumulation of 12 credit points chosen from units of study listed in the table for that specialisation.

(a) Agricultural and Environmental Economics
(b) Agricultural and Environmental Technologies
(c) Horticultural Technologies
(2) Candidates for the Master of Agriculture and Environment will complete a research project as part of their research capstone units of study. The research area of this research project is expected to correlate to the chosen specialisation. However, the number of research projects in each specialisation varies from year to year, and may be limited.
(3) Not every specialisation is available every year.

7 Recognition of prior learning
Candidates offered admission to the Master of Agriculture and Environment may be eligible for recognition of prior learning in accordance with the University Coursework Policy of up to 24 credit points where the candidate has completed a qualification at level 8 of the Australian Qualifications Framework in economics, soil science, environmental science, plant science, environmental chemistry, agricultural science or agronomy.

8 Course transfer
A candidate for the master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 202019 and students who commenced their candidature prior to 1 January 202019 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Science
Contact person: Veronica Boulton

1. Name of award course
   Graduate Certificate in Environmental Science
   Graduate Diploma in Environmental Science
   Master of Environmental Science

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Environmental Science (and embedded) degrees to broaden the recognition of prior learning to include all types of "credit", not just reduced volume of learning and to broaden the admissions criteria to allow for all bachelor's degrees as a pathway, regardless of discipline.

3. Details of amendment
   Clause 5 Admission to candidature
   (1) With approval from the Dean available places will be offered to qualified applicants, according to the following admissions criteria.
   (2) In exceptional circumstances the Dean may admit to the Graduate Certificate or Graduate Diploma, applicants without the following qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.
   (3) Admission to the Graduate Certificate in Environmental Science requires:
       a. a Bachelor's degree of Science from the University of Sydney or equivalent in the discipline of biology, chemistry, physics, mathematics, ecology, climate and atmospheric sciences, marine science, geology, geography, environmental studies, environmental engineering, agriculture and/or natural resource management, or equivalent qualification;
       or
       b. a Bachelor's degree in any discipline, in addition to successfully completing 18 credit points of undergraduate science at the University of Sydney, including:
          (i) 6 credit points in biology; and
          (ii) 6 credit points in chemistry; and
          (iii) 6 credit points in geography.
   (4) Admission to the Graduate Diploma in Environmental Science requires:
       a. a Bachelor's degree of Science from the University of Sydney or equivalent in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification; or
       b. completion of the embedded graduate certificate in this discipline, from the University of Sydney, or equivalent qualification;
       or
       c. a Bachelor's degree in any discipline, in addition to successfully completing 18 credit points of undergraduate science at the University of Sydney, as listed under subsection (3)(b).
   (5) Admission to the Master of Environmental Science requires:
       a. a Bachelor's degree of Science, with a credit average, or equivalent qualification from the University of Sydney in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification; or
       b. a Bachelor of Science with Honours from the University of Sydney in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification; or
       c. completion of the embedded graduate diploma in this discipline, from the University of Sydney, or equivalent qualification; or
       d. a Bachelor's degree in any discipline, in addition to successfully completing 18 credit points of undergraduate science at the University of Sydney with a credit average, as listed under subsection (3)(b).

Clause 7 Recognition of prior learning
Candidates offered admission to the Master of Environmental Science may be eligible for recognition of prior a reduction in the volume of learning in accordance with the University Coursework Policy of up to 24 credit points where the candidate has completed a qualification at level 8 of the Australian Qualifications Framework in one or more of the disciplines listed under section 5(3)(a).
4. Transitional arrangements

None

5. Other relevant information

6. Signature of Dean

Prof Iain M Young
Dean, Faculty of Science
19/1/19
Graduate Certificate in Environmental Science

Graduate Diploma in Environmental Science

Master of Environmental Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

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<th>Course and stream title</th>
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<tr>
<td>GCENVSCI-01</td>
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</tr>
<tr>
<td>GNENVSCI-02</td>
<td>Graduate Diploma in Environmental Science</td>
</tr>
<tr>
<td>MAENVSCI-01</td>
<td>Master of Environmental Science</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) Graduate Certificate in Environmental Science
   (b) Graduate Diploma in Environmental Science
   (c) Master of Environmental Science

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any course in this sequence. Only the highest award completed will be conferred.

5 Admission to candidature

(1) With approval from the Dean available places will be offered to qualified applicants, according to the following admissions criteria.

(2) In exceptional circumstances the Dean may admit to the Graduate Certificate or Graduate Diploma, applicants without the following qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(3) Admission to the Graduate Certificate in Environmental Science requires:
   a Bachelors degree in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification;
   or
   a Bachelors degree in any discipline, in addition to successfully completing 18 credit points of undergraduate science at the University of Sydney, including:
   (i) 6 credit points in biology; and
   (ii) 6 credit points in chemistry;
   and
   (iii) 6 credit points in geography.

(4) Admission to the Graduate Diploma in Environmental Science requires:
   (a) a Bachelors degree in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification;
   or
   (b) completion of the embedded graduate certificate in this discipline, from the University of Sydney, or equivalent qualification;
   or
   (c) a Bachelors degree in any discipline, in addition to successfully completing 18 credit points of undergraduate science at the University of Sydney, as listed under subsection (3)(b).

(5) Admission to the Master of Environmental Science requires:
   (a) a Bachelors degree in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification;
   or
   (b) a Bachelor of Science with Honours from the University of Sydney in one or more of the disciplines listed under subsection (3)(a), or equivalent qualification;
   or
   (c) completion of the embedded graduate diploma in this discipline, from the University of Sydney, or equivalent qualification;
   or
   (d) a Bachelors degree in any discipline, in addition to successfully completing 18 credit points of undergraduate science at the University of Sydney with a credit average, or equivalent qualification, as listed under subsection (3)(b).

6 Requirements for award

(1) The units of study that may be taken for these awards are set out in the table for Environmental Science postgraduate courses. With the approval of the Dean and the program coordinator, candidates for the graduate diploma or master's degree, who have special aims or interests, may be allowed to substitute up to 12 credit points with relevant postgraduate units from outside the table.

(2) To qualify for the Graduate Certificate in Environmental Science a candidate must complete 24 credit points, including:
(a) 18 credit points of core units of study; and
(b) 6 credit points of elective units of study.
(3) To qualify for the Graduate Diploma in Environmental Science a candidate must complete 48 credit points, including:
(a) 24 credit points of core units of study, and
(b) 24 credit points of elective units of study.
(4) To qualify for the Master of Environmental Science a candidate must complete 72 credit points, including:
(a) 30 credit points of core units of study;
(b) 42 credit points of elective units of study.

7 Recognition of prior learning
Candidates offered admission to the Master of Environmental Science may be eligible for recognition of prior learning in accordance with the University Coursework Policy of up to 24 credit points where the candidate has completed a qualification at level 8 of the Australian Qualifications Framework in one or more of the disciplines listed under section 5(3)(a).

8 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January 2020 and persons who commenced their candidature prior to 1 January 2015 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
(2) Candidates who commenced prior to 1 January 2020 and 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2025 or later date as the faculty may, in special circumstances, approve.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Master of Environmental Science and Law

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Environmental Science and Law degrees to allow for recognition of prior learning and to broaden the admissions criteria to allow for all bachelor's degrees as a pathway, regardless of discipline.

3. Details of amendment
   Clause 5 Admission to candidature
   (1) With approval from the Dean available places will be offered to qualified applicants, according to the following admissions criteria.
   (2) Admission to the degree requires a Bachelor's degree in the discipline of biology, chemistry, physics, mathematics, ecology, climate and atmospheric sciences, marine science, geology, geography, environmental studies, environmental engineering, agriculture or natural resource management with a credit average from the University of Sydney, or equivalent qualification.

   Clause 7 Recognition of prior learning
   Candidates offered admission to the Master of Environmental Science and Law may be eligible for recognition of prior learning in accordance with the University Coursework Policy.

4. Transitional arrangements
   None

5. Other relevant information

6. Signature of Dean

   Prof Iain M Young
   Dean, Faculty of Science
   19/9/19
Master of Environmental Science and Law

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAENSCLA-02</td>
<td>Master of Environmental Science and Law</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course.

4 Cross faculty management

The Deans of Science and Law shall jointly exercise authority in any matter concerning the course not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) With approval from the Dean, available places will be offered to qualified applicants according to the following admissions criteria.

(2) Admission to the degree requires a Bachelors degree of Science in the discipline of biology, chemistry, physics, mathematics, ecology, climate and atmospheric sciences, marine science, geology, geography, environmental studies, environmental engineering, agriculture or natural resource management with at least a credit average from the University of Sydney, or equivalent qualification.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Environmental Science and Law postgraduate coursework degree table. With the approval of the Dean and the program coordinator, candidates with special aims or interests may be allowed to substitute up to 12 credit points with relevant postgraduate units from outside the table.

(2) To qualify for the award of the Master of Environmental Science and Law, a candidate must complete 72 credit points, including:

(a) 18 credit points of core units of study; and
(b) 18 credit points of Environmental Science core units of study; and
(c) 18 credit points of Environmental Law core units of study; and
(d) 18 credit points of units of study selected from the remaining core units of study or elective units of study.

7 Recognition of prior learning

Candidates offered admission to the Master of Environmental Science and Law may be eligible for recognition of prior learning in accordance with the University Coursework Policy.

8 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2020 and persons who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2025.

(2) Candidates who commenced prior to 1 January 2020 who elect to proceed under these resolutions may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2020, or later date as the faculty may, in special circumstances, approve.
Minor Course Amendment Proposal

Faculty: Science
Contact person: Veronica Boulton

1. Name of award course
   - Graduate Certificate in Marine Science and Management
   - Graduate Diploma in Marine Science and Management
   - Master of Marine Science and Management

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Marine Science and Management (and embedded) degrees to broaden the recognition of prior learning to include all types of "credit", not just reduced volume of learning and to remove redundant admissions.

3. Details of amendment
   Clause 5 Admission to the Master of Marine Science and Management requires:
   (a) a Bachelor of Science from the University of Sydney in one or more of the disciplines listed under subsection (3), with a credit average, or equivalent qualification; or
   (b) a Bachelor of Science with Honours from the University of Sydney in one or more of the disciplines listed under subsection (3), or equivalent qualification; or
   (b) completion of the embedded graduate diploma in this discipline, from the University of Sydney, or equivalent qualification.

   Clause 7 Recognition of prior learning
   Candidates offered admission to the Master of Marine Science and Management may be eligible for a reduction in the volume of learning of up to 24 credit points where the candidate has completed a qualification of level 8 of the Australian Qualifications Framework in one or more of the disciplines listed under section 5(3), recognition of prior learning in accordance with the University Coursework Policy

4. Transitional arrangements
   None

5. Other relevant information

6. Signature of Dean
   [Signature]

   Prof Iain M Young
   Dean, Faculty of Science
   19/9/19

Minor Course Amendment Proposal

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Graduate Certificate in Marine Science and Management
Graduate Diploma in Marine Science and Management
Master of Marine Science and Management

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1 Course codes

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<td>Graduate Certificate in Marine Science and Management</td>
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<td>GNMASCMG-02</td>
<td>Graduate Diploma in Marine Science and Management</td>
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<tr>
<td>MAMASC MG-02</td>
<td>Master of Marine Science and Management</td>
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</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) Graduate Certificate in Marine Science and Management
   (b) Graduate Diploma in Marine Science and Management
   (c) Master of Marine Science and Management

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5 Admission to candidature

(1) With approval from the Dean, available places will be offered to qualified applicants according to the following admissions criteria.

(2) In exceptional circumstances, the Dean may admit applicants to the Graduate Certificate or Graduate Diploma without the following qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(3) Admission to the Graduate Certificate in Marine Science and Management requires a Bachelor of Science from the University of Sydney in the discipline of biology, chemistry, physics, mathematics, ecology, climate and atmospheric sciences, marine science, geosciences, geography, geology, environmental studies, environmental engineering, civil engineering, aquaculture, agriculture or natural resource management, or equivalent qualification.

(4) Admission to the Graduate Diploma in Marine Science and Management requires:
   (a) a Bachelor of Science from the University of Sydney in one or more of the disciplines listed under subsection (3), or equivalent qualification; or
   (b) completion of the embedded graduate certificate in this discipline, from the University of Sydney, or equivalent qualification.

(5) Admission to the Master of Marine Science and Management requires:
   (a) a Bachelor of Science from the University of Sydney in one or more of the disciplines listed under subsection (3), with at least a credit average, or equivalent qualification; or
   (b) a Bachelor of Science with Honours from the University of Sydney in one or more of the disciplines listed under subsection (3), or equivalent qualification; or
   (c) completion of the embedded graduate diploma in this discipline, from the University of Sydney, or equivalent qualification.

6 Requirements for award

(1) The units of study that may be taken for these awards are set out in the Marine Science and Management degree table. With the approval of the Dean and the program coordinator, candidates for the graduate diploma or master's degree, with special aims or interests, may be allowed to substitute up to 12 credit points with relevant postgraduate units from outside the table.

(2) It is a requirement of the master's degree that students undertake units of study in a minimum of three of the four available areas of knowledge:
   (a) Marine biology/Biological oceanography
   (b) Marine geosciences/Coastal engineering
   (c) Physical oceanography/Marine engineering
   (d) Environmental Management/sustainability

(3) To qualify for the Graduate Certificate in Marine Science and Management, a candidate must complete 24 credit points, including:
   (a) 12 credit points of core units of study; and
   (b) 12 credit points of elective units of study.
(4) To qualify for the Graduate Diploma in Marine Science and Management, a candidate must complete 48 credit points across at least two of the defined areas of knowledge, including:

(a) 24 credit points of core units of study; and
(b) 12 credit points of elective units of study taken at the University of Sydney; and
(c) 12 credit points of elective units of study which may be taken from the other partner universities under the equivalent program (University of NSW, University of Technology Sydney, Macquarie University) via Cross Institutional Study.

(5) To qualify for the Master of Marine Science and Management coursework pathway, a candidate must complete 72 credit points across at least three of the defined areas of knowledge, including:

(a) 24 credit points of core units of study; and
(b) 36 credit points of elective units of study taken at the University of Sydney; and
(c) 12 credit points of elective units of study which may be taken from the other partner universities under the equivalent program (University of NSW, University of Technology Sydney, Macquarie University) via Cross Institutional Study.

(6) Subject to the availability of supervision and suitable projects, candidates with a distinction average or higher in 24 credit points of study from the degree may be admitted to the research pathway.

(7) To qualify for the Master of Marine Science and Management research pathway, a candidate must complete 72 credit points across at least three of the defined areas of knowledge, including:

(a) 48 credit points of core units of study; and
(b) 12 credit points of elective units of study taken at the University of Sydney; and
(c) 12 credit points of elective units of study which may be taken from the other partner universities under the equivalent program (University of NSW, University of Technology Sydney, Macquarie University) via Cross Institutional Study.

7 Recognition of prior learning
Candidates offered admission to the Master of Marine Science and Management may be eligible for a reduction in the volume of learning of up to 24 credit points where the candidate has completed a qualification at level 8 of the Australian Qualifications Framework in one or more of the disciplines listed under section 5(3), recognition of prior learning in accordance with the University Coursework Policy.

8 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2019, or later date as the faculty may, in special circumstances, approve.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. Name of award course
   Master of Veterinary Studies / Master of Veterinary Clinical Studies

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Veterinary Studies/Master of Veterinary Clinical Studies degree to include a stream that was previously missing and remove reference to a now non-existent Faculty Office.

3. Details of amendment
   Clause 4 Streams:
   (1)(b) Bovine Medicine
   (3) Candidates wishing to transfer between streams should contact the Faculty Office

4. Transitional arrangements
   None

5. Other relevant information

6. Signature of Dean

   Prof Iain M Young
   Dean, Faculty of Science
   19/11/19
Master of Veterinary Studies / Master of Veterinary Clinical Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<td>MAVETSTD-04 / RMVETCLS-01</td>
<td>Master of Veterinary Studies / Master of Veterinary Clinical Studies</td>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master’s type

This is a combined master’s degree consisting of a coursework master’s degree, as defined by the Coursework Rule; and a research master’s degree.

4 Streams

(1) The combined degree of the Master of Veterinary Studies / Master of Veterinary Clinical Studies is available in the following streams:

(a) Avian Medicine
(b) Bovine Medicine
(c) Canine Medicine
(d) Equine Medicine
(e) Equine Sports Medicine and Rehabilitation
(f) Equine Surgery
(g) Feline Medicine
(h) Ruminant Medicine
(i) Small Animal Cardiology
(j) Small Animal Surgery
(k) Small Animal Medicine
(l) Veterinary Anaesthesia
(m) Veterinary Behaviour
(n) Veterinary Dermatology
(o) Veterinary Diagnostic Imaging
(p) Veterinary Emergency Medicine and Critical Care
(q) Veterinary Epidemiology
(r) Veterinary Neurology
(s) Veterinary Oncology
(t) Veterinary Ophthalmology
(u) Veterinary Pathology

(2) The degree of Master of Veterinary Studies / Master of Veterinary Clinical Studies shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

(3) Candidates wishing to transfer between streams should contact the Faculty Office.

5 Admission to candidature

(1) This combined degree is available to domestic and international candidates.

(2) Available places will be offered to qualified applicants based on academic merit and relevant professional experience, according to the following admissions criteria:

(a) A Bachelor of Veterinary Science with Honours or equivalent, such as a masters degree which is recognised by the NSW Veterinary Practitioners Board (relevant professional experience in the relevant stream is desirable)

(b) Full registration, or Registration with conditions, or Limited Registration with the NSW Veterinary Practitioners Board for the entire duration of the candidature.

(3) Admission to candidature will be conditional upon the appointment of an appropriate clinical supervisor and associate supervisor.

(4) The Associate Dean (Research Education) in consultation with the Postgraduate Program Director (Veterinary Clinical Masters) will appoint a research supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Requirements for award

(1) To qualify for the award of the Master of Veterinary Studies / Master of Veterinary Clinical Studies, a candidate must:

(a) complete 48 credit points of coursework relevant to their chosen stream, and:

(b) conduct research on an approved topic and;

(c) submit a document embodying the results of the research as a thesis that meets the requirements specified in the HDR Rule and Academic Board policies and procedures including the Thesis and Examination of Higher Degrees by Research Policy 2015; and

(d) the thesis should not normally exceed 40,000 words.
Progression rules and probation

(1) Candidates who fail any unit of study will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who subsequently fail the unit of study for a second time will be excluded from the course if they cannot show cause. Any further failures will result in automatic exclusion from the course.

(2) There are no unit of study barriers for progression.

(3) Requirements for progress in the Master of Veterinary Clinical Studies will require that:
   (a) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
   (b) In the probationary period each candidate must:
      (i) complete a specified research methods unit of study if prescribed by the Faculty;
      (ii) develop and present a refined research proposal to the satisfaction of the Supervisor.
   (c) The HDR Rule specifies the conditions for the progression by the Faculty for the Master of Veterinary Clinical Studies
   (i) A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR rule.

Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
   (a) three copies of the thesis shall be submitted by the candidate;
   (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
   (c) the Faculty Postgraduate Education and Research Training Committee will act in place of the PhD Award Sub-committee.

Award of the degree

(1) The Master of Veterinary Studies is awarded on successful completion of 48 credit points.

(2) The Master of Veterinary Clinical Studies is awarded at the Pass level only.

Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Veterinary Studies (in the relevant stream);
   (b) the Graduate Diploma in Veterinary Studies (in the relevant stream);
   (c) the Master of Veterinary Studies (in the relevant stream).

Course transfer

A candidate for the Master of Veterinary Studies/Master of Veterinary Clinical Studies may abandon the combined degree and elect to discontinue study and graduate with the Master of Veterinary Studies alone or with a shorter award from the embedded sequence detailed in the course resolutions for this degree in the relevant stream as defined by the combined Master of Veterinary Studies/Master of Veterinary Clinical Studies, or graduate with the Master of Veterinary Clinical Studies alone, with the approval of the Associate Dean, and provided the requirements of the shorter award or research master’s respectively, have been met.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
## Minor Course Amendment Proposal

**Faculty:** Science

**Contact person:** Veronica Boulton

1. **Name of award course**
   - Master of Veterinary Clinical Studies

2. **Purpose of proposal**
   - To amend the Course Resolutions for the Master of Veterinary Clinical Studies degree to reinforce that the students must concurrently enrol in the Master of Veterinary Studies/Master of Veterinary Clinical Studies.

3. **Details of amendment**
   - Clause 3 Application for admission to candidature:
     - (3) Must concurrently enrol in the Master of Veterinary Studies/Master of Veterinary Clinical Studies

4. **Transitional arrangements**
   - None

5. **Other relevant information**

6. **Signature of Dean**
   - [Signature]

   Prof Iain M Young  
   Dean, Faculty of Science  
   19/9/19
Master of Veterinary Clinical Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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<tbody>
<tr>
<td>RMVETCLS-01</td>
<td>Master of Veterinary Clinical Studies</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:

(a) hold or have completed the requirements for the degree of Bachelor of Veterinary Science from the University of Sydney; and

(b) be registrable by the New south Wales Veterinary Practitioners Board, unless exempted by the Dean or Associate Dean.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant:

(a) holds a qualification or qualifications that, in the opinion of the Faculty Postgraduate Education and Research Training Committee, are equivalent to those prescribed in sub-clause (1); and

(b) is eligible for limited registration with the New South Wales Veterinary Practitioners Board.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a proposed course of research and advanced study, approved by the Associate Dean Postgraduate Studies and the Associate Dean Clinical Services; and

(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

3 Candidates must concurrently enrol in the Master of Veterinary Studies.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean Postgraduate Studies in consultation with the Associate Dean Clinical Services will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;

(b) complete any prescribed advanced clinical components;

(c) conduct research on the approved topic; and

(d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.

(2) The thesis should not normally exceed 40,000 words.
Part 5: Enrolment and progression

10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period each candidate must:
   (a) complete a specified research methods unit of study if prescribed by the Faculty;
   (b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Department; and
   (c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
   (a) three copies of the thesis shall be submitted by the candidate;
   (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
   (c) the Faculty Postgraduate Education and Research Training Committee will act in place of the HDR Examinations Sub-Committee.

18 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2022 and students who commenced their candidature prior to 1 January, 2022 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
RECOMMENDATION

That the Graduate Studies Committee endorse for submission to Academic Board:

(1) the proposal from the Faculty of Medicine and Health to amend the Master of Nursing (Nurse Practitioner); and
(2) the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The time limit for the Master of Nursing (Nurse Practitioner) is currently 7.5 years. In order to meet the University of Sydney Coursework Rule 2014 requirements, the time limit needs to be reduced to 6 years.

It is proposed that these changes to admission requirements will be effective from 2020.

Update following feedback from Graduate Studies Committee:
FMH Faculty Board approval obtained on 17 October 2019.

BACKGROUND / CONTEXT

Part 4.2 of the University of Sydney Coursework Rule 2014 states that the maximum period for meeting course requirements for a master’s degree of 2 years duration or less is 6 years.

The time limit for the Master of Nursing (Nurse Practitioner) does not currently meet this requirement.

CONSULTATION

The changes are anticipated to be approved by the FMH Educational Committee 3 October 2019 and the FMH Faculty Board 17 October.

IMPLEMENTATION

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

COMMUNICATION

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

ATTACHMENTS

Attachment (1) outlines the amendments to Course Resolutions for the Master of Nursing (Nurse Practitioner)
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Sydney Nursing School

Contact person: Tom Buckley

1. Name of award course

   MANUNUPR-02 Master of Nursing (Nurse Practitioner)

2. Purpose of proposal

   To amend the time limit in the Course Resolutions for the Master of Nursing (Nurse Practitioner) from 7.5 years to 6 years.

3. Details of amendment

   Part 4.2 of the University of Sydney Coursework Rule 2014 states that the maximum period for meeting course requirements for a master’s degree of 2 years duration or less is 6 years.

   The time limit for the Master of Nursing (Nurse Practitioner) is currently 7.5 years. In order to meet the above requirements, the time limit needs to be reduced to 6 years.

   **6. Time Limits**

   A candidate must complete all the requirements for the course within seven and a half six calendar years of first enrolment, excluding periods of suspension.

4. Transitional arrangements

   N/A

5. Other relevant information

   Nil

6. Signature of Dean

   [Signature]
Master of Nursing (Nurse Practitioner)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>MANUNJPR-02</td>
<td>Master of Nursing (Nurse Practitioner)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master’s type

This master’s degree is an advanced learning master’s course, as defined by the Coursework Policy.

4 Admission to candidature

(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admission criteria.

(2) Admission to this course requires applicants to be registered to practise nursing in an Australian state or territory. In addition, applicants are required to nominate a Primary Clinical Supervisor for the purpose of undertaking clinical components of this course. All applicants must satisfy the English language proficiency requirements detailed here:

(a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or
(b) Successful completion of an appropriate course at the University’s Centre for English Teaching in the two years prior to their application; or
(c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The Faculty defines satisfactory achievement as:

   (i) A three year degree, completed no more than five years prior to commencement
   (ii) A degree of two or more years duration, completed no more than three years prior to commencement.

(d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

(3) Admission to the Master of Nursing (Nurse Practitioner) requires:

(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or
(b) a graduate diploma with a credit average in a nursing discipline from the University of Sydney or equivalent qualification; and
(c) a minimum of a graduate certificate in:
   (i) the area of clinical practice relevant to the Nurse Practitioner application; or
   (ii) another area, and be able to demonstrate advanced skills in the area of clinical practice relevant to the Nurse Practitioner application by portfolio and referee reports; and
(d) a minimum of two years full-time equivalent experience as a registered nurse in a specified clinical field and two years full time experience of advanced nursing practice in the same field.

(4) Qualifications (other than the pre-registration nursing degree or equivalent) used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Faculty.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Master of Nursing (Nurse Practitioner).

(2) To qualify for the award of the Master of Nursing (Nurse Practitioner) a candidate must complete 72 credit points, including:

   (a) 54 credit points of core units of study; and
   (b) six credit points of elective units of study; and
   (c) a 12 credit point capstone experience unit of study.

(3) Candidates are required to attend clinical simulation and fieldwork as prescribed including 300 hours of supernumerary integrated professional practice. Where appropriate, the Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

6 Time limits

A candidate must complete all the requirements for the course within seven and a half six calendar years of first enrolment, excluding periods of suspension.

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced
their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board:

1. Approve the amendment of the award course name of the Master of Philosophy (Architecture), with effect from 1 January, 2020.
2. Approve an amendment of the Resolutions of the Senate for the University of Sydney School of Architecture, Design and Planning degrees with respect to the Master of Philosophy (Architecture), with effect from 1 January, 2020.
3. Approve the amendments to the course resolutions of the Master of Philosophy (Architecture), with effect from 1 January, 2021.

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the award course name of the Master of Philosophy (Architecture) to “Master of Philosophy (Architecture, Design and Planning)”, to correctly reflect the name of the School and to better represent the breadth of research areas in the School. It also seeks to amend the course resolutions for the Master of Philosophy (Architecture) to comply with recommendations made by the Office of General Counsel, and in anticipation of the introduction of a coursework unit requirement for all HDR programs and associated list of units of study (‘Table R’), per communication received from the Education Strategy unit of the Office of the Deputy Vice-Chancellor (Education) in April 2019.

Update following feedback from Graduate Studies Committee:

On the recommendation of the Graduate Studies Committee at its 14 October 2019 meeting, further amendments have been made to the course resolutions:

- Insertion in Clause 8 (1) (b) of the standard Table R formulation:
  “if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project”,

- Removal from Clause 19 (2) the sentence referring to the Head of School and Dean or Associate Dean specifying alternate date for completion, as this now is under the 12-year candidature rule in the Higher Degree Research Rule 2011 (1.7A).
Non-Confidential

- Replacing the Transitional provisions with the standard form by deleting clause 19 (3), simplifying clause 19 (2) per the note above, and correcting the date to 2020 in order to action the other changes to the proposal, particularly the school name, as follows:

  “These course resolutions apply to students who commenced their candidature after 1 January 2020 and to students who commenced their candidature prior to 1 January 2020 and elect to proceed under these resolutions. Candidates who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.”

**ATTACHMENTS**

Attachment 1: Minor course amendment proposal
Attachment 2: CMS resolution change mark-ups
Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Associate Professor Lee Stickells / Associate Dean (Research Education)

1. **Name of award course**
   Master of Philosophy (Architecture)

   **Purpose of proposal:**

2. **Change to the Award Course Name:**
   (i) Changing the course name from "Master of Philosophy (Architecture)" to "Master of Philosophy (Architecture, Design and Planning)".

3. **Changes to the Prefatory Section:**
   (i) Updating the prefatory section in accordance with Office of General Counsel recommendations.

4. **Changes to the Course Resolutions:**
   (i) **8 Degree requirements**
   Revision of clause 8(1)(b) from "complete all prescribed units of study; and" to "complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant School milestones statement and any other studies, as required by the supervisor(s) of the research project [effective 1 January 2021]; and"

   (ii) **16 Progress**
   Addition of "and the Progress Planning and Review of Higher Degree by Research Students Policy 2015."

   (iii) **19 Transitional provisions**
   Addition of sub-clause (3): "Clause 8(1)(b) applies to students who commenced their candidature after 1 January, 2021."

5. **Details of amendment**

**MASTER OF PHILOSOPHY (ARCHITECTURE, DESIGN AND PLANNING)**

**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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.*

*These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the School;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

*The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.*
Course resolutions
Part 1: Preliminary
1 Course codes

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Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
(a) a bachelor’s degree with first class or second class honours from the University of Sydney in a relevant discipline; or
(b) a master’s degree from the University of Sydney in a relevant discipline.
(2) The Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Research Education Committee, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the University school:
(a) satisfactory evidence of the applicant’s eligibility for admission;
(b) written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate’s proposed research:
   (i) supports the applicant’s research proposal; and
   (ii) is willing to supervise the research.
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.
(d) a statement certifying the applicant’s understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(f) the contact details of two academic or practitioner referees.
(2) In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework no more than 6 credit points may be credited.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) will approve a supervisor and associate supervisor for each candidate in accordance with the University of Sydney (Higher Degree by Research Rule) 2011 and Academic Board policies for postgraduate research higher degree supervision, which recommendation will be submitted for approval by the Research Education Committee.

6 Control of candidature

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete all prescribed units of study: complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant School milestones statement and any other studies, as required by the supervisor(s) of the research project [effective 1 January 2021]; and
(c) conduct research on the approved topic.
(2) In addition, candidates proceeding by research and thesis must submit for examination a thesis embodying the results of their research.
(a) Theses must be submitted in the mode approved by the Associate Dean (Research) at the time of candidate confirmation.
(b) Candidates may proceed otherwise than by research and thesis, consistently with the requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015.
(a) Candidates undertaking the design-based research option must first obtain the approval of the Associate Dean (Research Education).
(b) candidates proceeding by design-based research must submit for examination:
   (i) a permanent record of the design-based work (must be in the form of durable, portable visual, audio-visual, or other digital media); and
   (ii) a research paper on the design-based work. In this mode students produce an agreed program of design work accompanied by a text of 10,000 to 15,000 words in length.
(c) all items submitted must pass examination.

9 The thesis and research paper
(1) A candidate proceeding by research and thesis shall produce a thesis that:
   (a) meets the requirements specified in the University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) is in the range of 30,000 to 60,000 words for the conventional thesis.
(2) A candidate proceeding by the design-based research option shall produce a research paper that:
   (a) meets the requirements specified in the University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) meets the requirements specified by the Associate Dean (Research Education).
(3) For all MPhil options, the thesis type and submission requirements, including word length, will be confirmed with the student, supervisor, the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education) at the student's Confirmation of Candidature hearing.

Part 5: Enrolment and progression

10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the University of Sydney (Higher Degree by Research Rule) 2011.
(2) in the probationary period each candidate must:
   (a) complete the 6 credit point core unit of study;
   (b) complete any structured program specified by the Head of School and Dean or Associate Dean (Research Education) and required by the University;
   (c) develop and present a refined research proposal at a public seminar, to the satisfaction of the candidate's supervision committee; and
   (d) demonstrate adequate English language competency for the completion of the degree to the candidate's supervision committee.

11 Time limits, earliest and latest submission dates
The University of Sydney (Higher Degree by Research Rule) 2011 specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time in agreement with the University school;

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the University of Sydney (Higher Degree by Research Rule) 2011.

14 Suspension of candidature
Subject to the other conditions of the University of Sydney (Higher Degree by Research Rule) 2011, a candidate may suspend candidature for a maximum of four research periods or one calendar year.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the University of Sydney (Higher Degree by Research Rule) 2011.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the University of Sydney (Higher Degree by Research Rule) 2011 and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis
(1) Examination of both the thesis and the design-based work (which has been exhibited in some venue or in some manner approved by the Research Education Committee will be conducted in general accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015, except that:
   (a) the candidate must also submit three copies of a summary of the thesis or research paper, of not more than 300 words, for distribution to potential examiners.

18 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2019 and students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

(3) Clause 8(1)(b) applies to students who commenced their candidature after 1 January, 2021.

6. Signature of Dean
Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney School of Architecture, Design and Planning

(1) With the exception of the Doctor of Science in Architecture 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 University of Sydney School of Architecture, Design and Planning. The Doctor of Science in Architecture and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the School.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>RHSARACHI-01</td>
<td>Doctor of Science in Architecture</td>
<td>DScArch</td>
<td>Published Work</td>
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<tr>
<td>RPPHDARC-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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<tr>
<td>RPMHLARC-01</td>
<td>Master of Philosophy (Architecture, Design and Planning)</td>
<td>MPhil(ArchDesPlan)</td>
<td>Research</td>
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<td>MAAARCHSC-01</td>
<td>Master of Architectural Science (single specialisation)</td>
<td>MArchSci</td>
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<tr>
<td>MAAARCHSC-02</td>
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<td>Master of Architecture</td>
<td>MArch</td>
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<tr>
<td>MAHERICO-03</td>
<td>Master of Heritage Conservation</td>
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<tr>
<td>MAINDEAR-01</td>
<td>Master of Interaction Design and Electronic Arts</td>
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<td>Master of Design (single specialisation)</td>
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<td>Master of Urbanism</td>
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<td>Bachelor of Design in Architecture*</td>
<td>BDesArch</td>
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<tr>
<td>BHDARARC1000</td>
<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>BDesArchHon/MArch</td>
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<td>BPARCEPENV-01</td>
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<td>BPDESCEMP-02</td>
<td>Bachelor of Design Computing*</td>
<td>BDesComp</td>
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*may be awarded with honours following a further year of study.

3 Combined degrees

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<th>Abbreviation</th>
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<td>BPENGDAR-01</td>
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<tr>
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<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>BDesArchHon/MArch</td>
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<td>BPDCMAVS-01</td>
<td>Bachelor of Design Computing/Bachelor of Advanced Studies</td>
<td>BDesComp/BAdvStudies</td>
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</tbody>
</table>

*may be awarded with honours following a further year of study.

*may be awarded with honours in an integrated program.

4 Graduate diplomas

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<td>GradDipDes</td>
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21 October 2019 14:40:46 NOT ACADEMIC BOARD APPROVED
### Graduate Diplomas

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<td>GNURREPL-04</td>
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### Graduate Certificates

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<td>GCHERICO-01</td>
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<td>Graduate Certificate in Interaction Design and Electronic Arts</td>
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<td>GCURBDES-01</td>
<td>Graduate Certificate in Urban Design</td>
<td>GradCertUrbanDes</td>
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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 (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by -Research Policy 2015; the Supervision of Higher Degree by Research Student Policy 2016; the Progress Planning and Review by Higher Degree by Research Student Policy 2016; the Research Code of Conduct and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register sydney.edu.au/policies.

The resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
- the Resolutions of the School;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:
- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule';
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016

The latest versions of all such documents are available from the Policy Register sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>RMPHLARC-01</td>
<td>Master of Philosophy (Architecture, Design and Planning)</td>
</tr>
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</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Head of School and Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
(a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
(b) a master's degree from the University of Sydney in a relevant discipline.

(2) The Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Research Education Committee, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the University school:
(a) satisfactory evidence of the applicant's eligibility for admission;
(b) written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate's proposed research:
(i) supports the applicant's research proposal; and
(ii) is willing to supervise the research.
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.
(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework no more than 6 credit points may be credited.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) will approve a supervisor and associate supervisor for each candidate in accordance with the University of Sydney (Higher Degree by Research Rule) 2011 and Academic Board policies for postgraduate research higher degree supervision, which recommendation will be submitted for approval by the Research Education Committee.
Control of candidature

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the control of candidature by the University.

Location of candidature and attendance

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete all prescribed units of study complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant School milestones statement and any other studies, as required by the supervisor(s) of the research project (effective 1 January 2024); if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project; and
   (c) conduct research on the approved topic.

(2) In addition, candidates proceeding by research and thesis must submit for examination a thesis embodying the results of their research.
   (a) Theses must be submitted in the mode approved by the Associate Dean (Research) at the time of candidate confirmation.
   (b) Theses must be submitted within the first five years of candidature and must be in a form of durable, portable visual, audio-visual, or other digital media; and
   (c) all items submitted must pass examination.

(3) Candidates may proceed otherwise than by research and thesis, consistently with the requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015.

   (a) Candidates undertaking the design-based research option must first obtain the approval of the Associate Dean (Research Education).
   (b) candidates proceeding by design-based research must submit for examination:
      (i) a permanent record of the design-based work (must be in the form of durable, portable visual, audio-visual, or other digital media); and
      (ii) a research paper on the design-based work. In this mode students produce an agreed program of design work accompanied by a text of 10,000 to 15,000 words in length.

The thesis and research paper

(1) A candidate proceeding by research and thesis shall produce a thesis that:
   (a) meets the requirements specified in the University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) is in the range of 30,000 to 60,000 words for the conventional thesis.

(2) A candidate proceeding by the design-based research option shall produce a research paper that:
   (a) meets the requirements specified in the University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) meets the requirements specified by the Associate Dean (Research Education).

(3) For all MPhil options, the thesis type and submission requirements, including word length, will be confirmed with the student, supervisor, the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education) at the student's Confirmation of Candidature hearing.

Part 5: Enrolment and progression

Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the University of Sydney (Higher Degree by Research Rule) 2011.

(2) In the probationary period each candidate must:
   (a) complete the 6 credit point core unit of study;
   (b) complete any structured program specified by the Head of School and Dean or Associate Dean (Research Education) and required by the University;
   (c) conduct research on the approved topic.

   (a) develop and present a refined research proposal at a public seminar, to the satisfaction of the candidate’s supervision committee;
   (b) complete any specified probationary requirements;

Time limits, earliest and latest submission dates

The University of Sydney (Higher Degree by Research Rule) 2011 specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance

The attendance pattern for this course is full-time or part-time in agreement with the University school;

Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the University of Sydney (Higher Degree by Research Rule) 2011.

Suspension of candidature

Subject to the other conditions of the University of Sydney (Higher Degree by Research Rule) 2011, a candidate may suspend candidature for a maximum of four research periods or one calendar year.

Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the University of Sydney (Higher Degree by Research Rule) 2011.

Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the University of Sydney (Higher Degree by Research Rule) 2011 and the Progress Planning and Review of Higher Degree of Research Students Policy 2015.
Part 6: Examination

17 Examination of the thesis

(1) Examination of both the thesis and the design-based work (which has been exhibited in some venue or in some manner approved by the Research Education Committee) will be conducted in general accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015, except that:

(a) the candidate must also submit three copies of a summary of the thesis or research paper, of not more than 300 words, for distribution to potential examiners.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

(3) Clause 8(1)(b) applies to students who commenced their candidature after 1 January, 2021.
Non-Confidential

Author: Jennifer Peden, Coordinator Curriculum & Quality
Faculty of Arts & Social Sciences

Reviewer/Approver: Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs)
Faculty of Arts and Social Sciences

Proposal / Paper Title: Minor amendment to FASS Masters by research degrees

Proposed Year of Implementation: 2020

Faculty Approval Date: 27 May 2019

Purpose: To update the resolutions for Masters by Research and Master of Philosophy degrees offered by the Faculty of Arts and Social Sciences to reflect the introduction of a coursework component

Proposal Presenter: Dr Jan Shaw

RECOMMENDATION

That the Graduate Studies Committee:

1) Endorse the proposed amendments to the course resolutions for the Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education), and Master of Philosophy (Social Work) degrees, with effect from January 1, 2020; and

2) Recommend that the Academic Board approve the proposal.

EXECUTIVE SUMMARY

It is proposed to amend the course resolutions for Faculty of Arts and Social Sciences’ Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education), and Master of Philosophy (Social Work) degrees to reflect the introduction of a compulsory coursework component via Table R, and to align the resolutions for HDR courses across the University.

Updates following feedback received from Graduate Studies Committee

The recommendations from the GSC meeting of October 14 have been incorporated in the revised CMS mark ups of the resolutions.

IMPLEMENTATION

From January 1, 2020.

ATTACHMENTS

Attachment 1: Minor course amendment
Attachment 2: Amendments to course resolutions: Master of Arts (Research), Master of Education (Research), Master of Fine Arts, Master of Philosophy, Master of Philosophy (Education), Master of Philosophy (Social Work)
Attachment 1: Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Venice Jureidini

1. Name of award course

   Master of Arts (Research)
   Master of Education (Research)
   Master of Fine Arts
   Master of Philosophy
   Master of Philosophy (Education)
   Master of Philosophy (Social Work)

2. Purpose of proposal

   To amend the course resolutions for the Faculty of Arts and Social Sciences’ Masters by Research and Master of Philosophy degrees to include a compulsory coursework component via Table R, and to align the resolutions with those for HDR degrees across the University.

3. Details of amendment

   See Attachment 2 which details the proposed amendments to the course resolutions.

4. Transitional arrangements

   Students who commenced prior to January 1, 2020 will be able to elect to complete under the new resolutions or under the requirements in place at the time of their commencement.

5. Other relevant information

6. Signature of Dean
Master of Arts (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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<tbody>
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<td>RMARTRSC-01</td>
<td>Master of Arts (Research)</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor's degree from the University of Sydney or equivalent institution, with a major in a relevant subject area, completed with a distinction average.

(2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean or Associate Dean, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission:

(a) a proposal for a course of research and advanced study of not less than 1,000 words; and
(b) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

(1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that:

(a) any research credit granted shall ordinarily not exceed one semester full-time or equivalent part-time candidature; and
(b) for coursework:
(i) no more than 12 credit points may be credited; and
(ii) the coursework should have been completed with a high level of competency (normally at least at Distinction level) and be relevant to the candidate’s program of study.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) Head of Department will appoint a research supervisor and auxiliary associate supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013. Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;
(b) complete any prescribed units of study. If commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.
The units of study are chosen from the Faculty of Arts and Social Sciences, Postgraduate Coursework Table of Units of Study. Any such units of study must be completed prior to submission of the thesis.

### The thesis

1. A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
2. The thesis will normally have a minimum between the range of 20,000 and upper limit of 40,000 words including footnotes, that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

### Units of study

Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

### Part 5: Enrolment and progression

#### Probation

1. A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
2. In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:
   - meet any conditions set by the Faculty Postgraduate Research Education Committee; and
   - demonstrate adequate English language competency for the completion of the degree; meet requirements in accordance with the Progress Planning Review for Higher Degree by Research Students Policy and Procedures.

#### Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

#### Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice.

#### Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

#### Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

#### Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

#### Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

### Part 6: Examination

#### Examination of the thesis

1. Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research Degree of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, except that:
   - three copies of the thesis shall be submitted by the candidate, together with three copies of the thesis summary of about 300 words in length;
   - two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
   - the Faculty Postgraduate Research Committee will approve the appointment of examiners, make decisions on the examiners' reports, the result of the examination, and the award of the degree.

2. The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

#### Award of the degree

The degree is awarded at the Pass level only.

### Part 7: Other

#### Transitional provisions

1. These course resolutions apply to students who commenced their candidature after 1 January 2012. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Education (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

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<tbody>
<tr>
<td>RMEDURSC-01</td>
<td>Master of Education (Research)</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
   (a) hold or have completed the requirements for:
       (I) a bachelor's degree from the University of Sydney in a relevant area of study; and
       (II) a one-year Diploma of Education or a Bachelor of Teaching or a Master of Teaching degree; and
   (b) have attained a grade point average of at least 70% in the final year of university study prior to applying for admission to candidature.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission;
   (a) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
   (b) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

(1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
   (a) no more than 12 credit points of units of study may be credited; and
   (b) the coursework should have been completed with a high level of proficiency in an area relevant to the candidate's program of study no more than six years prior to first enrolment in this degree; and
   (II) not have been counted towards another award.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) Faculty Division of Doctoral Studies will appoint a research supervisor and auxiliary associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision, the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
Part 5: Enrolment and progression

Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding six months.
(2) In the probationary period each candidate must:
(a) complete a specified research methods unit of study;
(b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
(c) meet any requirements set out in the Progress Planning review for Higher degree by Research Students Policy and Procedures, demonstrate adequate English language competency for the completion of the degree.

Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule, Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research, Doctor of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, and the HDR Examinations Subcommittee in determining the results of the examination.

3 copies of the thesis shall be submitted by the candidate:
Two examiners will be appointed by the Faculty, at least one of whom shall be external to the University, and
the Faculty Dean or appropriate Faculty Board, or Board of Doctoral Studies will act in place of the HDR Award Sub-Committee.

The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

Award of the degree
The degree is awarded at the Pass level.

Part 7: Other

Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012-2020 and students who commenced their candidature prior to 1 January, 2012-2018 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in these resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Fine Arts

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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

Part 1: Preliminary

1 Course codes

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Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must:
(a) hold or have completed the requirements for:
(I) the degree of Bachelor of Visual Arts (Honours) from the University of Sydney; or
(II) the degree of Bachelor of Visual Arts and the Graduate Diploma of Visual Arts from the University of Sydney; and
(b) present evidence of having the aptitude required for undertaking the course, by the method nominated, through a research proposal and a portfolio of creative work.

(2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidacy

(1) In addition to requirements prescribed in the HDR Rule, an applicant for admission to candidature must submit to the Faculty:
(a) the proposed method of candidature: by thesis comprising a body of creative work for exhibition and a written component; or by written thesis only;
(b) a proposed course of research and advanced study;
(c) for applicants wishing to proceed by thesis comprising a body of creative work for exhibition and a written component, a portfolio of creative work reflecting the applicant’s recent art practice; and
(d) for admission to part-time candidature, a statement that the applicant will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department or Associate Dean (Research Education) will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision, the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree all candidates must:
(a) complete any specified probationary requirements;
(b) attend any prescribed weekly seminars and Graduate School fora; and
(c) conduct research on the approved topic.

(2) Candidates proceeding by thesis only must also write a thesis embodying the results of the research.

(3) Candidates proceeding by thesis comprising a body of creative work for exhibition and a written component must also:
(a) submit for examination, at an examination by candidates, a substantial exhibition, screening, performance or installation of works; and
(b) submit a research paper on an area relevant to the creative work.
The Dean of Planning & Research

Students

Candidates who commenced their candidature prior to 1 January 2020 and students who commenced their candidature after 1 January 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

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 within the time limits specified in those resolutions. The Dean or Associate Dean (Research Education) may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Part 5: Enrolment and progression

Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period each candidate must:

(a) complete any specified seminar programs;
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Sydney College of the Arts HDR Coordinator Head of Department; and
(c) meet requirements in accordance with the Progress Planning Review for Higher Degree by Research Students Policy and Procedures, demonstrate adequate English language competency for the completion of the degree.

Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

Examination of the thesis will be conducted in general accordance with the standards prescribed by Academic Board for the Masters by Research: Doctor of Philosophy, which are set out according to the requirements for the examination of a higher degree by research prescribed in the Thesis and Examination of Higher Degrees by Research Policy 2015.

Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

Transitional provisions

(1) Those course resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(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 within the time limits specified in those resolutions. The Dean or Associate Dean (Research Education) may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

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Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) a bachelor's degree from the University of Sydney or equivalent institution, with a minimum Honours Second Class, Division 1 in the subject area in which the applicant wishes to proceed; or

(b) a master's degree from the University of Sydney or equivalent institution, completed by coursework, in a relevant subject area, with a Distinction average for the coursework component and which contained an independent research component that comprised 25% of the requirements for the award of the degree and for which the applicant achieved a result of Distinction or above; or

(c) a master's degree from the University of Sydney or equivalent institution, in a relevant subject area, completed by research.

(2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean or Associate Dean (Research Education), are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) a proposal for a course of research and advanced study of not less than 1,000 words; and

(b) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that any credit granted shall ordinarily not exceed one semester full-time or equivalent part-time candidature.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department, in consultation with the Dean, will appoint a research supervisor and an auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;

(b) if commencing during or after 2021, complete within the first year (full-time equivalency) of a candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project; complete any prescribed units of study;

(c) conduct research on an approved topic; and

(d) write a thesis embodying the results of the research.
The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will normally have a minimum of 30,000 and upper limit of 40,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

Units of study

Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

Part 5: Enrolment and progression

Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:
   (a) meet any conditions set by the Faculty Postgraduate Research Education Committee; and
   (b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
   (c) demonstrate adequate English language competency for the completion of the degree; meet any requirements set out in the Progress Planning Review for Higher Degree by Research Students Policy and Procedures.

Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice.

Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy; which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015 except that:

three copies of the thesis shall be submitted by the candidate;
two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
the Faculty Postgraduate Research Committee will approve the appointment of examiners, make decisions on the examiners’ reports, the result of the examination, and the award of the degree.

Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January 2012. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Philosophy in Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLEDC-01</td>
<td>Master of Philosophy in Education</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) a Bachelor of Education (Honours) or Master of Teaching (Honours) bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline or equivalent; or

(b) an honours master's degree from the University of Sydney in a relevant discipline or equivalent with a distinction average or above subject within the area in which the applicant seeks to proceed; or

the degree of Master of Education completed with a weighted average mark of at least 75.

(2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Education Committee Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1). The Associate Dean (Research Education) may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean (Research Education) considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidacy must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission; satisfactory evidence of the applicant's eligibility for admission:

(a) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed course of research, and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and

(i) supports the applicant's research proposal; and

(ii) is willing to supervise the research; and

(b) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty; and

(i) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research) HDR Rule, if the candidature is successful, he or her thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use.

(ii) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(c) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean (Research Education) Faculty Division of Doctoral Studies will appoint a research supervisor and associate auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

1. To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete any prescribed seminars or units of study if commencing during or after 2021, complete within the first year (full-time equivalency) of candidacy a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies as required by the supervisor(s) of the research project;
   (c) conduct research on an approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

1. A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
2. The thesis will be approximately have a minimum of 30,000 and upper limit of 40,000 words including footnotes, that may be exceeded with the permission of the Associate Dean (Research Education). The word limit does not include appendices in length unless otherwise approved by the Dean or Associate Dean.

10 Units of study

Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

Part 5: Enrolment and progression

11 Probation

1. A candidate is normally accepted for candidacy on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
2. In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   (a) complete a specified research methods unit of study from the table of units of study for the degree of Master of Philosophy; meet any conditions set by the Faculty Research Education Committee; and
   (b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Education Committee; and
   (c) meet any requirements set out in the Progress Planning review for Higher Degree by Research Students Policy and Procedures demonstrate adequate English language competency for the completion of the degree.

12 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

13 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

14 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

15 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

16 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

17 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

18 Examination of the thesis

1. Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, except that:
   - two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
   - the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub-Committee.
2. The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

19 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

20 Transitional provisions

1. These course resolutions apply to students who commenced their candidature after 1 January, 2012/2020 and students who commenced their candidature prior to 1 January, 2012/2018 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
2. Candidates who commenced prior to 1 January, 2012/2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Philosophy in Social Work

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLSOW-01</td>
<td>Master of Philosophy in Social Work</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) a bachelor's degree of Bachelor of Social Work with first class or second class honours from the University of Sydney in a relevant discipline, or equivalent with first or second class honours; or

(b) a master's degree of Bachelor of Social Work from the University of Sydney and other work completed that is equivalent to the qualification in sub-paragraph (a) in a relevant discipline or equivalent with a distinction average mark or above; or

the degree of Master of Social Work from the University of Sydney, completed with a weighted average mark of at least 70; and have been in full-time employment in Social Work for a minimum of one year.

(2) The Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Education Committee, Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean (Research Education) may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty satisfactory evidence of the applicant's eligibility for admission:

(a) written evidence that an academic within the Faculty, with an academic background appropriate to the candidate's proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken, and supports the applicant's research proposal; and

(i) evidence of the applicant's academic standing; or

(ii) a personal statement

(b) a written research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty:

(i) a statement certifying the applicant's understanding that, subject to the HDR Rule 2011, if the candidature is successful, he or her thesis and record of designed-based work will be lodged with the University Libraries; and

(ii) evidence of the candidate's academic standing; or

(iii) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies-Associate Dean (Research Education) will appoint a research supervisor and in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision, the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete prescribed units of study if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies as required by supervisors of the research project;
   (c) conduct research on an approved topic and;
   (d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be approximately a minimum of 30,000 and an upper limit of 40,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the unless otherwise approved by the Dean of Associate Dean (Research Education). The word limit does not include appendices.

10 Units of study

Candidates will be required to complete either 6 or 12 credit points of units of study from Table R.

Part 5: Enrolment and progression

11 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   (a) meet any conditions set by the Faculty Research Education Committee; and complete a specified research methods unit of study from the table of units of study for the degree of Master of Philosophy;
   (b) complete a further unit of study to be chosen from the table of units of study for the degree of Master of Philosophy;
   (c) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty School Research Proposal Committee; and
   (d) meet any requirements set out in the Progress Planning Review for Higher Degree by Research Students Policy and Procedures demonstrate adequate English language competency for the completion of the degree.

12 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

13 Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

14 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

15 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

16 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

17 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

18 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015. Three copies of the thesis shall be submitted by the candidates two examiners will be appointed by the Faculty, at least one of whom shall be external to the University, and the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub Committee.

(2) The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

19 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

20 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kate Munro (Manager Curriculum Planning &amp; Development, Business School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approver</td>
<td>Associate Professor Uri Gal (Director of Doctoral Studies, Business School)</td>
</tr>
<tr>
<td>Paper title</td>
<td>HDR Coursework minor course amendment for the PhD and Master of Philosophy degrees</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>28 May 2019</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2020/2021</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Associate Professor Uri Gal (Director of Doctoral Studies, Business School)</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. **approve the proposal from the University of Sydney Business School to amend the coursework requirements for Higher Degrees by Research;**
2. **approve the amendment of unit of study information for HDR coursework units of study, with effect from 1 January 2020;** and
3. **approve the introduction of Business School units into Table R, with effect from 1 January 2021.**

**EXECUTIVE SUMMARY**

The purpose of the proposal is to amend unit of study information for HDR coursework units with effect from January 2020 and confirm the units of study the Business School proposes for inclusion in Table R with effect from January 2021.

**BACKGROUND/CONTEXT**

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities to all HDR students to develop the graduate qualities. An implementation model has been developed that:

- establishes a new table of units specifically designed for HDR students (Table R), from which coursework can be selected;
- makes the Graduate Studies Committee responsible for the approval of the inclusion of units of study in Table R;
- allows for coursework to be funded by top-slicing the Research Training Program grant, and returning a nominal amount for the cost of teaching to the faculty offering the units of study;
- allows for the completion of the HDR coursework requirement to be managed through the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy).

The Business School has revised its current coursework offerings to: (a) clarify the intended student cohort (i.e. Business students), and to restrict access to two existing units of study designed to be completed early in HDR student candidature (with non-Business students considered on application) due to the cohort building effect and interactive seminar format.

**ATTACHMENTS**

Attachment 1. Minor course amendment proposal – Table R (Business School)
1. **Name of award course**
   Master of Philosophy
   PhD

2. **Purpose of proposal**
   The purpose of the proposal is to amend unit of study information for HDR coursework units with effect from January 2020 and confirm the units of study the Business School proposes for inclusion in Table R with effect from January 2021.

3. **Details of amendment**

**TABLE R – BUSINESS SCHOOL**

<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>M: Milestone</th>
<th>Research Period / Session</th>
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</thead>
<tbody>
<tr>
<td>BUSS7901 Business Research Design</td>
<td>6</td>
<td>Note: Departmental permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BUSS7910 Philosophy of Business Research</td>
<td>6</td>
<td>Note: Departmental permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BUSS7902 Quantitative Business Research Methods</td>
<td>6</td>
<td>A Basic knowledge of statistical concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
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<tr>
<td>BUSS7903 Qualitative Business Research Methods</td>
<td>6</td>
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<td></td>
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<td>BUSS7904 Advanced Quantitative Methods</td>
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<td></td>
<td>Semester 2</td>
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</table>
Non-Confidential

| BUSS7908 Research Readings Seminar | 6 | Semester 1 Semester 2 |

4. Other relevant information
   N/A

5. Signature of Dean
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Megha Mapilaparambil, Curriculum Team Leader, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewers/Approvers</td>
<td>Javid Atai, Associate Dean (Research Education) and David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to the Faculty of Engineering Master of Philosophy degree resolutions</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the degree resolutions of the Master of Philosophy for the Faculty of Engineering as requested by the Education Portfolio and the Office of General Counsel</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

a) approve the proposal from the Faculty of Engineering to amend the Master of Philosophy degree; and

b) approve the amendment to the degree resolutions, with effect from 1 January, 2021.

EXECUTIVE SUMMARY

At the request of the DVC (Education) and the Office of General Counsel, the Faculty has revised the resolutions of the Master of Philosophy degree according to the provided template.

Update following feedback from Graduate Studies Committee:
The Graduate Studies Committee have conditionally endorsed the proposal with the following changes, which have been made in the attached version:

- Under clause 8 (1) b, insert standard Table R clause “if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;”

- Deletion of “visa requirements commonly restrict international students to full-time study only” under clause 12 Mode of attendance, as this is not a resolution.

ATTACHMENTS

Attachment 1: Master of Philosophy degree resolutions
Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and
- the Research Code of Conduct 2013; and

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLENG</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements for:
   (a) a bachelor's degree from the Faculty of Engineering and Information Technology in the University of Sydney, with first or second class honours; or
   (b) a master's degree by coursework from the Faculty of Engineering and Information Technology in the University of Sydney, provided that the applicant:
      (i) has completed the course with a minimum weighted average mark of 75%; and
      (ii) has completed a research thesis or dissertation with a weighting of at least 12 credit points and a minimum grade of Distinction.

2 (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Research Education Committee, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Head of the Department in which the work is to be undertaken; and
   (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

3 (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision. The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete prescribed units of study and any other activities described in the milestone documentation for this degree. If commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table P as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;
(c) conduct research on an approved topic; and
(d) write a thesis embodying the results of the research.

9 The thesis

A candidate shall produce a thesis that meets the requirements specified in the HDR Rule: Thesis and Examination of Higher Degrees by Research Policy 2015.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period each candidate must:
(a) complete a specified research methods unit of study;
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Department School; and
(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule: Progress Planning and Review for Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy: Thesis and Examination of Higher Degrees by Research Policy 2015, except that:
(a) three copies of the thesis shall be submitted by the candidate;
(b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
(c) the Faculty Graduate Studies Research Education Committee will act in place instead of the PhD Award HDR Examinations Sub-Committee in determining the results of the examination.

(2) The thesis will be graded by the examiners and a ‘Thesis grade’ will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2021 and students who commenced their candidature prior to 1 January, 2021 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
This submission seeks a further amendment to the course resolution for the Master of Applied Science, to take effect from 1 Jan 2020.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
1) Approve the proposal from the Faculty of Health Sciences to amend the Master of Applied Science, and
2) Approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

This proposal sets out a modification to the previous proposal to amend the course resolution for the Master of Applied Science, based on feedback from the Graduate Studies Committee of Academic Board. As Table R will not be available for enrolment in 2020, the wording of Part 4 8 (b) has been generalised to ensure that students admitted to the Master of Applied Science in 2020 may complete the requirements of the degree.

In addition, references to the Faculty Postgraduate Research Education Subcommittee have been revised to Faculty Research Education Committee throughout.

SUMMARY OF AMENDMENTS

The following amendments have been made to proposal, following review by the Graduate Studies Committee:

- Clause 2 (1) has been updated to remove references to 'Dean' and updated “Associate Dean” to read “Associate Dean (Research Education)”
- Clause 8 (1) (b) has been updated, to include the standard Table R clause “if commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;”
- Clause 12 – deletion of “visa requirements commonly restrict international students to full-time only”
- Clause 17 (1) – the reference to ‘Doctor of Philosophy’ has been replaced by ‘Masters by Research’
- Clause 19 (2) - deleted
Master of Applied Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include the Resolutions of the Faculty; the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); the Research Code of Conduct 2013; and the Research Data Management Policy 2014. Additionally, the coursework components of this award course are subject to the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’); the Coursework Policy 2014; the Academic Honesty in Coursework Policy 2015; and the Academic Honesty Procedures 2016. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies

Course resolutions

Part 1: Preliminary

1 Course codes

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<td>RMAPPSCI-02</td>
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</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor’s degree from the University of Sydney in an area of study relevant to that in which the applicant wishes to undertake the degree.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Education Committee, is equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
(a) satisfactory evidence of the applicant's eligibility for admission; and
(b) a proposed supervisor within the Faculty of Health Sciences; and
(i) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
(ii) supports the applicant's research proposal; and
(iii) is willing to supervise the research.
(c) a proposed course of research and advanced study; and
(d) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty;
(e) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
(f) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(g) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean Research Students will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements and conditions of candidature;
Master of Applied Science

(b) complete any prescribed units of study; take units of study as specified in the relevant Faculty milestones statement and any other studies as required by the supervisor(s) of the research project. If commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table B as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project.

(c) conduct research on the approved topic; and

(d) write a thesis embodying the results of the research that passes the examination.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.

(2) The thesis will be no more than 60,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:

(a) meet any conditions set by the Faculty Research Education Committee; and

(b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice and subject to approval of the Dean or Associate Dean. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and academic policies. The Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research Degrees of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

(a) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and

(b) the Faculty Research Higher Degree Committee will approve the appointment of examiners; make decision on the examiners reports; the result of the examination and the award of the degree.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 but elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the minimum time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board:
(1) approve the proposals from Sydney Law School to amend the Master of Criminology by Research and Master of Laws by Research degrees, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The School is proposing amendments be made to its HDR programs in accordance with directions from the DVC Education Portfolio. The changes incorporate amendments arising from the introduction of the coursework requirements.

Updates following feedback received from Graduate Studies Committee

The Graduate Studies Committee has endorsed the Law School’s proposals at its meeting held on Monday 14 October 2019 conditional upon the School making the following amendments:

- Reference to ‘Doctor of Philosophy’ to be replaced by ‘Masters by Research’ in clause 17 (1).
- Deletion of ‘The School may specify a later date for completion…’ from Transitional provisions (clause 19 (2)) as this is now superseded.
- Revised wording for clause 17 (1) “Examinations will be conducted as described in the Thesis and Examinations of Higher Degrees by Research Policy 2015 and the <Faculty/School> Research Education Committee will determine the results of examinations.”.
- Deletion of “visa requirements commonly restrict international students to full-time study only” under clause 12 Mode of attendance, as this is not a resolution.

The School has now incorporated the required amendments in the proposals. Please refer to the attached revised CMS version of the course resolutions.

ENDORSEMENT HISTORY

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<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
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<td>CCPC / UE (if applicable)</td>
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Non-Confidential

ATTACHMENTS

Attachment 1: Original proposal
Attachment 2: Revised CMS generated PDFs incorporating the revisions made to address the conditions received from Graduate Studies Committee.
Non-Confidential

Minor Course Amendment Proposal

Faculty: Sydney Law School

Contact person: Assoc Prof Emily Crawford/ Sue Ng

1. Name of award course
   Master of Criminology by Research
   Master of Laws by Research

2. Purpose of proposal
   To amend the course resolutions of the Master of Criminology (Research) and Master of Laws
   (Research) in order to:
   a. align course resolutions in consistency with the University requirements
   b. incorporate the introduction of the coursework requirements “Table R”

   The proposed implementation date of these changes is from **1 January 2020**.

3. Details of amendment

   **Master of Criminology**
   **Master of Laws**

   These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to)
   the Resolutions of the University of Sydney Law School; the University of Sydney (Higher Degree by Research) Rule 2011 (the
   HDR Rule); the Research Code of Conduct 2013 and the Research Data Management Policy 2014. The latest versions of all
   such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

   Additionally, the coursework components of this award course are subject to:
   - the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

   The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

17 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the
   Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, except that
   the School Postgraduate Research Education Committee will act instead of the HDR Examinations Subcommittee in determining
   the results of the examination.

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature on or after 1 January, **2018 2020** and students
   who commenced their candidature prior to 1 January, **2018 2020** who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, **2018 2020** may complete the requirements in accordance with the
   resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified
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in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements

NA

5. Other relevant information

NA

6. Signature of Dean

Professor Simon Bronitt

Digitally signed by Professor Simon Bronitt
Date: 2019.09.19 16:17:20 +10'00'

Prof Simon Bronitt
Head of School and Dean

19/09/2019

Date
Master of Laws (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
- the Resolutions of the University of Sydney Law School;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and
- the Research Code of Conduct 2013; and

Additionally, the coursework components of this award course are subject to:
- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Associate Dean, an applicant must hold or have completed the requirements for the degree of Bachelor of Laws with first or second class honours from the University of Sydney.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Postgraduate Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a proposed course of research and advanced study, approved by the Associate Dean;

(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use; and

(d) Evidence of minimum English language requirements, where not demonstrated by academic qualifications.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Master of Laws (Research)

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete the unit of study LAWS6077 Legal Research 1;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the School Postgraduate Research Education Committee, each candidate must:
   (a) meet any conditions set by the School Postgraduate Research Education Committee; and
   (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015. Examinations will be conducted as described in the Thesis and Examinations of Higher Degrees by Research Policy 2015 and the University of Sydney Law School Research Education Committee will determine the results of examinations.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2018, 2020 and students who commenced their candidature prior to 1 January, 2018, 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Criminology (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include: the Resolutions of the University of Sydney Law School; the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and the Research Code of Conduct 2013; and the Research Data Management Policy 2014. Additionally, the coursework components of this award course are subject to: the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’); the Coursework Policy 2014; the Academic Honesty in Coursework Policy 2015; and the Academic Honesty Procedures 2016. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include: the Resolutions of the University of Sydney Law School; the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and the Research Code of Conduct 2013; and the Research Data Management Policy 2014. Additionally, the coursework components of this award course are subject to: the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’); the Coursework Policy 2014; the Academic Honesty in Coursework Policy 2015; and the Academic Honesty Procedures 2016. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Associate Dean, an applicant must hold or have completed the requirements for a bachelor’s degree with first or second class honours from the University of Sydney.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Postgraduate Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School:
(a) satisfactory evidence of the applicant’s eligibility for admission;
(b) a proposed course of research and advanced study, approved by the Associate Dean;
(c) a statement certifying the applicant’s understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use; and
(d) evidence of minimum English language requirements, where not demonstrated by academic qualifications.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete the unit of study LAWS6077 Legal Research 1;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the School Postgraduate Research Education Committee, each candidate must:
   (a) meet any conditions set by the School Postgraduate Research Education Committee; and
   (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015. Examinations will be conducted as described in the Thesis and Examinations of Higher Degrees by Research Policy 2015 and the University of Sydney Law School Research Education Committee will determine the results of examinations.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2018 2020 and students who commenced their candidature prior to 1 January, 2018 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
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<table>
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<th>Author</th>
<th>Sue Ng, PG Law Programs Manager</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Prof Simon Bronitt, Head of School &amp; Dean, Sydney Law School</td>
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<tr>
<td>Proposal / Paper Title</td>
<td>Request of Graduate Studies Committee - Minor Amendments to Law HDR Course Resolutions and Introduction of Table R – Request by Graduate Studies Committee</td>
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<td>Proposed Year of Implementation</td>
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<tr>
<td>Proposal Presenter</td>
<td>Prof Cameron Stewart, Associate Dean (Postgraduate Coursework)</td>
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RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board:
(1) approve the proposals from Sydney Law School to amend the Master of Criminology by Research and Master of Laws by Research degrees; and
(2) approve the introduction of HDR coursework units of study tables (Table R) for the Master of Criminology by Research and Master of Laws by Research degrees, with effect from 1 January 2021.

EXECUTIVE SUMMARY

The Graduate Studies Committee has endorsed the Law School's proposals at its meeting held on Monday 14 October 2019 conditional upon the School making the following amendments:

- Reference to ‘Doctor of Philosophy’ to be replaced by ‘Masters by Research’ in clause 17 (1).
- Deletion of ‘The School may specify a later date for completion…’ from Transitional provisions (clause 19 (2)) as this is now superseded.
- Revised wording for clause 17 (1) “Examinations will be conducted as described in the Thesis and Examinations of Higher Degrees by Research Policy 2015 and the <Faculty/School> Research Education Committee will determine the results of examinations.”.
- Deletion of “visa requirements commonly restrict international students to full-time study only” under clause 12 Mode of attendance, as this is not a resolution.

The School has now incorporated the required amendments in the proposals. Please refer to the attached revised CMS version of the course resolutions.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS (if applicable)</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCPC / UE (if applicable)</td>
<td>NA</td>
<td></td>
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</tr>
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</table>

ATTACHMENTS

Attachment 1: Original proposal
Attachment 2: Revised CMS generated PDFs incorporating the revisions made to address the conditions received from Graduate Studies Committee.
Minor Course Amendment Proposal

Faculty: Sydney Law School

Contact person: Assoc Prof Emily Crawford/ Sue Ng

1. Name of award course
   Master of Criminology by Research
   Master of Laws by Research

2. Purpose of proposal
   a. To amend the course resolutions of the Master of Criminology and Master of Laws by Research degrees in order to incorporate the introduction of the coursework requirements “Table R”.
   b. To create units of study tables “Table R” for the Master of Laws and Master of Criminology degrees.

   The implementation date of these proposals is from 1 January 2021.

3. Details of amendment
   a. Master of Criminology and Master of Laws (Research)

5 Degree requirements
   (1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete the unit of study LAWS6077 Legal Research 1; complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant School milestones statement and any other studies, as required by the supervisor(s) of the research project;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research

19 Transitional provisions
   (1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2020-2021, and students who commenced their candidature prior to 1 January, 2020-2021 who elect to proceed under these resolutions.
   (2) Candidates who commenced prior to 1 January, 2020-2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

   b. Master of Laws and Master of Criminology

   Create the following units of study table for the relevant degrees listed above:

**Table R**

<table>
<thead>
<tr>
<th>Units 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>M: Milestone</th>
<th>Research Period/Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of Study</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5000-level units of study</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Non-Confidential

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Discipline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLET5902</td>
<td>Qualitative Research for Law and Policy</td>
<td>2</td>
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</table>

### 6000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Discipline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS6077</td>
<td>Legal Research 1</td>
<td>6</td>
<td></td>
<td>M: Doctor of Philosophy (Law) M: Master of Laws M: Master of Criminology</td>
</tr>
</tbody>
</table>

### 7000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Discipline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS7001</td>
<td>Legal Research 2</td>
<td>6</td>
<td></td>
<td>M: Doctor of Philosophy (Law) (P: LAWS6077 for all of the above)</td>
</tr>
<tr>
<td>LAWS7002</td>
<td>Legal Research 3</td>
<td>6</td>
<td></td>
<td>M: Doctor of Philosophy (Law) (P: LAWS7001 for all of the above)</td>
</tr>
</tbody>
</table>

### 4. Transitional arrangements

NA

### 5. Other relevant information

NA

### 6. Signature of Dean

**Professor Simon Bronitt**

Date: 19/09/2019

Prof Simon Bronitt
Head of School and Dean
Master of Laws (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the University of Sydney Law School;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’);
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register:


Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMLAWLAW</td>
<td>Master of Laws</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Associate Dean, an applicant must hold or have completed the requirements for the degree of Bachelor of Laws with first or second class honours from the University of Sydney.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Postgraduate Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a proposed course of research and advanced study, approved by the Associate Dean;

(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use; and

(d) Evidence of minimum English language requirements, where not demonstrated by academic qualifications.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements
   (1) To satisfy the requirements of the degree candidates must:
       (a) complete any specified probationary requirements;
       (b) complete the unit of study LAWS6077 Legal Research 1;
       (c) conduct research on the approved topic; and
       (d) write a thesis embodying the results of the research.

9 The thesis
   (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
   (2) The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation
   (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
   (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the School Postgraduate Research Education Committee, each candidate must:
       (a) meet any conditions set by the School Postgraduate Research Education Committee; and
       (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
   The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
   The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
   A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
   A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
   A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
   A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis
   (1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015. Examinations will be conducted as described in the Thesis and Examinations of Higher Degrees by Research Policy 2015 and the University of Sydney Law School Research Education Committee will determine the results of examinations.

18 Award of the degree
   The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
   (1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2018 2020 and students who commenced their candidature prior to 1 January, 2018 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
   (2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Criminology (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include: the Resolutions of the University of Sydney Law School; the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and the Research Code of Conduct 2013; and the Research Data Management Policy 2014. Additionally, the coursework components of this award course are subject to: the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'); the Coursework Policy 2014; the Academic Honesty in Coursework Policy 2015; and the Academic Honesty Procedures 2016. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMCRIMIN-01</td>
<td>Master of Criminology</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidacy by the Associate Dean, an applicant must hold or have completed the requirements for a bachelor's degree with first or second class honours from the University of Sydney.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Postgraduate Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a proposed course of research and advanced study, approved by the Associate Dean;

(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use; and

(d) evidence of minimum English language requirements, where not demonstrated by academic qualifications.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.
Part 4: Requirements

8 Degree requirements
   (1) To satisfy the requirements of the degree candidates must:
       (a) complete any specified probationary requirements;
       (b) complete the unit of study LAWS6077 Legal Research 1;
       (c) conduct research on the approved topic; and
       (d) write a thesis embodying the results of the research.

9 The thesis
   (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
   (2) The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation
   (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
   (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the School Postgraduate Research Education Committee, each candidate must:
       (a) meet any conditions set by the School Postgraduate Research Education Committee; and
       (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
   The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
   The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
   A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
   A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
   A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
   A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis
   (1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015. Examinations will be conducted as described in the Thesis and Examinations of Higher Degrees by Research Policy 2015 and the University of Sydney Law School Research Education Committee will determine the results of examinations.

18 Award of the degree
   The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
   (1) These course resolutions apply to students who commenced their candidature on or after 1 January, 2018 2020 and students who commenced their candidature prior to 1 January, 2018 2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
   (2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Non-Confidential

Submission To: Graduate Studies Committee
Date: 14 October 2019
Item No: 3.22

Author: Associate Professor Uri Gal
Reviewer/Approver: Professor Susan Thorp
Proposal / Paper Title: Business MPhil Resolutions
Proposed Year of Implementation: 2020
Faculty Approval Date: September 25, 2019
Purpose: To propose amendments to the Course Resolutions for the Master of Philosophy
Proposal Presenter: Associate Professor Matthew Beck

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend the Master of Philosophy with effect from 1 January 2020.
(2) Approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

To reflect current policy and practice, revised Course Resolutions have been developed for the Master of Philosophy.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
</table>
| Graduate Studies Committee      | 14/10/2019   | Conditional                             | Reference to ‘Doctor of Philosophy’ replaced by ‘Masters by Research’ in clause 17 (1);
|                                 |              |                                        | Deletion of ‘Dean’ (in clause 2 (2)); and Deletion of the clause “The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time” (clause 19 (2)). |

Page 1 of 2
| Non-Confidential | Deletion of “visa requirements commonly restrict international students to full-time study only” under clause 12 Mode of attendance, as this is not a resolution |

### ATTACHMENTS

**Attachment 1.** Course Resolutions – Master of Philosophy
Master of Philosophy in Business

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include: the Resolutions of the Faculty; the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and the Research Code of Conduct 2013; and the Research Data Management Policy 2014. Additionally, the coursework components of this award course are subject to: the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'; the Coursework Policy 2014; 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

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
<th>Duration</th>
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<tbody>
<tr>
<td>RMPHILBUS-01</td>
<td>Master of Philosophy</td>
<td>18 months to 2 years full-time equivalent</td>
</tr>
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</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must have completed an Australian honours (or equivalent) or a postgraduate degree with outstanding results (normally at least 80%).

(a) hold or have completed the requirements for a bachelor's degree from the University of Sydney, with first class honours or second class honours, first division, in the area of study in which the applicant wishes to undertake the degree or

(b) hold both an undergraduate and postgraduate degree from a recognised University, with at least an 80% average in the area of study in which the applicant wishes to undertake research.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School's Research Unit Committee are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) a research proposal detailing the proposed area of research, the techniques to be used, data sources and bibliography; written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research;

(i) supports the applicant's research proposal; and

(ii) is willing to supervise the research;

(c) a written preliminary research proposal in the form specified by the Faculty;

(d) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department relevant Postgraduate Research Coordinator will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Subject areas

(1) The degree is offered in the following subject areas:
Master of Philosophy (Business)

(4) Accounting
(5) Business-Law
(6) Business-Information Systems
(7) Finance
(8) International-Business
(9) Marketing
(10) Operations-Management-and-Decision-Sciences
(11) Transport-and-Logistics-Studies
(12) Work-and-Organisational-Studies

8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete any prescribed units of study;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be up to 50,000 words in length. The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding six months according to the provisions of the HDR Rule.
(2) In the probationary period each candidate must:
(a) complete the School’s research induction program; and
(b) maintain progression to the satisfaction of the supervisor and Head of Department.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Examination of the thesis
Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy Masters by Research, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

(1) three copies of the thesis shall be submitted by the candidate;
(2) two examiners will be appointed by the School, at least one of whom shall be external to the University; and
(3) the School’s Research Unit Committee will act in place of the PhD Award Sub-Committee.
(4) The thesis will be graded by the examiners and a ‘Thesis grade’ will be recorded on the academic transcript.
(5) In addition to the copy provided to the library, one copy of the final, approved thesis shall be bound in hard copy and provided to the School.

18 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012-2020 and students who commenced their candidature prior to 1 January, 2012-2020 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2012-2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Victoria Cogger, Associate Dean (Research Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Inam Haq</td>
</tr>
<tr>
<td>Paper title</td>
<td>Faculty of Medicine and Health: Minor Course Amendment Proposal</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this proposal amends the course resolutions of the 4 Masters of Philosophy offered by the current Faculty of Medicine and Health, as advised by the Graduate Studies Committee on 17 October 2019.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board approve the amendments of the Course Resolutions for the 4 Masters of Philosophy that are currently being offered by the Faculty of Medicine and Health.

**EXECUTIVE SUMMARY**

The changes proposed in the attached Minor Course changes to the Course Resolutions are a necessary step in the alignment of the Faculty of Medicine and Health HDR course options. The current faculty offers 4 separate Masters of Philosophy representing the 4 previous Faculties. The proposed changes align the resolutions for these degrees, allow for the inclusion of Table R and ensure the course resolutions are compliant with the HDR Rule.

It is proposed that these changes to admission requirements will be effective from 2020.

Updates following feedback received from Graduate Studies Committee:
- Amendment of clause 8 (b) in course resolutions
- Deletion of clause 19 (2) in course resolutions
- Deletion ‘minimum of one year’s relevant work experience’ (clause 2 (1) (b)) from Master of Philosophy (Nursing) course resolutions.
- Deletion of ‘unit of study’ in clause 13 from Master of Philosophy (Nursing) course resolutions.

**BACKGROUND / CONTEXT**

With the formation of the Faculty of Medicine and Health (FMH) in April 2018 and the introduction of compulsory coursework there is a need to align our Master of Philosophy degrees

**CONSULTATION**

The changes were approved by the FMH Educational Committee via circulation and the FMH Faculty Board approved the changes on 11 April 2019. The Graduate Studies Committee recommended the above amendments be seen to as a priority on 17 October 2019.

**IMPLEMENTATION**

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

**COMMUNICATION**

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

**ATTACHMENTS**

Attachments (1-4) outlines the amendments to each of the Masters of Philosophy offered by FMH
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health
Contact person: Professor Victoria Cogger Associate Dean (Research Education)

1. Name of award course
   Master of Philosophy (Nursing)

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Philosophy (Nursing) degree to:
   Allow for inclusion of Table R
   Ensure resolutions are compliant with new FMH structure
   Ensure resolutions are compliant with the HDR Rule

3. Details of amendment
   Part 2: Admission requirements
   2 Eligibility for admission to candidature
   (1) To be eligible to be admitted to candidature by the Dean, an applicant must have the qualifications and experience outlined in sub-clause 2(2), except where the applicant can demonstrate alternate qualifications and evidence of experience which would indicate they are able to successfully undertake the award.
   (1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
   (a) Bachelor's degree or qualifications demonstrating equivalence with a Bachelor's degree; or
   (ii) a Master's degree; and
   (iii) have a minimum of one year's relevant work experience.
   (b) An applicant must:
   (a) hold or have completed the requirements for:
   (i) a Bachelor's degree or qualifications demonstrating equivalence with a Bachelor's degree; or
   (ii) a Master's degree; and
   (b) have a minimum of one year's relevant work experience.
   (2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).
   (3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature
   (1) An applicant for admission to candidature must submit to the School Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Dean or nominated delegate in which the work is to be undertaken; and
   written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
   (i) supports the applicant's research proposal; and
   (ii) is willing to supervise the research.
   (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for.
immediate public use.
a written preliminary research proposal developed in conjunction with the proposed supervisor and in
the form specified by the Faculty.
(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher
Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-
based work will be lodged with the University Libraries and made available for immediate public use;
(e) Evidence of minimum English language requirements, where not demonstrated by academic
qualifications; and,
(f) the contact details of two academic or practitioner referees.
In addition, an applicant for admission to part-time candidature must submit a statement that they will
have sufficient time available to complete the requirements of the degree in accordance with these
resolutions.

4 Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the
effect on completion times.

Part 3: Candidature

5 Appointment of supervisor
The Head of Department will appoint a research supervisor and auxiliary supervisor for each
candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research
higher degree supervision.
The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in
accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy
2013.

6 Control of candidature Control, Location and Modes of Attendance of candidature
The HDR Rule specifies the conditions for the control of candidature by the University and its location and modes of
attendance.

7 Location of candidature and attendance Other studies during candidature
(1) A candidate may attend, undertake or complete assessment for lectures, seminars, courses or
practical work during the course of his or her candidature. In accordance with the HDR Rule Part 2.09
a Master's degree must comprise a minimum of two thirds research.
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete prescribed units of
study;
complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of
study from Table R as determined in the relevant Faculty milestones statement and any other studies,
as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the Thesis and Examination
of Higher Degrees by Research Policy 2015 specified in the HDR Rule.
(2) The thesis will have an maximum length upper limit of 50,000 words including footnotes that may be
exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit
does not include appendices.
Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule. Probationary admission to candidature will occur in accordance with the HDR Rule. A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year.

(2) In the probationary period, each candidate must:

(a) complete any prescribed units of study;
(b) meet any conditions set by the Faculty Research Education Committee; and
(c) develop and present a refined research proposal to the satisfaction of the Research Supervisor and Postgraduate Coordinator Research; and
demonstrate adequate English language competency for the completion of the degree.

demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance Discontinuation of candidature
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

13 Suspension Discontinuation of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

14-15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

15 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

16 Form Examination of the thesis
A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy.

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

17 Examination of the thesis

(1) Examination of the thesis will be conducted in accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015.

(2)
Two examiners will be appointed by the School, at least one of whom shall be external to the University:

17 18 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other
18 19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements
This change will not affect current MPhil (Nursing) students, who will continue to be enrolled under the previous resolutions. Only students commencing from January 1, 2020 will be affected.

5. Other relevant information

6. Signature of Dean

Digitally signed by
Robyn Ward,
Executive Dean
Date: 2019.06.17
15:39:50 +10'00'
# MASTER OF PHILOSOPHY (NURSING)

## Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule';
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.


## Course resolutions

### Part 1: Preliminary

#### 1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHNLNUR-01</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

### Part 2: Admission requirements

#### 2 Eligibility for admission to candidature

1. To be eligible to be admitted to candidature by the Dean, an applicant must have the qualifications and experience outlined in sub-clause 2(2), except where the applicant can demonstrate alternate qualifications and evidence of experience which would indicate they are able to successfully undertake the award.

   1. To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

      a. Bachelor's degree or qualifications demonstrating equivalence with a Bachelor's degree; or
      b. a Master's degree; and

   2. An applicant must:

      a. hold or have completed the requirements for:

         i. Bachelor's degree or qualifications demonstrating equivalence with a Bachelor's degree; or
         ii. a Master's degree; and

   2. An applicant must:

      a. hold or have completed the requirements for:

         i. Bachelor's degree or qualifications demonstrating equivalence with a Bachelor's degree; or
         ii. a Master's degree; and

   3. The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

#### 3 Application for admission to candidature

1. An applicant for admission to candidature must submit to the School Faculty:

   a. satisfactory evidence of the applicant's eligibility for admission;

   b. a proposed course of research and advanced study, approved by the Dean or nominated delegate in which the work is to be undertaken; and

   written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:

      i. supports the applicant's research proposal; and
      ii. is willing to supervise the research.
(c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;

(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

Control, Location and Modes of Attendance of candidature

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

7 Location of candidature and attendance

Other studies during candidature

(1) A candidate may attend, undertake or complete assessment for lectures, seminars, courses or practical work during the course of his or her candidature. In accordance with the HDR Rule Part 2.09 a Master's degree must comprise a minimum of two-thirds research.

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;

(b) complete any prescribed units of study;

(c) conduct research on the approved topic; and

(d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the Thesis and Examination of Higher Degrees by Research Policy 2015, specified in the HDR Rule.

(2) The thesis will have an a maximum length upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.
Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule. Probationary admission to candidature will occur in accordance with the HDR Rule. A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year.

(2) In the probationary period each candidate must: In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:

(a) complete any prescribed units of study;
(b) meet any conditions set by the Faculty Research Education Committee; and
(c) develop and present a refined research proposal to the satisfaction of the Research Supervisor and Postgraduate Coordinator Research; and
(d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance Discontinuation of candidature

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

13 Suspension Discontinuation of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

14 15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

15 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

16 Form Examination of the thesis

A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy.

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

17 Examination of the thesis

(1) Examination of the thesis will be conducted in accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015.

(2) Two examiners will be appointed by the School, at least one of whom shall be external to the University.

17 18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

18 19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2016 and students
who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Philosophy Nursing

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the Coursework Rule);
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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<thead>
<tr>
<th>Code</th>
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<td>RMPHLNUR-01</td>
<td>Master of Philosophy</td>
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</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean, an applicant must have the qualifications and experience outlined in sub-clause (2), except where the applicant can demonstrate alternate qualifications and evidence of experience which would indicate they are able to successfully undertake the award. To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

   (a) Bachelor’s degree or qualifications demonstrating equivalence with a Bachelor’s degree; or
   (b) a Master’s degree; and
   (c) have a minimum of one year’s relevant work experience.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School Faculty:

   (a) satisfactory evidence of the applicant’s eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Dean or nominated delegate in which the work is to be undertaken; and
   (c) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidates proposed research;
   (d) a statement certifying the applicant’s understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use;
   (e) supports the applicant’s research proposal; and
   (f) is willing to supervise the research;

(2) a statement certifying the applicant’s understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use: a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty;

(3) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(4) in addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.
Master of Philosophy Nursing

Part 3: Candidature

5 Appointment of a supervision

The Head of Department will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision. The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University and its location and modes of attendance.

7 Location of candidature and attendance

A candidate may attend, undertake or complete assessment for lectures, seminars, courses or practical work during the course of his or her candidature, in accordance with the HDR Rule Part 2.09 a Master's degree must comprise a minimum of two-thirds research. The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) if commencing during or after 2021 complete any prescribed units of study—complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement; and any other studies, as required by the supervisor(s) of the research project;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the Thesis and Examination of Higher Degrees by Research Policy 2015, as specified in the HDR Rule.
(2) The thesis will have a maximum length upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words, except with the permission of the Dean, Associate Dean, or the Chair of the school committee. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) In the probationary period each candidate must: In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   (a) complete any prescribed units of study—meet any conditions set by the Faculty Research Education Committee; and
   (b) develop and present a refined research proposal to the satisfaction of the Research Supervisor and Postgraduate Coordinator, Research; and demonstrate adequate English language competency for the completion of the degree.
(2) Maintain adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only. A candidate may discontinue enrolment in a unit of study of the degree subject to the conditions specified by the HDR Rule.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study of the degree subject to the conditions specified by the HDR Rule. A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

14 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

15 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

16 Examination of the thesis

A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy. Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.
(1) Examination of the thesis will be conducted in accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015.
(2) Two examiners will be appointed by the School, at least one of whom shall be external to the University.

17 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

18 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions. These resolutions apply to students who
commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(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 within the time limits specified in those resolutions. The Dean or Associate Dean Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Professor Victoria Cogger Associate Dean (Research Education)

1. Name of award course
Master of Philosophy (Dentistry)

2. Purpose of proposal
To amend the Course Resolutions for the Master of Philosophy (Dentistry) degree to:
Allow for inclusion of Table R
Ensure resolutions are compliant with new FMH structure
Ensure resolutions are compliant with the HDR Rule

3. Details of amendment
Part 2: Admission requirements

Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
(a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
(b) a result of at least a Credit grade in the highest relevant unit of study.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
(a) satisfactory evidence of the applicant's eligibility for admission;
(b) a proposed course of research and advanced study, approved by the Head of Discipline in which the work is to be undertaken; and written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research;
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty;
(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
(e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.
Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature
Appointment of supervisor
The Head of Discipline, Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision the Supervision of Higher Degree by Research Students Policy 2013.

Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements
Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete prescribed units of study within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.

The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be in the range of 40,000 to 80,000 words have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression
10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period for each candidate must, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
(a) complete a 6 credit point research methods unit of study as required by the Head of Discipline meet any conditions set by the Faculty Research Education Committee; and
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline; and
(c) demonstrate adequate English language competency for the completion of the degree.

Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.
Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

(1) A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule, except that:
   (a) the application must be received by the Faculty prior to the commencement of the relevant semester;
   (b) a candidate may only apply for a period of suspension of one semester at any one time, and should the candidate wish to suspend for more than one semester another application must be made to the Faculty for each subsequent semester prior to the commencement of that relevant semester; and
   (c) late applications may be considered at the Faculty’s discretion.

Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination
Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor Master of Philosophy, except that, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.
   (a) three copies of the thesis shall be submitted by the candidate;
   (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University and not a clinical academic title-holder of the Faculty; and
   (c) the Joint Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy will act in place of the PhD Award Sub-Committee.

Award of the degree
The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript. The degree is awarded at the Pass level only.

Part 7: Other
Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements
   This change will not affect current MPhil (Dentistry) students, who will continue to be enrolled under the previous resolutions. Only students commencing from January 1 2020 will be effected.

5. Other relevant information
6. Signature of Dean

Robyn Ward, Executive Dean

Digitally signed by Robyn Ward, Executive Dean
Date: 2019.06.17 15:40:15 +10'00'
MASTER OF PHILOSOPHY (DENTISTRY)

Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:
- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions
Part 1: Preliminary
1 Course codes

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<tr>
<td>RMPHLDNT-01</td>
<td>Master of Philosophy</td>
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</table>

Part 2: Admission requirements
2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
   (a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
   (b) a result of at least a Credit grade in the highest relevant unit of study.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Head of Discipline in which the work is to be undertaken, and written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
      (i) supports the applicant's research proposal; and
      (ii) is willing to supervise the research.
   (c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.
   (d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
   (e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
   (f) the contact details of two academic or practitioner referees.
In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature
5 Appointment of supervisor
The Head of Discipline Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements
8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete prescribed units of study within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be in the range of 40,000 to 80,000 words have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression
10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period for each candidate must, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
(a) complete a 6 credit point research methods unit of study as required by the Head of Discipline meet any conditions set by the Faculty Research Education Committee; and
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline; and
(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.
14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

(1) A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule, except that:
(a) the application must be received by the Faculty prior to the commencement of the relevant semester;
(b) a candidate may only apply for a period of suspension of one semester at any one time, and should the candidate wish to suspend for more than one semester another application must be made to the Faculty for each subsequent semester prior to the commencement of that relevant semester; and
(c) late applications may be considered at the Faculty’s discretion.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination
17 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor-Master of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

(a) three copies of the thesis shall be submitted by the candidate;
(b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University and not a clinical academic title-holder of the Faculty; and
(c) the Joint Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy will act in place of the PhD Award Sub-Committee.

18 Award of the degree
The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript.
The degree is awarded at the Pass level only.

Part 7: Other
19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Generated by TXTtoDCR Converter

Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
– the Resolutions of the Faculty;
– the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:
– the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
– the Coursework Policy 2014;
– the Academic Honesty in Coursework Policy 2015; and
– the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

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Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
(a) an honours or a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
(b) a result of at least a Credit grade in the highest, relevant unit of study.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
(a) satisfactory evidence of the applicant's eligibility for admission;
(b) a proposed course of research and advanced study, approved by the Head of the Discipline in which the work is to be undertaken, and written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
   (i) supports the applicant's research proposal; and
   (ii) is willing to supervise the research;
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty;
(d) a statement certifying the applicant's understanding that, subject to the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.
(e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Discipline Associate Dean will appoint a research supervisor and associate and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision, the Supervision of Higher Degree by Research Students Policy 2013.
Control of candidacy
The HDR Rule specifies the conditions for the control of candidacy by the University.

Location of candidacy and attendance
The HDR Rule specifies the conditions for the location of candidacy and attendance by candidates at the University.

Part 4: Requirements

Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) if commencing during or after 2021, complete prescribed units of study, within the first year (full-time equivalency) of candidate a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement; a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.

The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be in the range of 40,000 to 80,000 words; have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

Probation
(1) A candidate is normally accepted for candidacy on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period, each candidate must, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
(a) complete a 6 credit point research methods unit of study as required by the Head of Discipline; meet any conditions set by the Faculty Research Education Committee; and;
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline; and
(c) demonstrate adequate English language competency for the completion of the degree.

Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

deleted (suspension clause)
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule:
(1) A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule, except that:
(a) the application must be received by the Faculty prior to the commencement of the relevant semester;
(b) a candidate may only apply for a period of suspension of one semester at any one time, and should the candidate wish to suspend for more than one semester another application must be made to the Faculty for each subsequent semester prior to the commencement of that relevant semester; and
(e) late applications may be considered at the Faculty’s discretion.

Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

Examination of the thesis
Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor Master of Philosophy, except that which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.
(a) three copies of the thesis shall be submitted by the candidate;
(b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University and not a clinical academic title holder of the Faculty; and
(c) the Joint Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy will act in place of the PhD Award Sub Committee.
Award of the degree

The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript. The degree is awarded at the Pass level only.

Part 7: Other

Transitional provisions

1. These course resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

2. Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Professor Victoria Cogger Associate Dean (Research Education)

1. Name of award course
   Master of Philosophy (Pharmacy)

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Philosophy (Pharmacy) degree to:
   - Allow for inclusion of Table R
   - Ensure resolutions are compliant with new FMH structure
   - Ensure resolutions are compliant with the HDR Rule

3. Details of amendment

Part 2: Admission requirements

1 Eligibility for admission to candidature
   (1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements:
      (a) for a bachelor's degree from the University of Sydney or other approved institution, in a subject area related to the proposed course of advanced study and research, with:
         (i) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
         (ii) a result of at least a Credit grade in the highest relevant unit of study, or
         (iii) a master's degree from the University of Sydney in a relevant discipline.
      (2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Board of Postgraduate Studies and the Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).
      (3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

2 Application for admission to candidature
   (1) An applicant for admission to candidature must submit to the Faculty:
      (a) satisfactory evidence of the applicant's eligibility for admission;
      (b) a proposed course of research and advanced study, approved by the Postgraduate Coordinator in which the work is to be undertaken; and written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
         (i) supports the applicant's research proposal; and
         (ii) is willing to supervise the research.
      (c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty;
      (d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
      (e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
      (f)
the contact details of two academic or practitioner referees. (2)

In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

3 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

4 Appointment of supervisor

The Chair of the Board of Postgraduate Studies, on the recommendation of the Postgraduate Coordinator, will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision. The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

5 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

6 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

7 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) successfully complete any specified probationary requirements and conditions of candidature; complete any specified probationary requirements;

(b) successfully complete prescribed units of study: complete within the first year (full-time equivalency) of candidature: a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;

(c) conduct research on the approved topic; and (d) write a thesis embodying the results of the research that passes the examination.

8 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule. (2)

The thesis will be no more than 60,000 words, except with the permission of the postgraduate coordinator.

The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule. (2)

In the probationary period each candidate must: other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:

(a) complete a 6 credit point research methods unit of study as required by the postgraduate coordinator; meet any conditions set by the Faculty Research Education Committee; and

(b) develop and present a refined research proposal to the satisfaction of the supervisor and postgraduate coordinator; demonstrate adequate English language competency for the completion of the degree;

(c) demonstrate adequate English language competency for the completion of the degree; and
meet any conditions set by the Board of Postgraduate Studies and the Faculty.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Board of Postgraduate Studies. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Form Examination of the thesis
(1) A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy. Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

18 Award of the degree Examination of the thesis
The degree is awarded at the Pass level only.

18 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
(a) three copies of the thesis shall be submitted by the candidate;
(b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University and not a clinical academic title-holder of the Faculty; and
(c) the Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

19 Award of the degree
The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript.

Part 7: Other

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2014 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Back to top
4. **Transitional arrangements**

This change will not affect current MPhil (Pharmacy) students, who will continue to be enrolled under the previous resolutions. Only students commencing from January 1 2020 will be affected.

5. **Other relevant information**

6. **Signature of Dean**

Robyn Ward,  
Executive Dean  
Digitally signed by Robyn Ward, Executive Dean  
Date: 2019.06.17 15:40:38  
+10'00'
MASTER OF PHILOSOPHY (PHARMACY)

Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:
- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.


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Part 2: Admission requirements
2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements: for a bachelor's degree from the University of Sydney or other approved institution, in a subject area related to the proposed course of advanced study and research, with:
(a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
(b) a result of at least a Credit grade in the highest relevant unit of study, or
(c) a master's degree from the University of Sydney in a relevant discipline.

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Board of Postgraduate Studies and Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
(a) satisfactory evidence of the applicant's eligibility for admission;
(b) a proposed course of research and advanced study, approved by the Postgraduate Coordinator in which the work is to be undertaken; and written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
   (i) supports the applicant's research proposal; and
   (ii) is willing to supervise the research;
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.
(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
(e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(f)
the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature
5 Appointment of supervisor
The Chair of the Board of Postgraduate Studies, on the recommendation of the Postgraduate Coordinator, will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements
8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) successfully complete any specified probationary requirements and conditions of candidature; complete any specified probationary requirements;
(b) successfully complete prescribed units of study—complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research that passes the examination.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be no more than 60,000 words, except with the permission of the postgraduate coordinator.
   The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression
10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period each candidate must, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
(a) complete a 6 credit point research methods unit of study as required by the postgraduate coordinator; meet any conditions set by the Faculty Research Education Committee; and
(b) develop and present a refined research proposal to the satisfaction of the supervisor and postgraduate coordinator; demonstrate adequate English language competency for the completion of the degree.
   (c) demonstrate adequate English language competency for the completion of the degree; and
   (d) meet any conditions set by the Board of Postgraduate Studies and the Faculty.
11 **Time limits, earliest and latest submission dates**
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 **Mode of attendance**
The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Board of Postgraduate Studies. Visa requirements commonly restrict international students to full-time study only.

13 **Discontinuation of candidature**
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 **Suspension of candidature**
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 **Leave of absence**
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 **Progress**
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

**Part 6: Examination**

17 **Form Examination of the thesis**
(1) A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy.

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

18 **Award of the degree Examination of the thesis**
The degree is awarded at the Pass level only.

18.1 **Examination of the thesis**
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
   
   (a) three copies of the thesis shall be submitted by the candidate;
   
   (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University and not a clinical academic title-holder of the Faculty; and
   
   (c) the Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

19 **Award of the degree**
The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript.

**Part 7: Other**

19.1 **Transitional provisions**
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
– the Resolutions of the Faculty;
– the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:
– the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’);
– the Coursework Policy 2014;
– the Academic Honesty in Coursework Policy 2015; and
– the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

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<tr>
<th>Code</th>
<th>Course and stream title</th>
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</thead>
<tbody>
<tr>
<td>RMPHLPHA-01</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor’s degree from the University of Sydney or other approved institution, in a subject area related to the proposed course of advanced study and research, with:
(a) a bachelor’s degree with first or second class honours from the University of Sydney in a relevant discipline; or
(b) a result of at least a Credit grade in the highest relevant unit of study.
(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Board of Postgraduate Studies – Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:
(a) satisfactory evidence of the applicant’s eligibility for admission;
(b) a written preliminary research proposal approved by the Postgraduate Coordinator in which the work is to be undertaken,
(c) a statement certifying the applicant’s understanding that, subject to the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, his or her thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use.
(d) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Chair of the Board of Postgraduate Studies, on the recommendation of the Postgraduate Coordinator, will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision. The Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

1. To satisfy the requirements of the degree candidates must:
   a. successfully complete any specified probationary requirements and conditions of candidature;
   b. if commencing during or after 2021, successfully complete prescribed units of study—complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, any other studies as required by the supervisor(s) of the research project;
   c. conduct research on the approved topic; and
   d. write a thesis embodying the results of the research that passes the examination.

9 The thesis

1. A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
2. The thesis will be no more than 60,000 words, except with the permission of the postgraduate coordinator. The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

1. A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
2. In the probationary period other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   a. complete a 6 credit point research methods unit of study as required by the postgraduate coordinator; meet any conditions set by the Faculty Research Education Committee; and
   b. develop and present a refined research proposal to the satisfaction of the supervisor and postgraduate coordinator.
   c. demonstrate adequate English language competency for the completion of the degree; and
   d. meet any conditions set by the Board of Postgraduate Studies and the Faculty.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Board of Postgraduate Studies. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

(deleted) Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

14 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

15 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

16 Examination of the thesis

A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy. Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

17 Award of the degree

The degree is awarded at the Pass level only.

1. Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
   a. these copies of the thesis shall be submitted by the candidate;
   b. two examiners will be appointed by the Faculty, at least one of whom shall be external to the University and not a clinical academic title holder of the Faculty; and
   c. the Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

18 Award of the degree

The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript.

Part 7: Other

19 Transitional provisions

1. These course resolutions apply to students who commenced their candidature after 1 January 2017 and students who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Candidates who commenced prior to 1 January, 2017 shall complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Professor Victoria Cogger, Associate Dean (Research Education)

1. Name of award course
   Master of Philosophy (Medicine)

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Philosophy (Medicine) degree to:
   Allow for inclusion of Table R
   Ensure resolutions are compliant with new FMH structure
   Ensure resolutions are compliant with the HDR Rule

3. Details of amendment

   Part 2: Admission requirements

   1 Eligibility for admission to candidature
   (1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
   (a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
   (b) a result of at least a Credit grade in the highest relevant unit of study
   (2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).
   (3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

   2 Application for admission to candidature
   (1) An applicant for admission to candidature must submit to the School Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission; (b) a proposed course of research and advanced study, approved by the Head of Discipline in which the work is to be undertaken; and
   written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
   (i) supports the applicant's research proposal; and
   (ii) is willing to supervise the research.
   (c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.
   (d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
   (e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
   (f) the contact details of two academic or practitioner referees.
   (2)
In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

3 Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature
4 Appointment of supervisor
The Head of Discipline and Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision the Supervision of Higher Degree by Research Students Policy 2013.

5 Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

6 Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements
7 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete prescribed units of study within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research.

8 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule. (2) The thesis will be in the range of 40,000 to 80,000 words have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression
10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule. (2) In the probationary period for each candidate must, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   (a) Successfully complete a specified research methods unit of study, meet any conditions set by the Faculty Research Education Committee, and
   (b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline, and
   (c) meet any conditions set by the Combined Board of Postgraduate Studies, School and Discipline; and
   (d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice but...
subject to approval by the Combined Board of Postgraduate Studies.
The attendance pattern for this course is full-time or part-time according to candidate choice.
Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions
specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree.
Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress
Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Form and lodgement of thesis
The thesis must be typewritten and bound as prescribed by the Academic Board resolutions of the
Degree of Doctor of Philosophy.

18 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by
Academic Board for the Doctor-Master of Philosophy, except that, which are set out in the Thesis and
Examination of Higher Degree by Research Policy 2015.

19 Award of the degree
The degree is awarded at the Pass level only.

4. Transitional arrangements
This change will not affect current MPhil (Medicine) students, who will continue to be enrolled
under the previous resolutions. Only students commencing from January 1 2020 will be
effected.

5. Other relevant information

6. Signature of Dean

Robyn Ward,
Executive Dean

Digitally signed by Robyn Ward, Executive Dean
Date: 2019.06.17 15:41:03 +10'00'
Minor Course Amendment Proposal Version 01.10.2014
MASTER OF PHILOSOPHY (MEDICINE)

Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule';
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions
Part 1: Preliminary
1 Course codes

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</tr>
</thead>
<tbody>
<tr>
<td>RMPHLMED-01</td>
<td>Master of Philosophy</td>
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</tbody>
</table>

Part 2: Admission requirements
2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
(a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
(b) a result of at least a Credit grade in the highest relevant unit of study

(2) The Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Studies Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the School Faculty:
(a) satisfactory evidence of the applicant's eligibility for admission; (b) a proposed course of research and advanced study, approved by the Head of Discipline in which the work is to be undertaken; and
written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
(i) supports the applicant's research proposal; and
(ii) is willing to supervise the research.
(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.
(2) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
(e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
(f) the contact details of two academic or practitioner referees.
In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer
The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature
5 Appointment of supervisor
The Head of Discipline, Associate Dean will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements
8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
(a) complete any specified probationary requirements;
(b) complete prescribed units of study within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
(c) conduct research on the approved topic; and
(d) write a thesis embodying the results of the research.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be in the range of 40,000 to 80,000 words have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression
10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period for each candidate must, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
(a) successfully complete a specified research methods unit of study; meet any conditions set by the Faculty Research Education Committee; and
(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline; and
(c) meet any conditions set by the Combined Board of Postgraduate Studies, School and Discipline; and
(d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Combined Board of Postgraduate Studies.
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.
13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

17 Form and lodgement of thesis
The thesis must be typewritten and bound as prescribed by the Academic Board resolutions of the Degree of Doctor of Philosophy.

18 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor Master of Philosophy, except that:

(a) two examiners will be appointed by the Head of Discipline, at least one of whom shall be external to the University; and
(b) the Combined Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

Part 7: Other

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

– the Resolutions of the Faculty;
– the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:

– the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
– the Coursework Policy 2014;
– the Academic Honesty in Coursework Policy 2015; and
– the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

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Part 2: Admission requirements

2 Eligibility for admission to candidacy

(1) To be eligible to be admitted to candidacy by the Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor's degree from the University of Sydney, in a subject area related to the proposed course of advanced study and research, with—

(a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline;

(b) a result of at least a Credit grade in the highest relevant unit of study.

(2) The Dean or Associate Dean may admit to candidacy an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Combined Board of Postgraduate Faculty Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Associate Dean may impose on a student admitted to candidacy pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidacy

(1) An applicant for admission to candidacy must submit to the School Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission;

(b) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research, has approved the candidate's proposed course of research and advanced study, approved by the Head of the Discipline in which the work is to be undertaken;

(i) supports the applicant's proposal; and

(ii) is willing to supervise the research.

(c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.

(d) a statement certifying the applicant's understanding that, subject to the University of Sydney (Higher Degree by Research Rule) 2011 HDR Rule, if the candidature is successful, his or her thesis and record of design-based work will be lodged with the University Librarian and made available for immediate public use.

(e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Discipline and Associate Dean will appoint a research supervisor and an associate auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision; the Supervision of Higher Degree by Research Students Policy 2013.
Control of candidature
The HDR Rule specifies the conditions for the control of candidature by the University.

Location of candidature and attendance
The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

Degree requirements
(1) To satisfy the requirements of the degree candidates must:
   (a) successfully complete any specified probationary requirements and conditions of candidature;
   (b) if commencing during or after 20201, complete prescribed units of study within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, a minimum of 8 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies, as required by the supervisor(s) of the research project, successfully complete a 6 credit point research methods unit of study as set out in the Table of Units of Study, Master of Philosophy, and any other units of study prescribed by the Head of Discipline;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research that passes the examination.

The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will be no more than 60,000 words, except with permission of the postgraduate coordinator, have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, each candidate must:
   (a) Successfully complete a specified research methods unit of study; meet any conditions set by the Faculty Research Education Committee, and
   (b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline;
   (c) meet any conditions set by the Combined Board of Postgraduate Studies, School and Discipline, and
   (d) demonstrate adequate English language competency for the completion of the degree.

Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Combined Board of Postgraduate Studies. The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

Suspension of candidature
A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination

Form and lodgement of thesis (delete)

Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with process prescribed by Academic Board for the Degree of Doctor of Philosophy, except that: which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015,
   (a) two examiners will be appointed by the Head of Discipline, at least one of whom shall be external to the University, and
   (b) the Combined Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.
18 Award of the degree

The degree is awarded at the Pass level only. The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January 2017. These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

(2) Candidates who commenced prior to 1 January, 2017 shall complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Resolution updates for Resolutions of the Senate</td>
</tr>
</tbody>
</table>

**Purpose**

In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.

To make several updates to the Resolutions of the Senate to correct omissions and remove degrees now no longer offered.

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to update the Resolutions of the Senate with effect from 1 January 2020.

**EXECUTIVE SUMMARY**

The proposed changes include:

- correcting the assessment type from “Published Work” to “Research” for the PhDs
- removing the Bachelor of Science (Veterinary) and the Master of Animal Science (and its various streams, graduate diplomas and graduate certificates), which have now been taught out
- adding the course code for the Master of Veterinary Studies/Master of Veterinary Clinical Studies and correcting the stream list to include all possible streams
- correcting the Master of Veterinary Studies which incorrectly lists “Small Animal Studies”

Updates following feedback received from Graduate Studies Committee:

These resolutions were reviewed by the Graduate Studies Committee on 14 October 2019. This committee endorsed the changes subject to the removing the listing for the BAdvStudies, which the Faculty has now been notified will sit in a new Resolutions of the Senate for Interdisciplinary Studies (3.24 Resolution AB-GSC-19/06-30). This change has been made.

**IMPLEMENTATION**

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

**ATTACHMENTS**

1. Original GSC submission
2. Marked up resolutions for the Resolutions of the Senate
Minor Course Amendment Proposal

Faculty: Science
Contact person: Veronica Boulton

1. Name of award course

   Resolutions of the Senate - Science

2. Purpose of proposal

   To amend the Resolutions of the Senate to remove degrees with no new intake where all students have now graduated and to add course codes and streams previously missing.

3. Details of amendment

   Resolutions of the Senate
   Clause
   1(2) This list is amended with effect from 1 January, 2020 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.
   (2) Degrees
   PhD Published Work Research
   MAAHMSCL-02 Master of Animal Science (no new intake from 2018)-MANimSc-72
   MAAASCALM-01 Animal Breeding Management (available by distance online only) (no new intake from 2018)-MANimSc(ABMgt)-72
   Animal-Genetics (no new intake from 2018)-MANimSc(Animal-Genetics)-72
   Animal-Nutrition (no new intake from 2018)-MANimSc(Animal Nutrition)-72
   Animal-Reproduction (no new intake from 2018)-MANimSc(Animal Reproduction)-72
   MAVETSTD-04 Master of Veterinary Studies (no new intake from 2018) MAVetStud-72
   MAVETSTD-04 Master of Veterinary Studies (Small Animal Clinical Studies) MAVetStud(Small Animal Clinical Studies)-48
   BPSCLING-05 Advanced (no new intake from 2018) BSc(Advanced)-144
   Advanced Mathematics (no new intake from 2018) BSc(Advanced Mathematics)-144
   BSCVETE-01 Bachelor of Science (Veterinary) (no new intake from 2018) BSc(Vet)-48
   (3) Combined Degrees
   MAVETSTD-03/RMVETCLS-01 Master of Veterinary Studies/Master of Veterinary Clinical Studies MAVetStud/MAVetClinStud-48
   Avian Medicine MAVetStud/MAVetClinStud(Avian Medicine)-48
   Equine Medicine MAVetStud/MAVetClinStud(Equine Medicine)-48
   Equine Sports Medicine & Rehabilitation MAVetStud/MAVetClinStud(Equine Sports)-48
   Veterinary Behaviour MAVetStud/MAVetClinStud(Veterinary Behaviour)-48
   Veterinary Epidemiology MAVetStud/MAVetClinStud(Veterinary Epidemiology)-48
   Veterinary Neurology MAVetStud/MAVetClinStud(Veterinary Neurology)-48
   Veterinary Oncology MAVetStud/MAVetClinStud(Veterinary Oncology)-48
   Veterinary Ophthalmology MAVetStud/MAVetClinStud(Veterinary Ophthalmology)-48
   (5) Graduate diplomas
   GNNANMSc-02 Graduate Diploma in Animal Science (no new intake from 2018)-GradDipAnimSc-48
   GNASCABM-01 Animal Breeding Management (available by distance online only) (no new intake from 2018) GradDipAnimSc(ABMgt)-48
   Animal-Genetics (no new intake from 2018) GradDipAnimSc(Animal-Genetics)-48
   GNVETPHE-01 Graduate Diploma in Veterinary Public Health (no new intake from 2017) GradDipVPH-36
   GNVETMA-01 Graduate Diploma in Veterinary Veterinary Public Health Management (no new intake from 2018) GradDipVPHMgt-36
   MAVETSTD-02 Graduate Diploma in Veterinary Studies (no new intake from 2018) GradDipVetStud-48
   Small Animal Clinical Studies GradDipVetStud(Small Animal Clinical Studies)-36
   GNWHEMP-02 Graduate Diploma of Wildlife Health and Population Management (no new intake from 2019) GradDipMWHPMgt-48

Minor Course Amendment Proposal
Version 01.10.2014
(6) Graduate Certificates
GCANMSCI-01 Graduate Certificate in Animal Science (no new intake from 2018)
GradCertAnimSc-24
GCASCABM-01 Animal Breeding Management (available by distance online only) (no new intake from 2018)
GradCertAnimSc(ABMgt)-24
Animal Genetics (no new intake from 2018) GradCertAnimSc(Animal Genetics)-24
GCVETPHIE-01 Graduate Certificate in Veterinary Public Health (no new intake from 2017)
GradCertVPH-24
GCVETPHMA-01 Graduate Certificate in Veterinary Public Health Management (no new intake from 2018)
GradCertVPHMgt-24
GCVETSTD-01 Graduate Certificate in Veterinary Studies (no new intake from 2018)
GradCertVetStud-24
Small Animal Clinical Studies GradCertVetStud(Small Animal Clinical Studies)-24
GCWHEPM-02 Graduate Certificate in Wildlife Health and Population Management (no new intake from 2018)
GradCertWHPMgt-24

4. Transitional arrangements
   None required.

5. Other relevant information

6. Signature of Dean

[Signature]
Degrees, diplomas and certificates of the Faculty of Science

(1) With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

## Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<td>BUANVEBI-01</td>
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<tr>
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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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*may be awarded with honours following a further year of study.
*may be awarded with honours in an integrated program.

### Double degrees

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*no new intake from 2018*
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*may be awarded with honours following a further year of study.

### 5 Graduate diplomas

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<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNPSYCOA-01</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>GradDip(CoachPsyc)</td>
<td>36</td>
</tr>
<tr>
<td>GNMSCMG-02</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>GradDipMarSciMgt</td>
<td>48</td>
</tr>
<tr>
<td>GNEVNSCI-02</td>
<td>Graduate Diploma in Environmental Science</td>
<td>GradDipEnviSci</td>
<td>48</td>
</tr>
<tr>
<td>GNMATHE-01</td>
<td>Graduate Diploma in Mathematical Sciences (exit only)</td>
<td>GradDipMathSci</td>
<td>72</td>
</tr>
<tr>
<td>GNMEDPHY-01</td>
<td>Graduate Diploma in Medical Physics</td>
<td>GradDipMedPhys</td>
<td>48</td>
</tr>
<tr>
<td>GPAHYCHO-03</td>
<td>Graduate Diploma in Psychology</td>
<td>GradDipPsych</td>
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<tr>
<td>GNICEC-01</td>
<td>Graduate Diploma in Science</td>
<td>GradDipSc</td>
<td>48</td>
</tr>
<tr>
<td>GNISTSIT-01</td>
<td>Graduate Diploma in Sustainability</td>
<td>GradDipSust</td>
<td>48</td>
</tr>
<tr>
<td>GNAGRENV-01</td>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>GradDipAgrEnv</td>
<td>48</td>
</tr>
<tr>
<td>GNANMSC-02</td>
<td>Graduate Diploma in Animal Sciences (no new intake from 2014)</td>
<td>GradDipAnimSci</td>
<td>48</td>
</tr>
<tr>
<td>GNASCBAM-01</td>
<td>Animal Breeding Management available by distance online only. (no new intake from 2014)</td>
<td>GradDipAnimSci(ABMgt)</td>
<td>48</td>
</tr>
<tr>
<td>GNASCCS-01</td>
<td>Animal Genetics (no new intake from 2016)</td>
<td>GradDipAnimSci(Animal Genetics)</td>
<td>48</td>
</tr>
<tr>
<td>GNAVETPHE-01</td>
<td>Graduate Diploma in Veterinary Public Health (no new intake from 2017)</td>
<td>GradDipVPH</td>
<td>36</td>
</tr>
<tr>
<td>GNAVETPHE-01</td>
<td>Graduate Diploma in Veterinary Public Health Management (no new intake from 2017)</td>
<td>GradDipVPHMgt</td>
<td>36</td>
</tr>
<tr>
<td>GNAVETSTD-02</td>
<td>Graduate Diploma in Veterinary Studies and Population Management (no new intake from 2014)</td>
<td>GradDipVetStud</td>
<td>48</td>
</tr>
<tr>
<td>GNAVETSTD-02</td>
<td>Small Animal Clinical Studies</td>
<td>GradDipVetStudSmall Animal Clinical Studies</td>
<td>56</td>
</tr>
<tr>
<td>GNAVETPHEM-02</td>
<td>Graduate Diploma of Wildlife Health and Population Management (no new intake from 2016)</td>
<td>GradDipAWHPMgt</td>
<td>48</td>
</tr>
</tbody>
</table>

### 6 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCPSYCOA-01</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>GradCert(CoachPsyc)</td>
<td>24</td>
</tr>
<tr>
<td>GCMASC茹-01</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>GradCertMarSciMgt</td>
<td>24</td>
</tr>
<tr>
<td>GCMATHE-01</td>
<td>Graduate Certificate in Mathematical Sciences (exit only)</td>
<td>GradCertMathSci</td>
<td>48</td>
</tr>
<tr>
<td>GCMATHE-01</td>
<td>Graduate Certificate in Environmental Science</td>
<td>GradCertEnviSci</td>
<td>24</td>
</tr>
<tr>
<td>GCSCHIPS-01</td>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>GradCertSc(HPS)</td>
<td>24</td>
</tr>
<tr>
<td>GCSustaI-01</td>
<td>Graduate Certificate in Sustainability</td>
<td>GradCertSust</td>
<td>24</td>
</tr>
<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>GCAGRENV-01</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>GradCertAgrEnv</td>
<td>24</td>
</tr>
<tr>
<td>GCANMSCI-01</td>
<td>Graduate Certificate in Animal Science</td>
<td>GradCertAnimSc</td>
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</tr>
<tr>
<td>GCASCABM-01</td>
<td>Animal Breeding Management (available by distance online only, no new intake from 2018)</td>
<td>GradCertAnimSc(ABMgt)</td>
<td>24</td>
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<tr>
<td></td>
<td>Animal Genetics (no new intake from 2018)</td>
<td>GradCertAnimSc(Animal Genetics)</td>
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<tr>
<td>GCVETPHE-01</td>
<td>Graduate Certificate in Veterinary Public Health (no new intake from 2017)</td>
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<tr>
<td>GCVEPHMA-01</td>
<td>Graduate Certificate in Veterinary Public Health Management (no new intake from 2018)</td>
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<tr>
<td>GCVETSTD-01</td>
<td>Graduate Certificate in Veterinary Studies (no new intake from 2018)</td>
<td>GradCertVetStud</td>
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<tr>
<td></td>
<td>Small Animal Clinical Studies</td>
<td>GradCertVetStud(Small Animal Clinical Studies)</td>
<td>24</td>
</tr>
<tr>
<td>GCWHEPM-02</td>
<td>Graduate Certificate in Wildlife Health and Population Management (no new intake from 2018)</td>
<td>GradCertWHPMgt</td>
<td>24</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Resolution updates for Resolutions of the Faculty</td>
</tr>
<tr>
<td>Purpose</td>
<td>To make several updates to the Resolutions of the Faculty to remove duplication of clauses which exist elsewhere, update terminology and prepare for the changes to Honours in light of the BAdvStudies.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to update the Resolutions of the Faculty with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed changes include

- removal of clauses which belong either in policy or in various course resolutions (eg. credit for previous study, Honours admission requirements).
- updates to terminology (eg. removal of summer/winter school) and removal of programs (TSP) and calculations (SciWAM) that will not be used in the future.
- removal of allowable course transfers, which are now no-longer allowable (a University-wide change – students now apply via admissions, rather than transfer)
- updating the attendance clause to direct students to their unit of study outline
- The definition of Honours was altered to allow for the 36cp Honours areas and the units that contribute to the Honours mark were defined

Updates following feedback received from Graduate Studies Committee:

These resolutions were reviewed by the Graduate Studies Committee on 14 October 2019. This committee endorsed the changes subject to a heading correction and the inclusion of a transitional provisions clause (3.25 Resolution AB-GSC-19/06-31). These changes have been made; however, for the change to the heading for section 15, we were unable to display the change as ‘marked up’ (a limitation of the CMS) and so the phrase “and Science Weighted Average Mark (SCIWAM)” has simply been deleted.

IMPLEMENTATION

For implementation commencing 1 January 2020. The changes do not require any changes to unit of study tables.

ATTACHMENTS

1. Original submission to GSC
2. Revised marked up Resolutions of the Faculty
Minor Course Amendment Proposal

Faculty: Science

Contact person: Veronica Boulton

1. **Name of award course**
   - Resolutions of the Faculty

2. **Purpose of proposal**
   - To amend the Resolutions of the Faculty for the Faculty of Science to
     (i) update terminology, eg. remove summer/winter school
     (ii) remove duplication of "rules" where they exist in Course Resolutions or policy documents – including Honours, course transfers and credit
     (iii) define WAM (weighted average mark)
     (iv) clarify where attendance rules will be specified
     (v) define how Honours marks will be calculated

3. **Details of amendment**
   - Resolutions of the Faculty
     - Clause 1
     - Clause 2(1-2)
     - Clause 4
     - Clause 5
     - Clause 6
     - Clause 7
     - Clause 8
     - Clause 13
     - Clause 14
     - Clause 16
     - Clause 17
   - Please see attached resolutions

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

5. **Other relevant information**

6. **Signature of Dean**
   - [Signature]
Resolutions of the Faculty of Science for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 ('the Coursework Rule'), the Coursework Policy 2014 ('the Coursework Policy'), the Learning and Teaching Policy 2015, 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.

1. Admissions
   (1) The provisions of the Coursework Rule and the Coursework Policy apply to the admission of domestic and international applicants to undergraduate and postgraduate coursework courses. Course resolutions may prescribe additional admission requirements.
   (2) The Faculty participates in the approved special admission programs under the Coursework Policy as outlined in Schedule 1.

2. Enrolment restrictions
   (1) Except with the permission of the Associate Dean an undergraduate student may not enrol in units of study with a total value of more than 30 credit points in either semester, except for units of study in the summer session and 12 credit points in the winter session.
   (2) Except with the permission of the Associate Dean a postgraduate coursework student may not enrol in units of study with a total value of more than 24 credit points in either semester one or two, 12 credit points in the summer session and 6 credit points in the winter session.
   (3) Except with the permission of the Associate Dean, undergraduate students are prohibited from:
      (a) re-enrolling in a unit of study that they have previously completed within the last 10 calendar years, regardless of whether the unit of study was completed in their current or previous award course; and
      (b) enrolling in any unit of study:
         (i) that overlaps substantially in content with a unit of study already completed in their current or previous award course within the last 10 calendar years; and/or
         (ii) for which credit equivalence or exemption has been granted within the last 10 calendar years.
   (4) Except with the permission of the Associate Dean, postgraduate coursework students are prohibited from:
      (a) re-enrolling in a unit of study that they have previously completed within the last 5 calendar years, regardless of whether the unit of study was completed in their current or previous award course; and
      (b) enrolling in any unit of study:
         (i) that overlaps substantially in content with a unit of study already completed in their current or previous award course within the last 5 calendar years; and/or
         (ii) for which credit equivalence or exemption has been granted within the last 5 calendar years.

3. Time Limits
   The provisions of the Coursework Rule apply to the time limits for undergraduate and postgraduate programs, unless otherwise stated in the course resolutions.

4. Re-enrolment after an absence Suspension, discontinuation and lapse of candidature
   Unless otherwise stated within the course resolutions, provisions of the Coursework Rule and the Coursework Policy apply. A student who plans to re-enrol after a period of suspension must advise the Student Centre of their intention prior to the commencement of semester. Students should pay careful attention to the significant dates in processes and their effect on results and financial liability.

5. Course Transfer
   (1) Schedule 1 of the Faculty Resolutions lists the allowable Undergraduate course transfers and the conditions for transfer approved by the Faculty of Science for students who commenced their studies after 1 January 2018. Schedule 2 of the Faculty Resolutions lists the allowable Postgraduate course transfers and the conditions for transfer approved by the Faculty of Science for students who commenced their studies after 1 January 2018. For students who commenced their studies prior to 1 January 2018, please refer to the 2017 Handbook.
   (2) Providing students satisfy the admission requirements for each stage of an articulated postgraduate coursework program, a student may apply to progress to the award of any of the courses within that sequence. Only the highest award completed will be conferred.
   (3) A student enrolled in a postgraduate coursework masters may, with the approval of the Associate Dean, elect to discontinue study and graduate with the graduate diploma from the embedded sequence provided the requirements of the graduate diploma have been met.
   (4) A student enrolled in a postgraduate coursework graduate diploma may, with the approval of the Associate Dean, elect to discontinue study and graduate with the graduate certificate from the embedded sequence provided the requirements of the graduate certificate have been met.
   (5) All applications for transfer in a postgraduate coursework program must satisfy the Faculty specified time limits for application and transfer requests.
5. Credit for previous study

(1) Unless otherwise stated within the course resolutions, the provisions of the Coursework Rule and the Coursework Policy apply to the granting of credit, and in addition:

<table>
<thead>
<tr>
<th>Course</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate courses</td>
<td>All students must complete all the 3000 level units of study required for a Science Table A major at the University of Sydney.</td>
</tr>
<tr>
<td>Postgraduate courses</td>
<td>Credit is available in the articulated postgraduate courses for postgraduate study no longer, it has been undertaken at those award courses within the previous five years. Unless otherwise stated in the course resolutions, external credit and reduced volume of learning are not available to students enrolled in postgraduate programs.</td>
</tr>
<tr>
<td>Master of Agriculture and Environment</td>
<td>Credit may be granted specifically for units up to a maximum of 25 percent of the requirements for the degree, but not for the elective units or research units. A reduction in volume of learning of up to 25 percent may be available to students who have completed a qualification in an appropriate discipline at Level 5 of the Australian Qualifications Framework.</td>
</tr>
<tr>
<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
<td>Credit may be granted only for specific core and elective units in Year 1 and Year 2 up to a maximum of 42 credit points. Studies must have been completed with at least a credit grade and no more than five years prior to admission.</td>
</tr>
</tbody>
</table>

6. Domestic Cross institutional study

(1) Provided the Associate Dean’s permission has been obtained in advance, a student may be permitted to complete a unit of study offered by another institution and have that unit credited to the student’s course requirements, provided that:
   (a) the unit of study content is not taught in any corresponding unit of study at the University; or
   (b) the student is unable, for good reason, to attend a corresponding unit of study at the University.

(2) Cross-institutional study is regarded as another form of credit.

(3) Unless otherwise stated in the course resolutions, cross-institutional study is not available to students enrolled in postgraduate programs.

7. International Study Mobility

(1) The Faculty encourages students to participate in international study, unless the resolutions for a particular course preclude this. Provided the relevant prior approval, Associate Dean’s permission has been obtained a student may be permitted to count units completed overseas towards their undergraduate degree by participating in:
   (a) the University of Sydney Exchange Program; or
   (b) a Study Abroad program; or
   (c) an International Placement

(2) For International Placements, Associate Dean approval must be gained well in advance of travel for unit of study enrolment based on an agreed degree plan.

(3) Students applying for international mobility Study Abroad should refer to the Faculty of Science – Short Term Independent Undergraduate Study Abroad local provisions – Outbound Student Mobility Policy 2018.

8. Attendance

(1) Unless otherwise stated in a separate local provision, students are expected to attend at least a minimum of 80% of timetabled activities as defined in the unit of study outline, unless granted exemption by the Associate Dean.

(2) For some units of study, the minimum attendance requirement, as specified in the relevant table of units or the unit of study outline, may be greater than 80%.

(2) The Associate Dean may determine that a student has failed a unit of study because of inadequate attendance.

(4) The Associate Dean may allow additional assessment items where attendance is lower than the requirement as specified in 9(1) and 9(2).

9. Results

(1) The provisions of the Coursework Rule and the Coursework Policy apply to the award of grades in Science units of study.

(2) The determination of what warrants a DC grade after the published date for Discontinued not to count as failure is made at the discretion of the Associate Dean on a documented case-by-case basis. Discretion will not be exercised where:
   (a) the request is made 12 months or more after the advertised date of result publication; or
   (b) where the student has passed the unit of study.

10. Satisfactory Progress

In addition to meeting the provisions of the Coursework Rule and the Coursework Policy, students must also meet all progression requirements listed in specific course resolutions.

11. Re-assessment

Re-assessment is not permitted unless otherwise specified in the course resolutions.

12. Readmission after a period of exclusion

The Coursework Policy provides that a student excluded from a degree may seek readmission at the end of the exclusion period, with approval of the Associate Dean. A student readmitted in this way is considered to have commenced a new period of candidature and must apply for credit from their previous candidature. Credit will only be awarded in accordance with the Coursework Policy and clause 5 of these resolutions.

13. Award of the bachelor degree with honours

The following rules apply to the award of the bachelor degree with Honours unless otherwise stipulated in the relevant course resolutions:

(1) The rules applying to the admission and award of an undergraduate degree with Honours are stipulated in the relevant course resolutions and the Coursework Policy 2014.

(1) To qualify for admission to the bachelor degree with honours, an applicant must meet all of the following requirements:
14. University Medal

A student who is awarded Honours Class 1 may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding academic record, in accordance with the Coursework Rule.

15. Weighted Average Mark (WAM)

(1) The University has a formula for calculating a WAM, which is defined in the University Glossary. WAMs are used by the University as one indicator of academic performance.
(2) A SCIWAM is used by the Faculty of Science as one indicator of academic performance.
(3) A SCIWAM is calculated from the results of all intermediate and senior units of study with a weighting of two for intermediate units and three for senior units. Junior units are not included in the calculation.
(4) Discontinued - Fail (DF) grades do not contribute to the SCIWAM.
(5) Discontinued - Not to count as failure (DC) grades do not contribute to the SCIWAM.
(6) Pass/Fail units of study do not contribute to the SCIWAM, with the exception of Exchange units where a mark is available.
(7) In the Faculty:
(a) A junior unit of study is a 1000-level unit.
(b) An intermediate unit of study is a 2000-level unit.
(c) A senior unit of study is a 3000-level unit or above.
(1) The University WAM is calculated using the following formula:

\[
\text{WAM} = \frac{\text{sum(Wc x Mc)}}{\text{sum(Wc)}}
\]

Where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. Pass/fail units and credited units from other institutions are not counted.
(2) The weight of a unit of study is assigned by the owning faculty. In the Faculty of Science, all units are given a weighting of one.

16. Talented Student Program

(1) The Talented Student Program (TSP) is a special program of study for students of exceptional merit who are enrolled in undergraduate degrees administered by the Faculty of Science or for the Science component of combined and double degrees who commenced prior to January 1, 2018.
(2) Entry to the TSP is by invitation from the Dean. Invitations are made each year for that year. The following guidelines apply generally; although schools and departments may have additional (and more stringent) requirements for entry to the activities they offer in the program.
(3) To be considered for the program in their first year, students should have an ATAR (or equivalent) of 99.00 or higher.
(4) To be considered for entry into the Program in their second or third years, students not in the Program in the previous year should have AAMs of 85 or over in their previous year of study. Subsequent entry to TSP is available only to students who have been enrolled full-time in units of study totaling at least 48 credit points in the previous 12 months.
(4) Admission to the Program in a subsequent year requires:
(1) AAM of 80 or above; and
(2) completion of 42 credit points in the previous 12 months.
At the discretion of the Associate Dean, these requirements may be varied on a year to year or individual basis.


1. These resolutions apply to students who commenced their candidature after 1 January, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions unless otherwise specified under the specific course resolutions.

2. Candidates who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Schedule 1: Special Admissions Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Broadway Scheme</th>
<th>Cadigal Program</th>
<th>E12 Scheme</th>
<th>Mature Age Applicants Scheme</th>
<th>Elite Athletes or Performers Scheme</th>
<th>Special Consideration for Admission Scheme</th>
<th>Future Leaders Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Liberal Arts and Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science (Medical Science)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Medical Science)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tr>
<tr>
<td>Bachelor of Science (Health)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Health)</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Agriculture)</td>
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<td>Yes</td>
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</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness)</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience)</td>
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<td>Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation)</td>
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<td>Bachelor of Veterinary Bioscience and Doctor of Veterinary Medicine</td>
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<td>Bachelor of Science and Doctor of Dental Medicine</td>
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<tr>
<td>Bachelor of Science and Doctor of Medicine</td>
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</table>
### Schedule 1: Allowable Undergraduate Course Transfers

#### (1) Single Undergraduate Degrees

<table>
<thead>
<tr>
<th>Transfer From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Psychology (Arts and Social Sciences)</td>
<td>Bachelor of Arts</td>
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</tr>
<tr>
<td>Bachelor of Psychology (Science)</td>
<td>Bachelor of Science</td>
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</table>

#### (2) Combined Undergraduate Degrees

<table>
<thead>
<tr>
<th>Transfer From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science and Bachelor of Laws</td>
<td>Bachelor of Arts and Bachelor of Laws</td>
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<tr>
<td>Bachelor of Commerce and Bachelor of Laws</td>
<td>Bachelor of Economics and Bachelor of Laws</td>
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<tr>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
<td>Bachelor of Science</td>
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#### (3) Double Degrees

<table>
<thead>
<tr>
<th>Transfer From</th>
<th>Transfer-To</th>
<th>Requirements</th>
</tr>
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<tbody>
<tr>
<td>Bachelor of Science and Master of Nutrition and Dietetics</td>
<td>Bachelor of Science</td>
<td>Faculty Approval Required</td>
</tr>
<tr>
<td>Bachelor of Science and Doctor of Medicine</td>
<td>Bachelor of Science</td>
<td>Faculty Approval Required</td>
</tr>
<tr>
<td>Bachelor of Science and Doctor of Dental Medicine</td>
<td>Bachelor of Science</td>
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</table>

### Schedule 2: Allowable Postgraduate Course Transfers

<table>
<thead>
<tr>
<th>Transfer From</th>
<th>Transfer-To</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>Graduate Certificate in Coaching Psychology</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>Complete the requirements of the Graduate Certificate OR accumulate a minimum of 18 cpos in the Graduate Certificate within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Diploma in Coaching Psychology</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cpos in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>Complete the requirements of the Graduate Certificate OR accumulate a minimum of 18 cpos in the Graduate Certificate within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Master of Clinical Psychology and Doctor of Philosophy</td>
<td>Doctor of Philosophy</td>
<td>Course Coordinator approval required</td>
</tr>
<tr>
<td>Master of Clinical Psychology and Doctor of Philosophy</td>
<td>Master of Clinical Psychology</td>
<td>Course Coordinator approval required</td>
</tr>
<tr>
<td>Graduate Certificate in Environmental Science</td>
<td>Graduate Diploma in Environmental Science</td>
<td>Complete the requirements of the Graduate Certificate OR accumulate a minimum of 18 cpos in the Graduate Certificate within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Diploma in Environmental Science</td>
<td>Graduate Certificate in Environmental Science</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cpos in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Master of Environmental Science</td>
<td>Graduate Diploma in Environmental Science</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cpos in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
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</table>
### Resolutions of the Faculty of Science

**Requirements**

<table>
<thead>
<tr>
<th>Transfer From</th>
<th>Transfer To</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Marine Science and Management</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>Complete the requirements of the Graduate Certificate OR accumulate a minimum of 16 cps in the Graduate Certificate within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Diploma in Marine Science and Management</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cps in the Graduate Certificate within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Master of Marine Science and Management</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cps in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Certificate in Sustainability</td>
<td>Graduate Diploma in Sustainability</td>
<td>Complete the requirements of the Graduate Certificate OR accumulate a minimum of 18 cps in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Diploma in Sustainability</td>
<td>Master of Sustainability</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cps in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Master of Sustainability</td>
<td>Graduate Certificate in Sustainability</td>
<td>Complete the requirements of the Graduate Diploma OR accumulate a minimum of 18 cps in the Graduate Diploma within a maximum of two consecutive semesters with a WAM of at least 65.0.</td>
</tr>
<tr>
<td>Graduate Diploma in Medical Physics</td>
<td>Master of Medical Physics</td>
<td>Complete the requirements of the Graduate Diploma with a WAM of 65.0 or better and have Course Coordinator approval.</td>
</tr>
<tr>
<td>Master of Medical Physics</td>
<td>Graduate Diploma in Medical Physics</td>
<td>Complete the Graduate Diploma requirements and have Course Coordinator approval.</td>
</tr>
<tr>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>Graduate Diploma in Science</td>
<td>Course Coordinator approval required</td>
</tr>
<tr>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>Master of Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
<tr>
<td>Master of Agriculture and Environment</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
<tr>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>Complete the degree requirements.</td>
</tr>
</tbody>
</table>

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### Resolutions of the Faculty of Science

**Academic Board**

05 November 2019

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**Item 9 Report of GSC**

Page 265 of 265
Non-Confidential

Author | Cory Thomas (Committee Officer)
Reviewer/Approver | Associate Professor Wendy Davis (Chair, Academic Quality Committee)
Paper title | Report from Academic Quality Committee
Purpose | This report summarises for the Academic Board the business of the meeting of the Academic Quality Committee held on **Tuesday 8 October 2019**

**RECOMMENDATION**

*That the Academic Board note the report from the meeting of the Academic Quality Committee (AQC) held on **Tuesday 8 October 2019** and:*

1. **note that the Committee approved the following course reviews from Faculty of Science:**
   i. Master of Agriculture and Environment
   ii. Doctor of Veterinary Medicine
   iii. Bachelor of Veterinary Biology and Doctor of Veterinary Medicine
   iv. Master of Sustainability

2. **approve the “Academic Board/UE Thematic Review 2019 – The Quality of Student Placements, Internships and Research Projects”**

**ITEMS FOR APPROVAL**

Item #

10.1 **Academic Board/UE Thematic Review 2019 – The Quality of Student Placements, Internships and Research Projects**

**ITEMS FOR NOTING**

Item #

10.2 **Course Reviews – Faculty of Science**

The AQC approved the completed course reviews from the Faculty of Science.

10.2.1 Master of Agriculture and Environment

10.2.2 Doctor of Veterinary Medicine

10.2.3 Bachelor of Veterinary Biology and Doctor of Veterinary Medicine

10.2.4 Master of Sustainability

The Committee also:

- noted the Reports of the:
  - Academic Board;
  - HDR Examinations Subcommittee;
  - University Quality Manager
• discussed the formation of Working Parties to consider:
  o Academic staffing & resourcing of degree programs; and
  o Marketing of degree programs
• noted the Education KPIs 2018 Performance and 2019 Targets
• noted the 2018 Graduate Outcomes Survey Report
• noted the Educational Integrity Trend Report, Semester 1, 2019
• endorsed, in principle, the Draft terms of reference and review panel membership for the 2020 Academic Board/University Executive thematic review into The Quality of English Language Pathways and Support

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

Associate Professor Wendy Davis
Chair, Academic Quality Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rachael Weiss, UQM</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Tony Masters</td>
</tr>
<tr>
<td>Paper title</td>
<td>Academic Board/UE Thematic Review 2019 – The Quality of Student Placements, Internships and Research Projects</td>
</tr>
<tr>
<td>Purpose</td>
<td>That the Academic Quality Committee endorse the recommendations made by the Thematic Review Panel, which were endorsed at the UE meeting 26 September, and refer the paper to the Academic Board for approval</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Quality Committee endorse the recommendations made by the Thematic Review Panel, which were endorsed at the UE meeting 26 September, and refer the paper to the Academic Board for approval:

<table>
<thead>
<tr>
<th>Recommendation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>DVCE</td>
</tr>
<tr>
<td>The panel recommends establishing a Placement Protocol Working Group, ideally reporting to the DVC Education, comprising senior professional and academic staff with knowledge of experiential learning, and representing the broad range of placements at the University. The Placement Protocol Working Group will:</td>
<td></td>
</tr>
<tr>
<td>− develop a comprehensive risk profile for placements and internships in collaboration with the Risk Office</td>
<td></td>
</tr>
<tr>
<td>− report to UE on the risk framework with recommendations for mitigation</td>
<td></td>
</tr>
<tr>
<td>− review the Student Placement and Projects Policy 2015 policy and propose required changes to the policy</td>
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<td>− propose an agreed nomenclature for experiential learning to be used University-wide.</td>
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</table>

| 2              | DVCE           |
| The panel recommends that the DVCE propose a quality assurance framework to help faculties and schools review and report on their existing WIL practices |

| 3              | Faculties and schools |
| The panel recommends that faculties and schools: |
| − review the key administration pain points and where issues are identified implement remedial action. |
| − review the learning resources and induction programs for placement and internship students to ensure that students are well prepared for experiential learning programs. |
| − map quality assurance protocols to ensure comprehensive monitoring |
| − as part of the process of approving agreements with employers for placements and internships, ensure that employers have adequate WHS plans and on occasion visit sites to ensure that such plans are acted upon |
| − ensure that there is a designated contact point at all times for students on placement including during the University shutdown period |
| − review the support mechanisms, including financial support, for students on rural and remote placements and internships to ensure that they conform to best practice |
| − conduct a comprehensive risk assessment for all students on international placements in lieu of site visits |
| − conduct an orientation session for students undertaking an international placement |
EXECUTIVE SUMMARY

Industry and community placement, internship and project opportunities are a vital and, in some areas, an increasing part of the wider experiential learning offer of the University. Internships and placements in traditional professional areas, such as Medicine, Nursing, Pharmacy, Education, Social Work, Engineering and other disciplines, has been a long-standing and essential accreditation requirement. Faculties and schools are also exploring a variety of other experiential learning opportunities across a range of programs and courses and the University’s new Bachelor of Advanced Studies program is also piloting forms of interdisciplinary industry and community-based project (ICPU) work for a much wider range of undergraduate students. As this area of experiential, work-integrated, internship, placement and project activity increases, it is important that the University put in place good oversight mechanisms and regularly monitors outcomes to ensure the educational quality of this area of the University’s educational offer.

Members of the review panel were impressed by the many instances of excellent practice in the University and the deep commitment of staff to providing a rich and rewarding learning experience for students undertaking a placement, internship or research project. Staff, both academic and professional, are dedicated to providing students with a positive placement experience. Students overwhelmingly appreciate the academic and professional learning benefits of placements, internships and research projects and report positive experiences of their academic and site supervision. The relationship management of the University’s partners by staff is in many areas excellent and is a considerable strength which needs to be preserved in the development of any of the recommendations contained in this report.

Nonetheless, some areas reported that workload demands were increasing and that resourcing constraints were hindering their capacity to sustain high quality support for placements, internships and projects. There was also evidence that some students were not placed in industry or community settings that were relevant to their core majors and thus these placements, while providing valuable work experience, did not enhance the disciplinary focus of their degree. These are two issues that the Report wishes to highlight and should be the basis for on-going discussion and consideration in faculties to ensure that their placement, internship and project offerings address the needs to all students under their supervision.

Quality assurance for placements and projects has largely been developed at faculty or school level. The panel noted that the federated nature of responsibilities and processes could impact the University’s ability to demonstrate compliance with HESF standards and recommends that the considerable expertise across the University be harnessed to develop consistency in the University’s placement quality assurance processes.

1. **Commendations**

1. The panel noted that a number of faculties and schools have developed very effective and high performing governance and administrative units that underpin the provision of high-quality internship, placement and project-based experiences for students. Some of the most noteworthy leverage economies of scale and expertise across faculties and schools to achieve these outcomes. In this context the panel in particular commends the work of the Office of Clinical Education Support (OCES), which serves the needs of students in the Faculty of Medicine and Health, Faculty of Health Sciences and those of students working in hospital and clinical settings from Psychology and Social Work.

2. The University-wide Placement Managers Network, co-ordinated by OCES, is an invaluable source of expertise and knowledge. The panel commends their work and recommends that the University build on this committed and expert group and embed their expertise in the development of experiential learning at the University.

3. The panel also notes the many longstanding, trusting and deep relationships that professional and academic staff have developed with the University’s partners. This has a profound if largely invisible effect on the University’s reputation and on the student experience during placements and projects. Employers interviewed had a deep loyalty to the University and the panel commends the staff responsible for developing and maintaining these crucial relationships.
4. The teaching support given to research project students is clearly excellent and academic staff are to be congratulated on the outstanding unit of study survey results.

5. The handbooks and process guides developed and disseminated by faculties are comprehensive, accurate and current and are an invaluable resource for staff, students and employers. The panel commends the staff who develop and maintain them.

6. The unit of study surveys provided a rich source of data for this review. From semester one 2019, unit of study surveys for units containing experiential learning components have been standardised. The standardisation of the unit of study survey is to be highly commended.

7. Several faculties have implemented innovative solutions to the challenge of supporting large numbers of students to self-source placements. The Faculty of Engineering has developed the innovative Jacaranda Flame Consulting (JFC) program and the Professional Experience Program (PEP). The Faculty of Science and the School of Education have developed programs where senior students mentor junior students for credit. The panel commends these excellent innovations for consideration by other faculties.

2. Recommendations

<table>
<thead>
<tr>
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<tbody>
<tr>
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</table>

ATTACHMENTS

ACADEMIC BOARD/UNIVERSITY EXECUTIVE THEMATIC REVIEW 2019

REVIEW PANEL REPORT

The Quality of Student Placements, Internships and Research Projects

13 September 2019
## TABLE OF CONTENTS

### SECTION I: PREFACE
1. Introduction  
2. HESF Standards  
3. Review Panel Membership  
4. Data  
5. Reporting Requirements and Implementation

### SECTION II: EXECUTIVE SUMMARY
1. Commendations  
2. Recommendations

### SECTION III: REPORT
1. Strategic Framework  
2. Policy Framework and Quality Assurance  
3. Placement Types and Resourcing  
4. Review Panel Findings  
5. Stakeholder Feedback  
6. Risk and Risk Management

### APPENDICES
1. Terms of Reference  
2. Consultation  
3. Faculty Documentation  
4. Policy List
SECTION I: PREFACE

1. Introduction

In 2018, comprehensive annual Academic Board/University Executive (AB/UE) Faculty Reviews, conducted since 1997, were replaced by more targeted AB/UE Thematic Reviews which focus on assuring the quality of selected key academic activities.

The 2019 AB/UE Thematic Review investigates the quality of student placements, internships, and research projects. This area of focus was selected in response to the growing importance of experiential learning in the Higher Education sector, the strategic imperatives in the 2016-2020 strategic plan\(^1\) and the absence of any recent, comprehensive review of experiential learning at the University.

The University’s 2016-2020 strategic plan set out to transform the undergraduate curriculum and emphasis was put on developing a suite of experiential learning units. Each undergraduate and coursework postgraduate degree now culminates in a final year project or practicum.

Experiential learning is broadly defined as any learning that supports students in applying their conceptual understanding to real world problems or situations\(^2\). Experiential learning guides students to integrate their developing knowledge, skills and values in ways that question and build understanding.

The University categorises units of study which involve experiential learning into seven fields:

1. Research project
2. Industry/community project
3. Entrepreneurship project
4. Placement or internship
5. Consequential practical or fieldwork
6. Standard mobility (without fieldwork, project or placement component)
7. Mobility with fieldwork, project or placement component

This review focuses on research projects (1) – largely industry and community based projects and excluding Honours research projects – and placements and internships (4), encompassing professional placements, which are a requirement of professional degrees such as education, health and engineering, and optional work placements such as those in law and business.

The terms of reference (Appendix 1) mandate the review panel to:

1. Examine and report on the quality and risk mitigation of student placements, internships and research projects in coursework awards from unit of study, faculty/University school and pan-faculty perspectives;
2. Examine and report on the structures and information in place to support students in coursework awards engaged in placements, internships and research projects;
3. Examine and report on how relevant external providers, professional and academic staff are informed and trained regarding University and faculty processes for such placements, internships and research projects;

\(^1\) Initiative 3 of the Strategic Plan 2016-2020 sets out the framework for curriculum development and the establishment of units of study that embed experiential learning in the student experience.

\(^2\) ‘Classifying experiential learning units of study’, UE Education Committee, 4 September 2017.
4. Examine and report on the Unit of Study Survey (USS) results for experiential learning units labelled 1 (research project) and 4 (placement or internship);

5. Examine and report on the extent to which the University meets the relevant Higher Education Standards Framework (HESF) standards in delivering such student placements, internships and research projects;

6. Make recommendations for improvements to the availability, communication and/or provision of processes and information to students, staff and placement providers.

2. HESF Standards

The core HESF standards relevant to this review are those which pertain to governance and quality assurance of placements and research projects with external parties:

5.4.1 Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

5.4.2 When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

Other applicable standards are:

2.1.1 Facilities, including facilities where external placements are undertaken, are fit for their educational purpose and accommodate the numbers and educational activities of the students and staff who use them.

3.3.1 The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

3.3.2 Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.

3.3.3 Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

3. Review Panel Membership

- Professor Stephen Garton, Provost and Deputy Vice-Chancellor (Chair)
- Associate Professor Tony Masters, Chair of the Academic Board
- Associate Professor Graham Forsyth, Deputy President, Academic Board (UNSW); Associate Professor, UNSW Art & Design (External panel member)
- Professor Lorraine Smith, Director of Education, Education, Enterprise and Engagement, DVC (Education); School of Pharmacy, Faculty of Medicine and Health; Academic Lead, Office of Clinical Education Support
− Associate Professor Marjorie Valix, School of Chemical and Biomolecular Engineering
− Ms Jo Tomlinson, Director, Office of Clinical Education Support
− Ms Karen Walker, Head, Student Affairs and Engagement, Faculty of Arts and Social Sciences
− Ms Kathy Lynch, Acting Associate Director (Operations), Office of the Provost and Deputy Vice-Chancellor
− Ms Rachael Weiss, University Quality Manager, DVC Education
− The President of the SRC or nominee: Mr Jacky He, President, Students Representative Council
− The President of SUPRA or nominee: Mr Min Ran Liu, student

4. Data

The review was informed by:

− Feedback from students, academic staff, professional staff and employers involved in University placements, internships and research projects
− Documents and manuals University faculties and schools use to support processes associated with experiential learning, such as training, procedures, information dissemination, and relationship management.
− 2018 unit of study survey (USS) results, including analysis of student comments broken down by faculty.
− University policies

Interview details are outlined in Appendix 2, a full list of supporting documentation is attached in Appendix 3 and the policy list is attached in Appendix 4

The review panel interviewed students, academic staff, professional staff and employers between May and July 2019. Student groups were interviewed first to ensure that the student perspective informed the remainder of the review panel’s investigations. Interviewees comprised 25 undergraduate and postgraduate placement students, 3 research project students, 2 alumni, 18 academic staff involved in placements, 4 academic staff involved in supervising research projects with industry, 25 professional staff members and 19 employers.

Given that 40,908 students enrolled in 1422 research project and placement units in 2019, (see tables 1 and 2 in Section III.3 Placement Types and Resourcing) the number of students interviewed cannot be considered a statistically significant sample. This review then, does not pretend to offer a definitive survey of the full range of issues involved in placements, internships and projects. Nonetheless the small sample of qualitative evidence does highlight some issues that the Education portfolio, individual faculties and schools, the Academic Board and UE should monitor closely to ensure that what the University offers in this area of activity remains of high quality. The evidence does also point so some areas of potential weakness that specific areas should investigate in greater depth and seek to mitigate.

Student comments during interviews, especially those supported by the 2018 USS comments analysis, were given greater weight in the panel’s deliberations, as were student comments which were supported by staff observations in arriving at some of the commendations and recommendations. Similarly, the number of employers interviewed did not represent a statistically significant sample. Comments by student and employer interviewees which could not be corroborated
by a more representative source were considered valuable background and input but any action based on such comments requires further investigation.

The panel examined 132 documents used in the University to support placements and research projects. These included, inter alia: handbooks and guides for staff, students and employers; framework agreements with partners; template agreements and emails; placement descriptors; and 48 unit of study outlines.

The Placement Managers Network at the University of Sydney provided invaluable support to the Thematic Review. The documentation from faculties and University schools which supports placement activity at the University was largely provided by the Network members, and Network members assisted the panel in sourcing many of the staff, student and employer interviewees.

Analysis of the 2018 USS student comments and the 2018 unit of study statistics were provided by the Quality and Analytics team in the DVC Education portfolio.

The panel extends its sincere gratitude to the Placement Managers Network and the Quality and Analytics team for their invaluable contributions to the report.

5. Reporting requirements and implementation

The review commenced on 2 May 2019 and was completed on 13 September 2019 when a final report, including commendations and recommendations, was approved by the panel for endorsement by UE and Academic Board. The Academic Quality Committee will review the report before recommending it to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Review Chair, if deemed appropriate.

Responses from relevant academic units and portfolios will be sought prior to implementation of the recommendations. Faculties, University schools, portfolios and/or PSUs will report to the University Executive and the Academic Board on the progress of implementation of recommendations on an annual basis until all recommendations are complete.

The Quality Unit will monitor overall recommendation implementation progress and report annually to the University Executive and Academic Board.
SECTION II: EXECUTIVE SUMMARY

Industry and community placement, internship and project opportunities are a vital and, in some areas, an increasing part of the wider experiential learning offer of the University. Internships and placements in traditional professional areas, such as Medicine, Nursing, Pharmacy, Education, Social Work, Engineering and other disciplines, has been a long-standing and essential accreditation requirement. Faculties and schools are also exploring a variety of other experiential learning opportunities across a range of programs and courses and the University's new Bachelor of Advanced Studies program is also piloting forms of interdisciplinary industry and community-based project (ICPU) work for a much wider range of undergraduate students. As this area of experiential, work-integrated, internship, placement and project activity increases, it is important that the University put in place good oversight mechanisms and regularly monitors outcomes to ensure the educational quality of this area of the University’s educational offer.

The review panel were impressed by the many instances of excellent practice in the University and the deep commitment of staff to providing a rich and rewarding learning experience for students undertaking a placement, internship or research project. Staff, both academic and professional, are dedicated to providing students with a positive placement experience. Students overwhelmingly appreciate the academic and professional learning benefits of placements, internships and research projects and report positive experiences of their academic and site supervision. The relationship management of the University’s partners by staff is in many areas excellent and is a considerable strength which needs to be preserved in the development of any of the recommendations contained in this report.

Nonetheless, some areas reported that workload demands were increasing and that resourcing constraints were hindering their capacity to sustain high quality support for placements, internships and projects. There was also evidence that some students were not placed in industry or community settings that were relevant to their core majors and thus these placements, while providing valuable work experience, did not enhance the disciplinary focus of their degree. These are two issues that the Report wishes to highlight and should be the basis for on-going discussion and consideration in faculties to ensure that their placement, internship and project offerings address the needs to all students under their supervision.

Quality assurance for placements and projects has largely been developed at faculty or school level. The panel noted that the federated nature of responsibilities and processes could impact the University's ability to demonstrate compliance with HESF standards and recommends that the considerable expertise across the University be harnessed to develop consistency in the University’s placement quality assurance processes.

1. Commendations

1. The panel noted that a number of faculties and schools have developed very effective and high performing governance and administrative units that underpin the provision of high-quality internship, placement and project-based experiences for students. Some of the most noteworthy leverage economies of scale and expertise across faculties and schools to achieve these outcomes. In this context the panel in particular commends the work of the Office of Clinical Education Support (OCES), which serves the needs of students in the Faculty of Medicine and Health, Faculty of Health Sciences and those of students working in hospital and clinical settings from Psychology and Social Work.

2. The University-wide Placement Managers Network, co-ordinated by OCES, is an invaluable source of expertise and knowledge. The panel commends their work and recommends that the
University build on this committed and expert group and embed their expertise in the development of experiential learning at the University.

3. The panel also notes the many longstanding, trusting and deep relationships that professional and academic staff have developed with the University’s partners. This has a profound if largely invisible effect on the University’s reputation and on the student experience during placements and projects. Employers interviewed had a deep loyalty to the University and the panel commends the staff responsible for developing and maintaining these crucial relationships.

4. The teaching support given to research project students is clearly excellent and academic staff are to be congratulated on the outstanding unit of study survey results.

5. The handbooks and process guides developed and disseminated by faculties are comprehensive, accurate and current and are an invaluable resource for staff, students and employers. The panel commends the staff who develop and maintain them.

6. The unit of study surveys provided a rich source of data for this review. From semester one 2019, unit of study surveys for units containing experiential learning components have been standardised. The standardisation of the unit of study survey is to be highly commended.

7. Several faculties have implemented innovative solutions to the challenge of supporting large numbers of students to self-source placements. The Faculty of Engineering has developed the innovative Jacaranda Flame Consulting (JFC) program and the Professional Experience Program (PEP). The Faculty of Science and the School of Education have developed programs where senior students mentor junior students for credit. The panel commends these excellent innovations for consideration by other faculties.

2. Recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
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</thead>
<tbody>
<tr>
<td>1 The panel recommends establishing a Placement Protocol Working Group, ideally reporting to the DVC Education, comprising senior professional and academic staff with knowledge of experiential learning, and representing the broad range of placements at the University. The Placement Protocol Working Group will:</td>
<td>DVCE</td>
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<tr>
<td>- develop a comprehensive risk profile for placements and internships in collaboration with the Risk Office</td>
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<tr>
<td>- report to UE on the risk framework with recommendations for mitigation</td>
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<tr>
<td>- review the Student Placement and Projects Policy 2015 policy and propose required changes to the policy</td>
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<tr>
<td>- propose an agreed nomenclature for experiential learning to be used University-wide.</td>
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<tr>
<td>2 The panel recommends that the DVCE propose a quality assurance framework to help faculties and schools review and report on their existing WIL practices</td>
<td>DVCE</td>
</tr>
<tr>
<td>3 The panel recommends that faculties and schools:</td>
<td>Faculties and schools</td>
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<tr>
<td>- review the key administration pain points and where issues are identified implement remedial action.</td>
<td></td>
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<tr>
<td>- review the learning resources and induction programs for placement and internship students to ensure that students are well prepared for experiential learning programs.</td>
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<td>- map quality assurance protocols to ensure comprehensive monitoring</td>
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<tr>
<td>Recommendation</td>
<td>Responsibility</td>
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<tr>
<td>– as part of the process of approving agreements with employers for placements and internships, ensure that employers have adequate WHS plans and on occasion visit sites to ensure that such plans are acted upon</td>
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<td>– ensure that there is a designated contact point at all times for students on placement including during the University shutdown period</td>
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<td>– review the support mechanisms, including financial support, for students on rural and remote placements and internships to ensure that they conform to best practice</td>
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<tr>
<td>– conduct a comprehensive risk assessment for all students on international placements in lieu of site visits</td>
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<tr>
<td>– conduct an orientation session for students undertaking an international placement</td>
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<tr>
<td><strong>4</strong> The panel recommends that each school develops and maintains a guide on processes for placements and projects for use by relevant staff and employers which supplements the <em>Student Placement and Projects Policy 2015.</em></td>
<td>Faculties and schools</td>
</tr>
<tr>
<td><strong>5</strong> The panel recommends that the University web team should engage with faculty and school placement and internship staff to see what changes should be made to University, faculty and school web pages to highlight the strategic importance of experiential learning to the University’s educational offer.</td>
<td>Marketing and Communications</td>
</tr>
<tr>
<td><strong>6</strong> The panel recommends that UE ensure that student internships and placements are adequately described on the University risk register and that adequate mitigations are documented.</td>
<td>UE</td>
</tr>
<tr>
<td><strong>7</strong> The panel recommends that DVCE reports to AQC against an agreed set of quality indicators around experiential learning on an annual basis.</td>
<td>DVCE</td>
</tr>
<tr>
<td><strong>8</strong> The panel recommends that if UE supports the continuation of self-sourcing placements, including those involving mandatory placements, that faculties and schools review their support mechanisms</td>
<td>Faculties and schools</td>
</tr>
<tr>
<td><strong>9</strong> The panel recommends that UE consider the risks and mitigations associated with self-sourcing placements, including those involving mandatory placements, and whether UE supports the continuation of self-sourcing placements.</td>
<td>UE</td>
</tr>
</tbody>
</table>
SECTION III: REPORT

1. Strategic framework

The University offers a number of professional programs requiring external accreditation which mandates an internship or placement as part of the accreditation requirement. This is evident in most of the health disciplines but also engineering, clinical psychology, social work, education and other areas of work. Many of these requirements are of long-standing and faculties and schools have developed processes, and attendant staff expertise, to manage them. Over recent decades, however, other faculties and schools have introduced placement opportunities for students, usually as options for small groups of students, to enhance the educational offering of particular areas as either core or elective units of study. Notable here has been some of the placement work offered through the Business School and disciplines such as media and communications. Again, the evidence suggests that these programs, because they are small and well-resourced, are well managed and delivering an excellent student experience.

More recently, the University’s 2016-2020 Strategic Plan set out to transform the undergraduate curriculum and emphasis was placed on developing a suite of experiential learning units. Significant work has been undertaken since 2016 to revise existing units or develop new units of study where experiential learning is the key pedagogy. Each undergraduate and coursework postgraduate degree now culminates in a final year project or practicum. This is led by the Deputy Vice-Chancellor (Education). Two Education Portfolio strategic initiative indicators (SIIs) track the embedding of experiential learning opportunities into the undergraduate curriculum:

- Percentage of undergraduate students completing at least one experiential learning unit within their degree;
- Number of enrolments in undergraduate experiential learning units of study.

These indicators are shared through various reports monitoring the progress implementing the strategic plan.

2. Policy framework and quality assurance

The Student Placement and Projects Policy 2015 sets out that an overarching agreement between the University and the external party must be in place for a student to be assigned to a placement provider or a project.

As set out in the Educational Services Agreement Policy 2017, each agreement must have a sponsor, responsible for monitoring implementation of the agreement during its term, monitoring the student experience and reporting on the implementation of the agreement. Agreements are approved by:

- Deputy Dean/Deputy Head of School for agreements involving a single Faculty/University school
- Deputy Vice-Chancellor Education for agreements involving multiple Faculties/University schools
- Vice-Principal (External Relations) for agreements involving an international provider.

As experiential learning initiatives form part of a unit of study, rigorous approval processes examining the academic quality and the associated educational activities of the proposed experiential learning are applicable, with the proposal going through various committees at the Faculty/University School level. The inclusion of the unit in a specific curriculum component is approved by the Academic Board based on the recommendation of its relevant committees.

Finally, as set out in the Student Placement and Projects Policy 2015, the placement or project coordinator has responsibility for:
Academic Board/UE Thematic Review 2019
The Quality of Student Placements, Internships and Research Projects

- monitoring the quality of the experience, the student's progress and any potential or actual problems during the duration of the placement or project;
- obtaining feedback from both students and placement providers or project partners after the placement or project

Educational agreements with Work-Integrated Learning (WIL) partners are registered in the University contract register. The sponsor of a specific agreement is responsible for producing an annual report on activity undertaken under the agreement. This report is then aggregated at the faculty level and reviewed by the faculty board, the delegate who approved the agreements, and the Academic Board.

The Student Placement and Projects Policy 2015 outlines that the placement or project coordinator must establish and maintain mechanisms for communication between the faculty and students during their placement or project to monitor the quality of the experience, the students’ progress and potential or actual problems. Coordinators are also responsible for establishing and maintaining mechanisms to obtain feedback from students on the quality of the supervision they received and the overall value of the placement or project as a learning experience. Faculties can implement their own process for monitoring the student experience based on these central provisions. At the end of their placement or project, students are asked to complete a unit of study survey in which they provide feedback on their experience.

From Semester 1 2019, the units of study survey (USS) for units of study containing experiential learning components was standardised. Seven new versions (one for each category of experiential learning) were developed with questions specifically aimed at obtaining feedback from students on their experience. Prior to this, each faculty used their own version of the survey to assess experiential learning. Completion of the survey is not compulsory. The results are available to the unit of study coordinators and relevant delegates within the discipline and faculty. Reports of the results aggregated at the discipline and faculty level are produced centrally and shared at various University committees.

Experiential learning outcomes are also evaluated through assessment tasks that students undertake during and/or at the completion of their placement or project experience. The requirements for the assessment tasks are set out in the unit of study outline. Assessment tasks are developed by the unit coordinator and ensure the learning outcomes have been achieved. Individual faculties also collect their own data on placement and project activities.

3. Placement types and resourcing

Across the University, there is a wide variety of placement and internship types: paid and unpaid; mandatory and elective; self-sourced and allocated; for-credit and not-for-credit; and those required for professional accreditation. Faculties use a variety of terms to refer to the different types of placements and internships. For the purposes of this report, ‘placements’ refers to any kind of placement or internship that takes place in a unit defined as a category 4 experiential learning unit. This report investigates placements and research projects, where research projects are conducted with an external partner.

The overwhelming majority of placement and research project activity at the University occurs within the Faculty of Medicine and Health (FMH). There is also significant activity in the Faculty of Health Sciences (FHS), the Faculty of Science in the school of Veterinary Science and the discipline of Agriculture; in the Faculty of Arts and Social Sciences (FASS) in the school of Education and Social Work; and in the Faculty of Engineering. Different programs and models of placement activity are in place across the University. Placements do not all occur discretely within units of study, the length of placements differs significantly, and placement cohort sizes differ: Nursing students are placed in cohorts of eight to a facilitator, while Museum Heritage students have a one-to-one supervision arrangement; both Medicine and Dentistry students in third and fourth year are on placement
throughout the entire year while Social Work and Psychology students are on placement for three months and six months respectively.

Mandatory placement programs which are tied to accreditation requirements and involve large cohorts of students differ significantly from those schools undertaking small, competitive, elective placement programs. The findings of this review need to be considered in the context of this huge variety of activity at the University. Solutions for one experiential learning activity may not be suitable for another.

### Table 1: 2019 Research Projects and Placements by faculty – Units of Study

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Placement Units</th>
<th>Research Projects</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Social Sciences</td>
<td>72</td>
<td>232</td>
<td>304</td>
</tr>
<tr>
<td>Business</td>
<td>12</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Engineering</td>
<td>41</td>
<td>138</td>
<td>179</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>174</td>
<td>16</td>
<td>190</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>217</td>
<td>130</td>
<td>347</td>
</tr>
<tr>
<td>Science</td>
<td>54</td>
<td>190</td>
<td>244</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>7</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td>9</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>Sydney School of Architecture, Design and Planning</td>
<td>12</td>
<td>31</td>
<td>43</td>
</tr>
<tr>
<td>University-wide</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>605</td>
<td>817</td>
<td>1422</td>
</tr>
</tbody>
</table>

### Table 2: 2019 Research Projects and Placements by faculty – Student Enrolments

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Placement Units</th>
<th>Research Projects</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Social Sciences</td>
<td>2289</td>
<td>3134</td>
<td>5423</td>
</tr>
<tr>
<td>Business (Business School)</td>
<td>301</td>
<td>646</td>
<td>947</td>
</tr>
<tr>
<td>Engineering</td>
<td>734</td>
<td>4647</td>
<td>5381</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>4711</td>
<td>504</td>
<td>5215</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>16045</td>
<td>2991</td>
<td>19036</td>
</tr>
<tr>
<td>Science</td>
<td>1702</td>
<td>2282</td>
<td>3984</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>74</td>
<td>158</td>
<td>232</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td>92</td>
<td>64</td>
<td>156</td>
</tr>
<tr>
<td>Sydney School of Architecture, Design and Planning</td>
<td>48</td>
<td>243</td>
<td>291</td>
</tr>
<tr>
<td>University-wide</td>
<td>226</td>
<td>17</td>
<td>243</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26222</td>
<td>14686</td>
<td>40908</td>
</tr>
</tbody>
</table>

Across the University faculties and schools provide widely varying levels of resources and use different systems to support and manage placements. The University’s Office of Clinical Education Support, (OCES) provides clinical placement-related support to staff and students in health and health-related faculties and schools that require students to undertake clinical placements as part of their pre-registration degree (i.e., FHS, School of Nursing and Midwifery, School of Medicine, School of Pharmacy, School of Dentistry, School of Nutrition and Dietetics, School of Psychology and Social Work). In addition to managing the verification requirements of the NSW Ministry of Health, the OCES
provides coordination and support in relation to ClinConnect (NSW Ministry of Health’s placement allocation system), development and management of Student Placement Agreements and responds to related policy issues. OCES also co-ordinates the University’s forum for professional staff, the Placement Managers Network. Some faculties have their own experiential learning unit, often referred to as a Work-Integrated Learning (WIL) unit, that coordinates placement activities for their students (e.g., School of Business and FHS).

4. Review panel findings

Examine and report on the quality and risk mitigation of student placements, internships and research projects in coursework awards from unit of study, faculty/University school and pan-faculty perspectives

The 2018 unit of study surveys (USS) for placement and internship units show students are overwhelmingly positive about the development of their work-related skills and career preparation as a result of their placements and internships. Eighty-seven percent of students reported positively that their work experience contributed to their academic and professional skills and this was confirmed through the interviews conducted with students. The USS survey data for research projects, supported by the panel interviews with research project students, similarly indicated a very high level of satisfaction with the educational quality of research projects.

Administration of placements and projects, however, was viewed less positively by students and employers. In our interviews and in student feedback poor administrative processes were commonly considered as a negative experience for experiential learning. Tackling administrative support for educational outcomes was seen by students, staff and employers as a key issue.

Student and stakeholder feedback during the review and USS data found the quality of placements depended on a number of factors, primarily: administrative support before, during and after placement; student preparation, orientation and debriefing; the quality of supervision; and the suitability of placement sites.

The implementation of the University’s 2016-2020 strategic plan to transform the undergraduate curriculum has resulted in a steep rise in the number of students requiring a placement, increasing the University’s exposure to potential risks. The continued increase in student placements and projects may impact:

- preparation for students undertaking placements
- administrative support for staff, students and employers
- authenticity of placement environment and work
- student wellbeing and safety, particularly in rural, remote and international placements
- student learning resources in rural, remote and international placements
- number of placements available to meet demand

Quality control over placements is easier to manage in instances where the University has an agreement with a partner and students are allocated. Self-sourced placements represent an area of potential risk as there is greater variability and less control over the quality of the placement. The approval process in place to establish the nature and authenticity of placements is rigorous, but continuing quality control is managed by faculties and is subject to resource constraints. Partners and facilities cannot all be checked physically, particularly for overseas placements. The Faculty of Engineering, which caters for 1200 self-sourced students per year, manages the quality risk associated with self-sourced placements by conducting random spot checks of companies and
supervisors via ABN, website, and direct communications with supervisors, and by reviewing student feedback after the placements.

Quality control is also easier to implement for allocated research projects which cater to a small number of elite students. This is clearly reflected in the positive responses in interview, and supported by USS scores.

**RECOMMENDATION**

The panel recommends establishing a Placement Protocol Working Group, ideally reporting to the DVC Education, comprising senior professional and academic staff with knowledge of experiential learning, and representing the broad range of placements at the University. The Placement Protocol Working Group will:

- develop a comprehensive risk profile for placements and internships in collaboration with the Risk Office
- report to UE on the risk framework with recommendations for mitigation
- review the *Student Placement and Projects Policy 2015* policy and propose required changes to the policy
- propose an agreed nomenclature for experiential learning to be used University-wide.

**Examine and report on structures and information in place to support students in coursework awards engaged in placements, internships and research projects.**

Structures in place to support students differ significantly between faculties, driven by issues such as mandatory requirements and volume of placement activity. Some faculties and schools have dedicated placement teams, while others incorporate the administration and management of placements into educational support roles.

The *Student Placement and Projects Policy 2015* mandates that placement students must be informed about the objectives of the placement, University policies that apply, any obligations of confidentiality and whom to contact in the University while they are on placement, before the placement commences. Research internship students must be given an explanation of the professional and academic learning outcomes. Most faculties provide placement manuals to assist staff in supporting students. Information varied in manuals, with the most comprehensive including information for staff, students and employers, and comprising the full suite of required information such as learning outcomes, expectations of the quality of supervision, and template emails ensuring current, accurate and comprehensive information is sent to students and employers.

The Faculty of Arts and Social Sciences (FASS) Student Placement Program Information Guide is an example of a comprehensive guide for students. The material covered in the guide outlines the student's rights and responsibilities when undertaking an approved student placement, provides practical and legal information, and details where the student can seek further information, including links to relevant websites and policies. FASS also provides a Placement Process map which outlines the processes for preparation, allocation, commencement and follow up.

While the panel viewed 132 separate documents, these did not constitute every supporting document used by faculties and University schools. Information in handbooks received was factually correct, current and comprehensive, but the panel recommends ensuring that all faculties have a consistent and complete suite of information guides and process maps.

All students have a contact at the University when on placement. In some faculties, the contact is the manager of the placement team, and in others, and for less structured placements, the contact may be the academic supervisor.
Administration was raised during interviews as an issue for students, and this is borne out by the USS responses. Issues raised by students included a lack of communication, inappropriate placement sites, last minute placement allocations and little or no support during their placement.

Some courses require students to self-source their placements, notably in those in Engineering. Both students and staff reported issues with students self-sourcing including: relationship management, where the University already has a relationship with an organisation; conflicts of interest where students seek placements with family or friends; disadvantages for international students, some of whom sourced placements overseas after being unable to source a local placement. Some students also raised concerns that while they secured a placement it was not relevant to their Engineering major (for example a chemical engineering student was placed in a computer science firm).

While there are risks associated with self-sourcing, a significant investment would be required to convert units which require self-sourcing placements with University-sourced placements. The resource implications for a cohort such as Engineering, where 1200-1300 students per year self-source a 12-week placement, are significant. Nonetheless the critical importance of a placement to student outcomes cannot be underestimated. The panel notes that Engineering is piloting new programs to address some of the perceived weaknesses in the self-sourcing process they support.

Given isolated cases where the self-sourcing processes was failing to achieve a desired educational outcome it is imperative that all faculties and schools that rely on this mechanism must have especially comprehensive hand books and guides to assist students and preferably an easily accessible triage service, where designated academic and administrative staff are responsible for early identification and rectification of placement problems (failure to find a placement, placement not in an appropriate industry and so on). This might mean regular checks on student placement progress and a hot-line for students to alert faculties and schools to placement problems. Many faculties and schools have such mechanisms in place but some students seemed unaware of them thus ensuring that students are adequately informed of their existence is important.

**RECOMMENDATION**

That UE consider the risks and mitigations associated with self-sourcing placements, including those involving mandatory placements, and whether UE supports the continuation of self-sourcing placements.

**RECOMMENDATION**

That if UE supports the continuation of self-sourcing placements, including those involving mandatory placements, that faculties and schools review their support mechanisms.

Examine and report on how relevant external providers, professional and academic staff are informed and trained regarding University and faculty processes for such placements, internships and research projects.

Faculties provided the panel with extensive documentation including placement manuals which provide information and guidance for staff and external providers. An example of comprehensive information for external providers is the Doctor of Veterinary Medicine Placement Package which includes a full suite of detailed information, such as insurance, emergency assistance contact numbers, radiation badges and student meeting pro formas for supervisors.

In interviews, many employers reported high levels of engagement with both professional and academic staff with clear communication as to expectations of the placements. A number of staff and employers reported providing or accessing supervisor training sessions and supervisor recognition programs. Although the delivery mode, frequency and structure of these programs differed significantly from course to course, there was a uniformly high level of satisfaction reported by interviewees. Some employers, however, were not currently engaged in or aware of any supervisor
support but indicated they would be keen to engage in any development education with the University.

The *Student Placement and Projects Policy 2015* mandates that project and placement co-ordinators are responsible for informing external providers of the objectives and learning outcomes of the placement or research project.

**RECOMMENDATION**

That each school develops and maintains a guide on processes for placements and projects for use by relevant staff and employers which supplements the *Student Placement and Projects Policy 2015*.

**Examine and report on Unit of Study Survey (USS) results for experiential learning units labelled 1 (research project) and 4 (placement or internship).**

The Quality and Analytics team within the DVC Education portfolio provided analysis of the comments made by students in unit of study surveys conducted in 2018 for research projects and placement units.

Research projects are very favourably viewed by students. They are well-organised, mostly involve elite students and motivated supervisors and industries, and have generally excellent outcomes for both students and industries. USS scores for research projects are on the whole very high and positive comments outweigh negative 61% to 48%. Across all research project units, students rate highly their supervision, the development of graduate qualities, and learner engagement.

The research student experience of the development of graduate qualities is overwhelmingly positive across the University. While comments embrace the whole range of graduate qualities, the majority of comments reflect positively on expanding their knowledge of their research topic and being able to use that knowledge. Students also appreciated the development of research, statistical and computing skills, and considered that they responded effectively to the challenges that the unit of study offered.

Students appreciate their supervisors and the understanding, empathy, support and guidance they receive, but would like to have more meetings to discuss their project. Regarding learner engagement, students commented positively on their participation in discussions and interaction with other students, while opinion is divided about group work and tutorials.

Student feedback, however, indicated that learning resources and administration are areas in need of review and attention. For learning resources, the main areas of concern are online learning materials, classrooms, labs and Canvas. Overwhelmingly, across the University, students are concerned by all levels of administration. Many felt that they did not know who to contact when things went wrong, or when they approached faculties or schools for assistance in relation to complaints about learning resources, facilities for their project and so on, that administrative assistance was hard to find or unable to help. Faculty administration and the timing of classes are the main areas of concern for research project students.

**RECOMMENDATION:**

That faculties and schools review the key administration pain points and where issues are identified implement remedial action.

For placement and internship units the best aspects of students’ experience relate to the development of graduate qualities, teaching quality and the curriculum. Students are grateful for the opportunity to undertake placements during their degree and comment positively on their experiences. The graduate qualities students felt were addressed by placements and internships were the development of work-related skills and career preparation. Students appreciate the learning community of a placement:
over half the ‘best aspects’ comments refer to having a supportive environment while on placement or internship. The mentoring program is well-received and for the great majority of faculties, students are satisfied with their experiences of all aspects of curriculum.

A minority of placement and internship students (13%) reported that they were not adequately prepared with the relevant work skills before entering the workforce or going on placement. Most faculties and University schools show negative results regarding access to learning resources. The main area of dissatisfaction was access to assigned books and learning materials, notably in the Faculty of Medicine and Health (FMH). As with research projects, overwhelmingly across the University there are issues relating to placement and internship administration, and specifically the organisation of placements by faculties.

**RECOMMENDATION:**

That faculties and schools review the learning resources and induction programs for placement and internship students to ensure that students are well prepared for experiential learning programs.

Examine and report on the extent to which the University meets the relevant Higher Education Standards Framework (HESF) standards in delivering student placements, internships and research projects.

The standard central to student placements, internships and research projects is 5.4.1 which, together with 5.4.2, comprises Subdomain 5.4 – Delivery with Other Parties.

**5.4.1 - Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.**

Quality assurance of work-integrated learning, placements and research training is mandated in the Student Placement and Projects Policy 2015, which sets out the principles governing coursework and HDR placements and projects. The principles detail the University’s expectations of the quality of the placement or project, including the quality of supervision. Faculties and University schools provided the review panel comprehensive and detailed documentation in support of the quality assurance processes they and their individual schools have in place to ensure that placements and projects with external providers meet essential quality requirements. The panel noted that the documentation and processes supporting quality assurance are generally of high quality. Guidebooks are thorough, address quality issues relevant to students, staff and employers, and include detailed supporting documentation such as pro forma email templates.

Quality assurance processes which underpin the principles set out in the Student Placement and Projects Policy 2015 vary, having been developed locally at faculty or even school level. The panel noted that the variability and lack of consistency could impact the University’s ability to demonstrate compliance with Standard 5.4.1 and recommends that the quality assurance protocols in each faculty be mapped to ensure comprehensive monitoring.

**RECOMMENDATION:**

That faculties and schools map quality assurance protocols to ensure comprehensive monitoring.

**5.4.2 - When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.**
All placements, projects and internships, including those which are undertaken internationally, are quality assured through the mechanisms which ensure compliance with standard 5.4.1. Standard 5.4.2 refers to arrangements where a third party has been contracted to deliver a part of the curriculum with no input from the University other than quality assurance oversight via a formal mechanism such as a joint Academic Board, commonly referred to as a third-party agreement (TPA).

Nevertheless, the principle governing standard 5.4.2 is critical: the University is responsible for ensuring that HESF standards which are relevant to the quality of the student learning experience while engaged with an external partner on a placement, internship or research project, are met to the standard required by the University.

The Student Placement and Projects Policy 2015 mandates that before an agreement may be approved, the relevant delegate must consider the appropriateness of the learning environment and the learning experience, the provider’s ability to meet the objectives of the placement or project, and to ensure that it complies with the Educational Services Agreements Policy 2017. Faculties and schools provided excellent examples of comprehensive agreement templates, developed in liaison with OGC, which included all required elements to ensure the University met its responsibilities with respect to the HESF standards. The Business School’s Industry Placement Programs: Host and Student Information is an outstanding example of a comprehensive guide containing approved templates.

To ensure ongoing compliance with the standards, faculties and schools engage with their partners and with the placement student before, during and after the placement to varying degrees depending on factors such as the number of students on placement and the relationship between employer and the University. Nevertheless, as with standard 5.4.1, the panel noted that the variety and lack of consistency of engagement to ensure ongoing compliance with the standards militated against consistent University-wide monitoring and recommended a comprehensive mapping process be undertaken.

Relevant HESF standards which the University has responsibility to ensure the project or placement partner meets, either in full or part, are:

2.1.1 - Facilities, including facilities where external placements are undertaken, are fit for their educational purpose and accommodate the numbers and educational activities of the students and staff who use them.

As noted above, the Student Placement and Projects Policy 2015 ensures compliance with HESF standard 2.1.1 by mandating that before an agreement may be approved, the relevant delegate must consider the appropriateness of the learning environment and the learning experience, the provider’s ability to meet the objectives of the placement or project, and ensure that it complies with the Educational Services Agreements Policy 2017. Nevertheless, ongoing compliance is challenging to ensure and faculties have in place a variety of processes and procedures to ensure compliance.

While it would not be practical for the University to undertake formal WHS audits of thousands of workplaces where students are placed, as part of establishing agreements with employers for placements, faculties and schools should review that such employers have adequate WHS plans in place. And from time-to-time it would be appropriate for academic coordinators to undertake occasional and random workplace visits to assure that good processes are in place.

**RECOMMENDATION:**

That as part of the process of approving agreements with employers for placements and internships that faculties and schools ensure that employers have adequate WHS plans and on occasion visit sites to ensure that such plans are acted upon.

3.3.1 - The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for
a course of study relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

The Learning and Teaching Policy 2015 mandates that unit of study co-ordinators, together with the faculty, must provide a unit of study website on the Learning Management System (LMS) which contains, at a minimum:

- the unit of study outline;
- relevant curriculum resources; and
- any other material specified in the Learning and Teaching Procedures 2016.

The policy also mandates that the unit of study outlines and the LMS website must be available to students no later than one week prior to the commencement of the teaching session in which the unit is offered.

3.3.2 - Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.

Canvas, the University's learning management system, is available to all students at all times and training is provided by the University.

3.3.3 - Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

The Review identified that there are cost implications for students attending placements away from home or when placements occur outside of standard timeframes. While these costs are not unexpected by students, the review panel recommends that faculties review the support mechanisms, including financial support, for students on rural and remote placements and internships to ensure that they conform to best practice.

RECOMMENDATION:
That faculties review the support mechanisms, including financial support, for students on rural and remote placements and internships to ensure that they conform to best practice.

3.3.4 - Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Faculties and schools provide students with a contact for the duration of their placement. The contact varies depending on the placement and school. Some students rely on their academic lead, and some on the WIL unit or internship office staff. In addition to the faculty contact, all students have access to the support mechanisms available at the University via phone or online. Students in distress can access a 24-hour crisis line. However, the review panel identified through student interviews that contact during university shutdown periods is an issue, as University WIL and internship staff are unavailable during the Christmas shutdown.

RECOMMENDATION:
That faculties and schools ensure there is a designated contact point at all times for students on placement including during the University shutdown period.

Make recommendations for improvements to the availability, communication and/or provision of processes and information to students, staff and placement providers.

Recommendations for improvements to the availability, communication and/or provision of processes and information to students, staff and placement providers are summarized in the Executive Summary, Section 3: Recommendations.
5. **Stakeholder feedback**

5.1 **Benefit to students**

Students recognised that placements and research projects have both academic and professional learning benefits. Students interviewed were generally positive about their placement experiences from an academic standpoint. The majority of students found their experiences academically relevant, while the students who felt they did not gain significant academic benefit from their experience, did think the professional gains were worthwhile. These views are reflected in the 2018 USS results for students who had undertaken an experiential learning unit of study: the student experience of the development of graduate qualities is overwhelmingly positive across the University, and this stood out as the only area that consistently featured as a strength across all faculties.

Students largely reported feeling work-ready following their placement, even when there was no direct correlation between their coursework and the practical experience, although a significant minority (13%) reported that their experiences were of little academic or professional relevance.

Some students go on to gain paid employment at the organisation through which they have completed a placement, and others continue their internship or are able to undertake voluntary work which contributes to their career preparation.

5.2 **Benefit to employers**

Some schools and faculties have invested significant time into researching the benefits of student placements for industry partners. Gillian Nesbit, a senior lecturer in FHS, has both contributed to and published a number of papers in this area. Dr Nesbit argues that students are an asset and can contribute to the delivery of services in acute settings:

> Importantly, acute hospital placements enable students to develop new graduate ‘work readiness’ skills – for example, being able to problem solve and clinically reason when faced with new situations, being able to prioritise various clinical demands to manage workload, and working with other health professionals. There is potential for students under the guidance and supervision of a qualified educator to develop these attributes, at the same time maintaining (Hake, Glickman, King & Hollman, 2015) or improving the quality and quantity (Pabian, Dyson, Levine, 2017; Sevenhuysen et al., 2014) of service provision. Thus students become a key resource in the delivery of the acute hospital clinical services.

Excerpt from ethics application: Gillian Nesbit

Some employers see hosting students chiefly as a recruitment exercise and, as noted above, some University of Sydney students go on to gain paid employment at the organisation through which they have completed a placement. Other employers recognise the enthusiasm, different perspectives and innovation that students bring to their organisations. One employer commented:

> The best thing is the calibre of the scholars themselves. Each is quite different, but they have a fantastic range of capabilities and are great learners. We also learn a lot from them. They come in with a whole lot of newer understandings and capabilities, which they share, and the whole group is energised by them.

Employer interview: Ms Fiona Love, A/Director, Engineering and Digital Programs, Transport for NSW, Faculty of Engineering partner

Some employers regard taking on student interns as a social responsibility, to give students the industry exposure that is important for their developing careers. The public health sector receives government funding to place students and although staff in this sector may not always perceive a direct benefit of hosting students, all public health facilities are required to report on their provision of training and education at a ministerial level, which is in place to ensure the future viability of the public health sector.
For some employers, student interns provide tangible value, particularly those who are on voluntary placements to gain work experience.

Our last intern worked on developing a school outreach kit, which is an educational resource. This student had a background in education, so she brought in those skills. This is a resource that we charge for, so it’s an income generator. With those regular catch-up meetings, the project as a whole stays on track. When the intern leaves, we put aside the time to ensure their work is wrapped up into the work of the museum; it allows us to get ahead in areas we’ve been struggling with. It’s also nice to stay engaged with the sector and the University. It’s nice to have new people coming through. We’re open to thoughts on how things should change.

Employer interview: Bethany MacRae, Coordinator Cultural Services, Hurstville Museum and Gallery, FASS partner

5.3 Student preparation

Employers are largely positive about the quality of students they receive from the University of Sydney and are satisfied with the way in which students are selected. Most employers commented on the high quality of students they receive.

Schools and faculties placing small cohorts of students are able to conduct a personalised vetting process. Business School students, for instance, undergo a rigorous vetting process before being nominated for a placement. Faculties and schools managing mandatory placements and high student placement volume undertake more generalised preparatory exercises, such as role plays and workshops. Despite this disparity in student volume, some schools and faculties with large placement cohorts prepare students well: Sydney Nursing School and Sydney Dental School students were singled out as being well prepared for their placement by industry stakeholders.

Social Work students interviewed, however, reported feeling under-prepared for the practical aspects of their placement and felt that more time spent on role play and a scaffolded introduction to placements, with less challenging placements commencing earlier in the degree leading to more complex placements in the final year, would benefit their learning and improve their career preparation.

One of the University’s industry partners suggested that students may require additional preparation before undertaking a placement, for example, through workshops on business etiquette.

There is an element of students being business-ready when they come in (e.g. being able to use software packages, knowing how an office works). My manager asked whether maybe the University could provide students with more context around what it’s like to be in a work setting, expected behaviours etc.

Employer interview: Ms Nicola Nelson, Manager, Science Research and Innovation, Sydney Water, Faculty of Engineering partner

Some faculties and schools, especially those with mandatory placements (e.g. Education and Social Work, Health Sciences, Dentistry, Medicine, Nursing and Veterinary Science), provide students with handbooks outlining matters such as placement objectives; responsibilities of different parties (including students and both academic and site supervisors); the process of obtaining placements; practicalities (e.g. illness, harassment and insurance); expectations and evaluation of student learning; policies on different issues (e.g. use of social media and dress code); codes of conduct; and financial support. The Bachelor of Social Work and Master of Social Work Field Education/Practice Learning Handbook 2019 is an example of a best practice manual. A complete list of documentation provided by faculties used in support of placements and research project is listed in Appendix 3.

Students undertaking mandatory professional placements and their host employers widely reported having a clear understanding of learning objectives. Some employers providing voluntary placements, where the focus is on students gaining real-world experience, noted a lack of clarity regarding
University expectations of learning outcomes for students, and a minority found the marking guidelines unclear.

5.4 Quality of supervision

Students on placement or undertaking a research project have both an academic supervisor at the University and a site supervisor at the partner organisation. Some schools and faculties provide professional development for placement site supervisors to support the effectiveness of the placement. Some schools also provide detailed reference material for placement providers. For example, clinical teachers for Dentistry are provided with a clinical teaching reference guide, which contains information including clinical objectives, assessment information and teaching guidelines, as well as a suite of student forms. Similarly, clinical educators in Physiotherapy are provided with a practicum program guide.

Site supervision arrangements vary: in some workplaces one manager supervises several placement students who may be placed in a variety of teams over the course of a placement, in others the student works with one supervisor. For research project students, the primary supervisor remains the academic supervisor, whereas for placement students, the primary supervisor is the workplace manager. Some organisations maintain buddy systems to provide students with extra support.

Student feedback varied on supervisors. Academic supervisors were often cited as being helpful and engaged. Similarly, site supervisors were largely regarded as helpful and informed. There were pockets of dissatisfaction, however. Social work students interviewed reported being supervised by a health professional who was not a social worker, which they felt was of little use to their professional development. Staff feedback on this issue was that the steep rise in social work students has resulted in a shortage of social work supervisors and the Social Work professional body, ASW, has relaxed the standard on this because of the number of Social Work students requiring a placement. Nonetheless, it is vital that areas where there are such pressures, put in place processes to ensure appropriate placement experiences and where this is not possible provide additional placement support or training for students.

Some business students reported being supervised by professional staff who had little idea how to use their skills and some students place on remote locations found their supervisors ill-prepared. This risk is discussed further in the Rural and Remote section of this report.

The quality of ‘facilitators’, the site supervisors for nursing students at public hospitals, was brought to the panel’s attention during an industry partner interview. Local health districts are not able to train University-appointed facilitators or update them on new policies or practices and prefer to appoint their own facilitators, who are trained by the hospitals directly.

RECOMMENDATION:

That faculties and schools review their processes for engaging facilitators and identify ways in which they can improve facilitator support and where this is not feasible identify students whose placements might be being managed by employer staff not well-equipped to deliver on learning outcomes and provide additional support to students in these contexts.

5.5 Administration

The administration of placements is a resource-intensive activity with each faculty engaging professional staff to manage placements in liaison with relevant academics. Some schools have placement administration as part of one administrator’s role, while others have large teams with managers or team leaders. Some schools have reference material on placement-related administrative matters available for staff (e.g. using SONIA placement management software, and which placement agreement to use) while others did not report having these resources.

Many of the students interviewed reported poor administrative experiences of placements and internships in the preparation period. Some students reported significant delays in finding out where
they were being placed coupled with a lack of transparency surrounding administrative processes, which made preparing for an internship stressful and advance planning impossible. The School of Education and Social Work was singled out by some Education student interviewees as offering less support and preparation than they felt was needed. Delays in finalising placement details were reported as being particularly problematic for interstate students, who were unable to plan their return home, or finalise work arrangements. A poor student perception of administration is backed up by the USS comments: ratings in this category are overwhelmingly low.

**FASS:**
*please be more responsive to emails. It usually takes me about a week to receive reply on each email, so it is difficult to establish an actual conversation when I was unable to meet face-to-face due to being overseas. Some of my friends also says they do not receive reply even after more than a month*

*I have been quite disappointed with the organisation of the prac office. Firstly, with changing the secondary teachers prac to November. Being allocated a prac has also been difficult as many students, including myself, had not received a prac or any information 2 weeks prior. It is difficult to justify why this is a subject we have to pay for*

**Engineering:**
*It was much harder for international students to find placements in Aus, where instead they had to go back home and find one. So this subject could benefit from aiding students, especially international students in finding placements. They pay enough money to get here, so any small bit would help them.*

Despite the argument that the intern should actively seek internships on their own as it demonstrates their enthusiasm to the employer, the University can play a larger role in connecting the students with internship placements beyond the Jacaranda Flame Program.

**Science:**
*It was difficult at times to know which placements were suitable as the portal wasn’t updated enough so i had to constantly ask [specified name removed] if this placement was appropriate.*

*The placement website also requires updating as some placement opportunities were not available even though they were listed on the portal, this wastes valuable student time and makes it harder to reach the 21 day turnover.*

But this feedback was not uniform. Staff do receive some positive comments in the USS, suggesting that often the quality of the administrative might be impacted by the staff member each student was working with:

**FASS:**
*The organisation of the prac was exemplary and helped to ensure a seamless experience*

*Arrangement of the placement was fantastic, thank you very much!*

**Engineering:**
*Responsive, helpful and engaged staff. I received immediate responses to any questions I had and the staff even reached out to me independently when there was an issue with my employer not completing the necessary forms.*

**Science:**
*Good variety of placement sites*
*Enjoyed being able to choose placements of interest*

**Business:**
*The placement itself was the best aspect, however the supportive staff in both pre, mid and post the placement were also great*
[specified names removed] have been great UoS coordinators. They truly prioritise students and ensure we are learning from the placement. They provide plenty of support and have great charismas which emanate as soon as they walk into the room.

Administration can be a hurdle not only for students but also for and staff and employers. The administrative burden of organising placements and internships is an area of concern for staff, with some University faculties and schools reporting that they are under-resourced and unable to meet the administrative needs of students undertaking placements. This is not, however, a universal experience: some units at the University provide outstanding administrative support for students and employers alike.

Site visits are important to a successful visit but it’s a workload issue and so site visits have stopped. We prioritise - if it’s a new supervisor, our office is more hands on.

Staff interviews: FASS academic

I think the agreements are positive. It’s important not to underestimate the workload associated with managing relationships. Don’t underestimate the time taken to look after placements or students – this is an embryonic problem. The relationship is everything and if we are going to grow, the time used on relationships needs to be protected.

Staff interviews: FASS professional staff member

We found the agreement process has freed up time. Within the school we used to do the agreements. Now it’s all done at faculty level which is fantastic. OGC has been terrific. This has taken work away from the school, so we can use time to build relationships. It’s a big bonus for school and for students as well.

Staff interviews: Engineering professional staff member

The program is quite good at giving us information way ahead of time (not all programs do this). We are really happy with the notice and information we get from the unit.

Employer interview: Sydney Business School partner, Deloitte -- Lauren Eardley

Internships with other universities can be a bit painful and administratively heavy. USyd’s program is different in that the Business School puts the students through a recruitment process with video interviews and mock assessment centres etc. For me, there is a lot less administration and you can tell that the students have been through a rigorous vetting process.

Employer interview: Sydney Business School partner, Transdev – Amanda Selleck

Although additional administrative support may be required, staff stressed that administrative processes should remain within the relevant faculties or schools; several FASS staff members expressed concern that there may be a future move to centralise placement management, and believe that things are working well as they are. They cited deep knowledge of the client base, student needs, the courses and employment environment for their graduates.

Administration through the FHS WIL team is seen to be well managed by placement providers and provides some insight into the benefits of a single WIL team in each faculty, with one point of contact for employers and placement students.

[Support from the University] is something that has improved in the last three or four years. As a district, we know that we contact the WIL team and we go through the one channel; it is then dispersed accordingly. We have been doing some research with the University and have developed relationships with people in WIL who we can contact. They are very responsive and can come on-site to meet students and educators if there are any issues. We have extra assistance from WIL, even if the clinician needs support during an assessment. It’s been a positive experience. Prior to South Western Sydney, I worked as an educator in another health...
district, so I've had a lot of experience working with the University. When WIL was formed, it broke down a lot of the individual relationships that clinicians had with the university academics. We went through a period where we felt a bit forgotten, but in the last 4–5 years, the University has done a lot of work to develop the relationships with the districts. Educators feel like there is someone there to help and support them. Developing our skills in research and education in teacher training around the district… We’ve really seen a change in thinking and culture within the district, because we are more engaged with the University and the University is more engaged with us. People can see that it is a partnership, not just us taking students.

Employer interview: Ms Tanya Thompson, Physiotherapy Clinical Education Network Coordinator, South Western Sydney Local Health District (SWSLHD)

Certain units, including Sydney Business School and Sydney Law School, were singled out for their excellent administrative practices. Effective administration is linked with strong relationships between University staff and employers, with the latter observing that processes had become smoother over time as relationships had been established and developed.

5.6 Engagement with industry partners

As noted in the industry partner quote above, investment by one WIL team in developing University-employer relationships brought about cultural change and increased opportunity for further engagement on research.

Relationships between University staff and placement sites are reported by both staff and employers as the bedrock of our placement agreements. Both professional and academic staff invest significant energy in developing relationships with industry partners in order to facilitate placement and research project opportunities for students. The majority of employers reported positive interactions with University staff members, both in terms of communication and administrative matters.

There are risks and opportunities around the relationship management aspect of industry partnerships. The dependence of certain placements on relationships between individuals is a significant vulnerability. Staff members and employers alike have pointed out the reliance the success of partnerships has on these relationships, questioning whether the partnerships would continue if one of the parties were to leave.

The workload associated with managing relationships is high, and staff members interviewed stressed the importance of sufficient time being allocated to relationship management, commensurate with its importance. Staff mentioned casualisation as a particular risk, noting that relying on administrative support from a short-term casual workforce in a space in which relationships are fundamental is not suitable. Permanent administrative staff with a broad knowledge are required to support ongoing relationships with employers. Continuity of University staff is particularly important for managing relationships with small, rural and remote industry partners.

Relationships with partners who are engaged with the University through other avenues, such as the Careers Fair and clubs and societies, are particularly strong. Employers were enthusiastic about the opportunities they have for broader engagement with the University, such as Sydney Dental School’s annual clinic day, and the regular information sharing sessions run by the Local Area Health Districts for the Sydney Nursing School and other education providers. Employers saw benefits in replicating these events with other fields of education and expressed an interest in collaborating in a greater range of activities for employers, students and the University to develop deeper and wider connections.

It would be good if we [had] even once a year some sort of linkage with the Faculty in an educational sense, and also some idea of the strategy you are adopting.

Employer interviews: Ms Fiona Love, A/Director, Engineering and Digital Programs Transport for NSW, Engineering partner
It would be excellent to open up guest teaching opportunities, for example – to engage more and give something back to the University, because we really value our relationship. USyd is definitely one of my top five NSW partners… I’m open to any educational opportunities that come up for my staff.

Employer interview: Kim Lally, Ramsay Health Care, NSW Workforce Planning & Development Coordinator, Nursing School partner

Employers who are alumni of the University, and who undertook placements as students, regard themselves as beneficiaries of these programs and go on to become ambassadors once they are working in industry, creating and managing partnerships with the University and striving to give students the opportunities they had.

I came through the [Elite Athletes] program in about 2011, when the program was quite new. Now we are on board as a partner. It gave me really valid experience in the workplace, and I was able to use that at graduate interviews. Now that I am head of marketing, we’re in a position to give back. It started in about August 2018, and we have had three rounds of interns since then. I’ve been blown away by how enthusiastic and how green they are. It’s great to have these programs to be able to build their confidence here.

Employer interview: Emma Heslop, Head of Marketing, Enrizen, and alumna of the Sydney Business School

5.7 Securing a placement

Placement allocation was an area of challenge for a number of students in the student interviews. Placements are all negotiated differently: some students are assigned to a placement without an interview, while others go through a vetting/interview process (with the University and/or employer). Some students must self-source and find getting information about potential employers or administrative requirements difficult. Self-sourcing can be a benefit when students know where they want to do their placement. However, self-sourcing can increase the likelihood of students being unable to find a placement which is required for their degree, and can give rise to potential conflicts of interest where students use family and friends to source placements.

The USS 2018 results for placement units confirms that across the University, there are issues relating to the organisation of placements by faculties, along with general faculty administration. Inflexibility on the University’s part in terms of placement timing (and to a lesser extent, duration) can lead to placement opportunities being lost to other universities, which are reported to be more flexible in this area. Rural Dentistry and Education placements were raised as examples during stakeholder interviews.

The administration experience was not positive on all counts. I have had three placements in schools. Because of our administrative issues and a few people (one in particular), we have been told that high-level schools such as SCEGGS do not want us and won’t take USYD students. The last experience was the most horrid I have ever had. We were told that of the 30 students, only 12–13 were left to be placed, and five of these had organised their own placements. In the final week, there were actually still 13 students awaiting placements. The teaching staff from the Education Department had been lied to. NH and Prof C [both academic staff] were great, I cannot fault them. One student’s mother was very ill and that student was told that she couldn’t have a placement closer to home, even though this could have been arranged. She wasn’t even put into a placement until this year. My placement was organised on a Friday the week before I started (on a Monday). I had organised my own placement with Trinity Grammar but they wouldn’t take me because USYD’s administration was too slow, and now they won’t take me there for my internship either. This bad administration isn’t new – it has been like this the whole three years.
Student interviews: studying Bachelor of Education (Health and Physical Education)

USyd is less flexible than any other university I have dealt with about the timing of placements and where students can go, and that limits the placements we take. Some universities send students during breaks if they need to. They will compromise any way they can in order to secure placements. I’ve taken students from QLD, but mainly NSW. CSU, Newcastle and Sydney are the main universities we take students from.

Employer interview: Jennifer Floyd, Director Oral Health Services, Western NSW Local Health District

A move towards paid placements is another factor impacting the University’s success in securing new partners. Whereas the University of Sydney relies on existing partnerships and historical relationships to place students, some universities are now paying providers, and are therefore given priority by our competitors.

With the University, and indeed the sector, moving towards increasing experiential learning opportunities and placements, internships, research projects and industry projects become more a part of every university student’s degree, the issue of capacity will become a significant risk. As was seen above with social work placements, expansion can lead to reduction in standards which may not be in the students’ best interests.

5.8 International Students

International students are at a disadvantage compared with their domestic counterparts, both in their preparedness for placements and their success in securing them. Some international students interviewed reported difficulty accessing information about placement opportunities and preparation workshops.

Staff observed in interviews that preparing international students for placements (for example, instructing them on how to speak and dress in the workplace) can be more difficult than for domestic students. They noted that convincing industry partners to take even high-achieving international students for placements can be very difficult and as the international student cohort grows, some employers are becoming less enthusiastic about hosting them. A lack of understanding of the compliance issues surrounding placements for international students was also reported, and staff requested that this information be made readily available so that they don’t need to search for it.

Lots of program units are helpful for students but lots of students don’t know about them. Why not introduce a program to teach students about the availability of these programs? In Australia, everyone studies more independently. Lots of students don’t know how to use the University programs. There is also a culture gap. Students don’t know how to involve themselves in Australian society. Lots of international students don’t join in the local activities. I find that lots of programs at the University are helpful, e.g. workshops, but lots of my international student friends seldom use these University programs. The University should develop a website to encourage international students to make use of programs here… It’s hard to get over the cultural gap. I think we should have a program to build international students’ confidence step by step. I went to a weekly workshop to learn to build my confidence step by step.

Industry partners can regard international students’ English ability as a hurdle, particularly in a clinical setting.

There is the time issue of looking after students. International students are more of a problem. During internships where a student has poor English, it takes a lot of time for hosts to support the student. Hosts have refused international students at interview or have stopped the internship. As the cohort becomes bigger and bigger, hosts become less enthusiastic.

Staff interviews: Placement officer, Museum and Heritage Studies, Art Curating, FASS
Some faculties and schools have taken steps to tailor their support for international students. For example, a staff member advised that for Social Work placements, the school endeavours to match Chinese students with external Chinese supervisors where possible.

One issue for faculties and schools to consider is whether there are opportunities for more overseas placements and internships, where international students might be competitive. Quality assurance of overseas employers is more challenging but there are good examples already and this could be an area for faculties and schools to consider as the volume of student placement and internship demand increases.

5.9 Rural and remote placements

Rural and remote placements carry their own particular challenges and risks. In some courses, rural and remote placements are a requirement. The key risks in rural and remote placements are around cost to students, quality of supervision, and access to support services. The University has significant infrastructure in place in its schools and departments of rural health which facilitate a significant number of placements for students each year. In addition to securing placements, these sites provide students with orientation, support (often including housing) and extra-curricular activities to enhance their rural experience.

Disability Services staff noted the most common concerns for disabled students on rural and remote placements were the distance that students must travel and the hours they are required to undertake. An example of good practice in this regard is Veterinary Science where students on a disability plan may request placements closer to home rather than rural placements so that they are close to their doctors and families.

For remote and rural placements, continuity of staff is important for strengthening ties and building knowledge. Students who undertook placements on one of the Tiwi Islands as part of the FASS unit Service Learning in Indigenous Communities (FASS3500) reflected on how the casualisation of University staff facilitating the internship was problematic. One student commented:

*The staff had no stability. The course coordinator was meant to have her contract expire two weeks before we left. It was then extended until the day we returned. Every time a group goes up, there are different teachers and support staff.*

Student interview: studying Bachelor of International and Global Studies

Staff involved in placing students in rural and remote locations emphasized the importance of the relationship with site staff, given that there was often a small number of staff on site, with minimal capacity for organizational memory if those staff changed. Placement staff and students noted the considerable detriment to the student experience arising from lack of continuity in remote and rural sites.

The remoteness of some rural and regional locations also raises additional risks in relation to monitoring student well-being and safety. It is essential that faculty and school staff ensure on-going communication with students in rural and remote placements to assist in the early identification of any emerging issues. Students in these placements should have access to a crisis support line. And faculties and schools need to maintain a data base of ‘problem’ sites to ensure that students are not placed with such employers again.

**RECOMMENDATION:**

That faculties and schools review their support mechanisms for students on rural and remote placements and internships to ensure that they conform to best practice in supporting these students.

5.10 Students with a disability

Planning for students with disabilities is undertaken in conjunction with Disability Services.
The University of Sydney Disability Inclusion Action Plan provides that people with disabilities have rights to privacy, confidentiality and individual choices about disclosure. As such, the nature of a disability cannot be disclosed by the University to a student's site supervisor or placement host. Given the fact that staff may only be aware of the adjustments required to accommodate a student's disability but not details of the disability itself, finding an appropriate placement and then ensuring that the required support is in place can be particularly challenging for staff members. Staff noted in interviews that often, had these details been known to them, the site supervisor would have been able to provide the student with more support. Staff identified a need for support and training on how to best manage situations where students disclose health issues about which they are not allowed to divulge information to the employer.

The disability plan is useful for on campus. But it is no good for placements because the employer may not be able to follow the plan.

Staff interviews: Professional Staff, Social Work Field Education, FASS

Staff who have been involved with placements for students with mental health issues identified the importance of flexibility, nurturing and personal relationships, noting that the University supervisor has a significant role to play in this. They also reported that students with mental health issues may not always contact Disability Services prior to undertaking a placement. A student may judge that they are managing their mental health well, but may have an adverse reaction on placement if something goes wrong. Mental health support for students, according to staff, is sometimes lacking, and not all students may be aware of the 24-hour University help line.

Disability Services staff interviewed suggested a few areas for improvement. They noted that students sometimes feel there is a lack of clarity regarding how their disability could impact their placement. If they are not well enough to attend their placement one day, for example, they may not know who to contact and be uncertain as to whether their absence will lead to them failing the unit. A clear point of contact is essential.

5.11 Financial hardship

Students who live at home can manage an unpaid internship, but students who have to work to support themselves, or who come from interstate, find it difficult to manage long periods of unpaid work. This challenge for students is exacerbated if administration on the part of the University or the employer is poor. Students sometimes undertake paid work and placements concurrently, and this can negatively impact their placement experiences. For example, one employer reported that students sometimes worked night shifts in supermarkets and would then be exhausted while on placement. Rural Dentistry employers noted that students regularly return to Sydney on weekends for paid work, which undermined the students' integration into the community. For rural Dentistry placement providers, integration into the community is a key element of the internship. A handful of private sector employers interviewed acknowledged the financial burden that unpaid students face and indicated a desire to remunerate students for their work.

Students reported that some placements create extra expense. It was unclear if that expense had been advertised to students at the time of their enrolment. It should be noted that unexpected costs to students may constitute a breach of HESF standard 3.3.3.

5.12 Student wellbeing and safety

Section 13 of the Student Placements and Projects Policy 2015 deals with recording and managing risk through the University’s Riskware system. Each faculty is responsible for ensuring students and staff are familiar with student wellbeing processes and procedures and these differ according to faculty. Some require students to undertake a WHS site orientation with their site supervisor. Some require students to complete a WHS declaration prior to each placement, in which the student must declare any health-related issue they have which may affect their ability to complete the placements.
However, risks and concerns about student wellbeing and safety emerged in the staff and student interviews. Staff reported instances of students on placement experiencing sexual harassment, a medical emergency and a car accident. In some cases, the staff member was alerted only during a student debrief, well after the end of the placement.

Students and site supervisors have clear contact details in the case of an emergency but staff interviewed acknowledged that emergencies which occur during University shutdown periods and weekends present a risk to student safety and wellbeing as there is no formal University contact available during these times.

International placements present a unique set of challenges. Staff interviewed noted that assessing the international site’s suitability can present a challenge and that University administration around travel risk assessments and information available for academics could be improved. One staff member reported that three students were scheduled to complete a placement in Sri Lanka and that when a spate of bombing erupted in Sri Lanka placement staff at the University had no clear direction on a risk-management plan. The Risk Office is reviewing the University’s appetite for risk around critical incidents on placement.

5.13 Data management

There is no uniform IT platform to manage internships and placements across the University, which hinders the University’s ability to harness the full suite of experiential learning data available in faculties and schools to gain strategic insight and enhanced industry partner engagement.

SONIA is an IT platform used by some faculties. There are over 50 placement administrators using SONIA across the University (in Engineering, FHS, Veterinary Science, Sydney Nursing School and Sydney Business School), and it is used to manage around 20,000–30,000 students each year. It is used differently but different faculties. Engineering uses SONIA across all its schools, and is thus able to track and report on all its student placements. Other faculties use SONIA in only one or two of their departments, or different schools within the faculty use the program in different ways, thus making faculty-wide reporting through SONIA impossible. Some faculties manage their placements and internships through Salesforce, while others use Filemaker or Microsoft Excel. Staff interviewed did not consider that Sydney Student generates meaningful data on student placements.

SONIA does have its drawbacks: it is not a CRM system and as such it may need to be used in tandem with other software such as Salesforce. Nevertheless, ICT staff interviewed advocated for SONIA as the best tool available for placement management, and one with significant current uptake across the University.

The University’s website strategy was noted with emphasis by several staff as an impediment to placement marketing, placement information sharing, and to recruiting partner organisations. The current external website is aimed at future students, and information for current students, potential employers and industry partners is limited by this policy. This has been detrimental to faculties’ ability to publicize information about placement and internship opportunities they have available. Students also reported that information on the current student website is difficult to source and navigate.

One staff member commented on the difficulty of recruiting new placement organizations. Another observed that the loss of their advertising space on the website has resulted in lower interest from domestic students, who search for degrees online.

We’ve lost our advertising through the website and this results in a much larger international cohort. Local students find degrees to enrol in by searching websites. Because we’ve lost our webpages, which used to advertise our programs and our internships, the uni has taken away all capacity for reaching students via the website. Anything to do with current students can’t go on the web. But information about internships on the web is a powerful marketing tool for prospective students.
Staff interviews: Placement officer, FASS

*In Engineering it’s incredibly hard to recruit organisations when you can’t show them what you are doing on the website. A student who has two offers, one for USyd and one for UNSW, will know what UNSW offers because their placement programs are all over their website, but ours aren’t.*

Staff interviews: Senior Education Manager, Engineering

*In Chemical Engineering, they managed to keep a page about ESIPS and we have project summaries which show that as an example from year to year. We managed to keep a MIPS video but other schools are using it as a tool to show what they can offer. As far as students needing to know, that’s all we can offer them, but we can’t push any information out.*

Staff interviews: Senior Project Officer, Engineering

*It’s also not a good message about education. Here’s an incredibly important part of education which is not on the website. Industry placements are an integral part of the offering.*

Staff interviews: Director of External Relations, Engineering

Staff advocated a user-friendly webpage for placements and internships, with technical support managed centrally but information added by the relevant faculties or schools.

Some student placements are managed using external systems. ClinConnect is the verification and placement booking system for NSW Ministry of Health which must be used by any school or faculty wishing to place students in public health facilities. The Office of Clinical Education, which oversees compliance in relation to all health-related student placements provides ClinConnect access, management, training and support.

Some private providers require the University to use their systems. The Ramsay Health online system (SPOT) creates an additional administrative burden and is a potential barrier to further participation in placements.

**RECOMMENDATION:**  
That the University web team engage with faculty and school placement and internship staff to see what refinements could be made to University, faculty and school web pages to address the specific needs of students and employers engaged in placements and internships.

### 5.14 Research project placement students

While research project feedback is included in the main sections of this report, it is worth highlighting the key feedback specific to research projects.

While USS data for research project units does not distinguish between research projects with industry partners, nevertheless the data show a high level of satisfaction of students who undertook research project units of study in 2018. This is supported by the students in interview who also confirmed the USS finding of satisfaction with research project supervisors.

As with students who had undertaken placements and internships, coursework students in research units across the University overwhelmingly reported favourably on the development of graduate qualities their research experiences afforded and both groups of students reported concern with all level of administration, particularly at the faculty level.

The size of research project student cohorts varies greatly, from Engineering, which places 10–15 appended honours and 160–200 integrated honours students per year, to Sydney College of the Arts, which places fewer than 5 research students per year. Management of research projects varies accordingly. Engineering has clearly defined processes for managing research project placements; smaller units manage research student industry placements on a case-by-case basis. As with other
placements and internships, organising research placements involves high volumes of administrative work for staff members and smaller find that the administrative burden of organising placements with no administrative support staff available to assist is challenging. If research project placements were to increase, administration may become unmanageable without professional and IT support.

The academic quality of student placements is ensured by the academic supervisor. Academic supervisors keep in regular contact with their students throughout the duration of the research projects. This regular contact, in combination with more formal assessment such as student presentations, reports and journals, ensures that learning objectives are met. Students and staff were uniformly positive about the effectiveness of academic contact and supervision during research project placements.

Regular contact between academic supervisors and their students also helps to ensure the wellbeing of the students and allows any issues to surface and in interview staff provided examples of how this contact is maintained. Weekly meetings between academic supervisors from the School of Civil Engineering and their students are enforced by the school, while Chemical & Biomolecular Engineering supervisors check in with their students monthly. Students in this school are also assigned an additional point of contact, and all the academic supervisors are required to attend 6-weekly meetings. That this contact regimen is effective is demonstrated by the extremely small number of Chemical Engineering students on external research placements who have been identified as not tracking well over the past ten years.

6. Risk and Risk Management

Throughout this report, a number of risks associated with internships and research project placements have been identified. Chief among these at a governance level is compliance with HESF standards. While the University has a policy and procedure framework in place to ensure it complies with HESF standards, the processes underpinning the quality assurance of experiential learning units vary significantly from faculty to faculty and depend on factors such as size of cohort, historical development, geographic location and industry partner.

Administration was highlighted as a challenge for the University at every level of the panel's investigations: it was mentioned by staff, students and employers; it was a factor for placements, internships and research projects; it was a feature both of interviews and USS data. Deficient administration is a risk in itself and is a risk amplifier. Inadequate administration such as, for example, late arrangements for a placement, can cause an issue, such as disadvantaging a student, and can trigger a much larger University issue, such as non-compliance with international student visa conditions and a breach at government Immigration Department level.

The availability and navigability of information required for placements is another significant area of potential risk. Placements encompass a wide range of responsibilities, as demonstrated by the HESF standards which the University must ensure it meets. In order to meet those responsibilities, academic and professional staff need to have current, accurate and comprehensive documentation to guide them through the process and allow them to guide students and employers in turn. Information banks for staff, students are varied and vary in accessibility. Thus, risks identified in this report such as the safety and well-being of students on rural and remote placements may be being managed ad hoc rather than more formally.

At a University level, the increase in placement units of study, and the increasing competition for placements, represents a risk in that the obligations to students become harder to meet if both these trends continue without an adequate response from the University.

Mitigating these risks is not necessarily a matter of imposing uniform requirements on all faculties but is more likely to be effective if a central University position is given responsibility for maintaining and
disseminating accurate, comprehensive and targeted information as well as robust reporting on potential risk and issue occurrence.

As noted earlier in this report, the University's policies mandate that all placements be governed by a student placement agreement. A recent roll-out of a uniform student placement agreement has presented challenges in terms of both volume and cultural shifts with partners.

Relevant to SCA is the issue of students being able to go to artists' studios. The contracts are a very formal process and seem to lock in a lot of the artists in such a way that they will not want to take students. We have always had a much less formal process [previously]. Is there a way of simplifying this for SCA students?

Staff interviews: Co-ordinator, Sydney College of the Arts, FASS

Risk, along with compliance and insurance, was identified in interviews as an area in which staff would like to receive training.

RECOMMENDATION

The panel recommends that UE ensure that student internships and placements are adequately described on the University risk register and that adequate mitigations are documented.
APPENDICES

Appendix 1 – Terms of Reference

THEMATIC REVIEW INTO THE QUALITY OF STUDENT PLACEMENTS, INTERNSHIPS AND RESEARCH PROJECTS

TERMS OF REFERENCE

RACHAEL WEISS, UNIVERSITY QUALITY MANAGER

2 May 2019

PURPOSE

The panel will review the quality of the educational experience and educational outcomes of student research projects, placements and internships included in coursework awards. It will make recommendations to the University regarding quality improvements.

TERMS OF REFERENCE

The review panel will:
1. Examine and report on the quality and risk mitigation of student placements, internships and research projects in coursework awards from unit of study, faculty/University school and pan-faculty perspectives;
2. Examine and report on the structures and information in place to support students in coursework awards engaged in placements, internships and research projects.
3. Examine and report on how relevant external providers, professional and academic staff are informed and trained regarding University and faculty processes for such placements, internships and research projects;
4. Examine and report on the Unit of Study Survey (USS) results for experiential learning units labelled 1 (research project) and 4 (placement or internship).
5. Examine and report on the extent to which the University meets the relevant HESF standards in delivering such student placements, internships and research projects.
6. Make recommendations for improvements to the availability, communication and/or provision of processes and information to students, staff and placement providers.

PANEL MEMBERSHIP

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<tr>
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<tr>
<td>Prof Stephen Garton (Chair)</td>
<td>Provost</td>
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<tr>
<td>A/Prof Tony Masters</td>
<td>Chair, Academic Board</td>
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<tr>
<td>A/Prof Marjorie Valix</td>
<td>Associate Dean (Courses), Faculty of Engineering</td>
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<tr>
<td>Prof Lorraine Smith</td>
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<tr>
<td>Ms Jo Tomlinson</td>
<td>Director, Office of Clinical Education Support</td>
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<td>A/Prof Graham Forsyth</td>
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<td>Ms Rachael Weiss</td>
<td>University Quality Manager</td>
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<td>Ms Kathy Lynch</td>
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<td>Mr Jacky Ho</td>
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<td>Mr Min Ran Liu</td>
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<tr>
<td>Ms Karen Walker</td>
<td>Head, Student Affairs and Engagement, Faculty of Arts and Social Sciences</td>
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</table>
HESF STANDARDS ADDRESSED BY THIS REVIEW

The primary standards addressed by this review are subdomain 5.4 – Delivery with Other Parties. Standards 2.1.1, 3.3.1, 3.3.2, 3.3.3, and 3.3.4 are relevant but not central.

Subdomain 5.4 – Delivery with other parties

5.4.1 Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

5.4.2 When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

Subdomain 2.1 – Facilities and infrastructure

2.1.1 Facilities, including facilities where external placements are undertaken, are fit for their educational purpose and accommodate the numbers and educational activities of the students and staff who use them.

Subdomain 3.3 – Learning resources and educational support

3.3.1 The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

3.3.2 Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.

3.3.3 Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

TIMELINE

The review will commence on 2 May 2019 and is scheduled for completion by mid-September 2019 when a final report, including commendations and recommendations and responses from relevant academic units and portfolios will be ready for endorsement by UE and Academic Board. The paper will go to the Academic Quality Committee for recommendation to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Provost as Review Chair, if deemed appropriate.

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*Final meeting date for AQC 2019. This prescribes UE submission dates

RECOMMENDATION FOLLOW UP

Academic units and administrative portfolios will report to the AQC within three months of the report to Senate with an implementation plan. Within one year of the report to Senate, academic units and administrative portfolios will report to AQC on progress against the review recommendations and their implementation plans. This report will be forwarded to Academic Board for presentation at UE.
Appendix 2 - Consultation

The review panel interviewed students, academic staff, professional staff and employers between May and July 2019. Student groups were interviewed first to ensure that the student perspective informed the remainder of the review panel’s investigations. Interviewees comprised 25 undergraduate and postgraduate placement students, 3 research project students, 2 alumni, 18 academic staff involved in placements, 4 academic staff involved in supervising research projects with industry, 25 professional staff members and 19 employers.

### STUDENTS

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<td>ENG</td>
<td>Director of Professional Engagement</td>
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<td>SCI</td>
<td>Coordinator, Master Nutrition and Dietetics</td>
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<td>FASS</td>
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<td>FASS</td>
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<td>BUS</td>
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<td>Professional</td>
<td>SCI</td>
<td>Head, Education</td>
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<td>Mobility manager at the USSC - Washington DC program</td>
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<td>Deputy Head of School, School of Chemical and Biomolecular Engineering</td>
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<td>Senior Lecturer, Undergraduate Course Director – Occupational Therapy</td>
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<td>ICT</td>
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## Employers

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<td>Manager – National Graduate Talent Acquisition Lead</td>
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<td>ENG</td>
<td>A/Director, Engineering and Digital Programs</td>
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<td>BUS</td>
<td>Recruitment &amp; Project Manager, Human Resources</td>
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<td>DENT</td>
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<td>BUS</td>
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<td>9-Jul-19</td>
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<td>MEDI</td>
<td>Managing Director</td>
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<td>NURS</td>
<td>NSW Workforce Planning &amp; Development Coordinator</td>
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<td>15-Jul-19</td>
<td>Employer</td>
<td>FASS</td>
<td>Coordinator, Cultural Services</td>
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</table>
Appendix 3 – Faculty documentation

Architecture, Design and Planning
• Internship program flyer

Sydney Business School
• Industry placement programs: host and student information summary
• Self-sourced placement documents (student application, host letter of agreement)

Sydney Dental School
• Clinical teaching reference guide 2019
• Integrated clinical care handbook 2019
• Rural placement student handbook 2019

Faculty of Arts and Social Sciences
• FASS student placements process map
• Student placement agreement (letter agreement)
• Student placement agreement (short form)
• Information for students: student placement program
• Reference – which agreement to use
• Students internship letter deed poll

Faculty of Engineering
• Close the loop response MIPPs 2018
• Sydney Water-USyd framework agreement

Faculty of Health Sciences
• 2019 OT fieldwork calendar
• 2019 Semester 2 critical dates calendar
• Accessing SONIA instructions for supervisors
• CANVAS sample preferencing announcement to students
• CANVAS sample preferencing feedback to students
• Email template 5 site confirmation email
• Email template (SONIA access)
• Organisation manual: undergraduate Year 4 clinical practicum E
• Generic E coversheet
• Health Sciences placement cover sheet
• How to use timesheets in SONIA
• Instructions to students
• Occupational Therapy placement descriptor
• BHSC4005 and BHSC4006 unit of study outline and honours handbook
• Integrated honours program manual for students and supervisors
• Physiotherapy practicum program guide for clinical educators 2018
• Nutrition & Dietetics training placement NTDT 5612: 2019 dietetic placement manual
• Discipline of Rehabilitation Counselling placements at a glance 2019
• Sample email supervisor’s package
• Site allocation email template
• Site descriptor template
• Site end of placement email template
• Site mid placement email template
• Student clinical placement agreement (long form)
• Student end of placement email template
• Student welcome email template
• UG3-UG4-GEM2 clinical educator manual 2018
• Unit outline BHSC4005 4006 2019
• USyd 2019 PP3A OT placement expectations

Sydney Law School
• Law documentation links and advice on analysis

Sydney Medical School
• Email to GP supervisors
• Email to students: allocation to GP placements
• Email to students with survey and info on GP placements
• MD community term
• MD manual 2019
• MD project research tutor recruitment 2019
• MD research project (description)
• Poche Centre for Indigenous Health: guide for clinicians & students visiting Aboriginal communities
• Poche Clinicians’ Brochure

Sydney Nursing School
• Clinical facilitator handbook 2018
• Student clinical experience guide 2019

Office of Clinical Education
• Student clinical placements review: updated final report (2017)
• OCES overview

Faculty of Science
• 2019 DVM final year guide
• 2019 DVM3 PREP placement guidebook
• 2019 DVM4 final tear placements presentation
• Placement supervisors Nutrition (contact list)
• PREP placement commencement package
• Covering email
• Preparatory clinical placement supervisor report form
• DMV4 clinical placement program (final year) supervisor report form
• DMV4 placement (final year) package template

Sydney School of Education and Social Work
• Personal experience attendance sheet
• Negotiated make up day form
• Bachelor of Education (Primary) second year professional experience: information for supervising teachers
• Bachelor of Education (Primary) third year professional experience: information for supervising teachers
• Bachelor of Education (Primary) fourth year professional experience: information for supervising teachers
• Bachelor of Education (HPE) second year professional experience: information for supervising teachers
• Bachelor of Education (HPE) third year integrated professional experience: information for supervising teachers
• Bachelor of Education HMHE internships: information for supervising teachers
• Combined degree first professional experience: information for supervising teachers
• Combined degree second professional experience: information for supervising teachers
• Bachelor of Education and Master of Teaching internships: information for supervising teachers
• Master of Teaching (Primary) first year professional experience: information for supervising teachers
• Master of Teaching (Primary) second year professional experience: information for supervising teachers
• Master of Teaching (Secondary) first year professional experience: information for supervising teachers
• Master of Teaching (Secondary) second year professional experience: information for supervising teachers
• 2019 Early Childhood handbook
• Social Work handbook
• UoS outlines (EDUH4004, EDEC2010, EDEC3006, EDEC4006, EDHP3003, EDMT5009, EDMT5673, EDMT5681, EDMT5688, EDMT6004, EDMT6009, EDMT6010, EDMT6012, EDMT6018, EDMT6629, EDMT6635, EDSE3073, EDSE5008, EDUF4021, EDUH4006, EDUP2010, EDUP3007, EDUP4017, SCWK3005, SCWK4008, SCWK5004, EDEC4003, EDHP1001, EDHP2002, EDMT6125, EDMT6631, EDMT6634, EDPJ5002, EDPK5001, EDPK5003, EDPZ5003, EDSE4043, EDUP4079, SCWK2006, SCWK4005, SCWK5005, SCWK6902, SCWK6917, EDPZ6720, EDPZ6724, EDPZ6725, EDPZ6730, EDPZ6731)
Appendix 4 – Policy list

Student Placement and Projects Policy 2015
Coursework Policy 2014
Educational Services Agreements Policy 2017
Learning and Teaching Policy 2015
RECOMMENDATION

That the Academic Board:

1. approve the revised draft Terms of Reference and Review panel membership for the 2020 Academic Board/University Executive Thematic Review into the “Quality of English Language Pathways and Support”.

ITEMS FOR APPROVAL

Item #

10.3 Revised draft terms of reference and review panel membership for the 2020 Academic Board/University Executive thematic review into The Quality of English Language Pathways and Support

At the meeting of the Academic Quality Committee of 8 October, the Chair (Academic Board) spoke to the paper presented at University Executive (UE) on 12 September 2019 and advised the Academic Quality Committee that UE had requested further amendments. The Chair (Academic Board) sought approval, in principle, from the AQC.

ITEMS FOR NOTING

The Academic Quality Committee approved, in principle, the revised draft terms of reference and review panel membership for the 2020 Academic Board/University Executive thematic review into The Quality of English Language Pathways and Support presented by the Chair (Academic Board) at the Academic Quality Committee meeting of 8 October 2019.

ATTACHMENTS

Attachment 1- Revised draft terms of reference and review panel membership for the 2020 Academic Board/University Executive thematic review into The Quality of English Language Pathways and Support

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

Associate Professor Wendy Davis
Chair, Academic Quality Committee
Executive Sponsor | A/Prof Tony Masters, Chair, Academic Board
---|---
Paper title | Draft terms of reference and review panel membership for the 2020 Academic Board/University Executive thematic review into The Quality of English Language Pathways and Support
Recommendation | That the University Executive endorse the draft Terms of Reference and Review panel membership for the 2020 Academic Board/University Executive Thematic Review into the “Quality of English Language Pathways and Support”.
Consultation Pipeline | TEQSA Working Group → UE → AB AQC → Academic Board
Resource Implications | Costs covered under BAU within the Provost Office.
Finance Business Partner | Not required.

**Executive Summary**

The University Executive is asked to endorse the draft Terms of Reference and Review panel membership for the 2020 Academic Board/University Executive Thematic Review into the “Quality of English Language Pathways and Support”. The panel will review the quality of English language pathways and support available to students. It will make recommendations to the University regarding quality improvements.

**Background / Context**

Following the recommendations of the 2016 Review of the Academic Board, the Academic Board and the University Executive reviews, which had previously been reviews of Faculties, became reviews across the whole institution of thematic topics. The first, held in 2018, examined Student Wellbeing and Safety, the second, nearing completion in 2019, examined The Quality of Student Placements, Internships and Research Projects.

This proposed review has been aligned with the relevant standards in the Higher Education Standards Framework (HESF) (Threshold Standards) 2015.

**Risks / Benefits**

The review provides a whole of institution into compliance with the relevant HESF Standards. It will provide evidence at the next TEQSA re-registration of the University’s Corporate Governance (Standard 6.1), Corporate Monitoring and Accountability (Standard 6.2) and Academic Governance (Standard 6.3). Specifically, the Review addresses relevant elements of HESF Standards 1, 2 and 3, which relate to Admission and Credit; Recognition of Prior Learning and Orientation and Progression. The Review also has the benefit of examining what is currently a topical issue and is likely to provide guidance for improving the student experience. The Review specifically engages with the University’s Risk Appetite and Tolerance Statement in the categories of Reputation, Education and Student Experience.

**Implementation**

The draft Terms of Reference and Review panel membership will also be submitted to Academic Board and communicated to Senate. The Office of the Provost will assemble the panel.
The review will commence on 3 February 2020 and is scheduled for completion by mid-September 2020 when a final report, including commendations and recommendations and responses from relevant academic units and portfolios will be ready for endorsement by UE and Academic Board. The paper will go to the Academic Quality Committee for recommendation to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Provost as Review Chair, if deemed appropriate.

<table>
<thead>
<tr>
<th>Author</th>
<th>Tony Masters, Chair, Academic Board</th>
</tr>
</thead>
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<tr>
<td>Requests for further information</td>
<td>Rachel Weiss, University Quality Manager</td>
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THEMATIC REVIEW INTO THE QUALITY OF ENGLISH LANGUAGE PATHWAYS AND SUPPORT

TERMS OF REFERENCE

RACHAEL WEISS, UNIVERSITY QUALITY MANAGER

3 September 2019

PURPOSE

The panel will review the quality of English language pathways and support available to students. It will make recommendations to the University regarding quality improvements.

TERMS OF REFERENCE

The review panel will:
1. Examine and report on the quality, accessibility and suitability of English language pathways into coursework or research study at the University;
2. Examine and report on the structures and information in place to support students in English language proficiency during their studies.
3. Examine and report on the extent to which the University meets the relevant HESF standards in supporting students in English language proficiency.
4. Make recommendations for improvements to the quality, accessibility, and suitability of English language pathways and support at the University.

PANEL MEMBERSHIP

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>A/Prof Tony Masters (Chair)</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Prof Barbara Messerle</td>
<td>Provost</td>
</tr>
<tr>
<td></td>
<td>External academic – Subject Matter Expert</td>
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<td>External professional staff – Subject Matter Expert</td>
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<td>Internal academic – ADE</td>
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<td>Internal academic – School offering courses requiring high-level English ability, e.g. History, Philosophy or Education</td>
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<tr>
<td></td>
<td>Dean or Head of University School</td>
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<tr>
<td></td>
<td>Faculty Curriculum and Quality Manager or Faculty GM</td>
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HESF STANDARDS ADDRESSED BY THIS REVIEW

1.1 Admission
1.1.1 Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

1.2 Credit and Recognition of Prior Learning
1.2.1 Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.
1.2.2 Credit through recognition of prior learning is granted only if:
   a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
   b. the integrity of the course of study and the qualification are maintained.

1.3 Orientation and Progression
1.3.1 Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.
1.3.2 Specific strategies support transition, including:
   a. assessing the needs and preparedness of individual students and cohorts
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
   c. providing access to informed advice and timely referral to academic or other support.
1.3.3 Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
1.3.4 Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
1.3.5 Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
1.3.6 Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

2.2 Diversity and Equity
2.2.1 Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.
2.2.2 Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

3.3 Learning Resources and Educational Support
3.3.4 Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.
Respect is a core value of the Academic Board

Non-Confidential

From | Alex Breitsameter, Committee Officer
To | David Pacey, Secretary to Senate
Paper title | Chair of Academic Board Election - Outcome Report
Purpose | To request formal sign-off on the outcome of election of the Chair of Academic Board, for the term of office commencing 1 January 2020.

RECOMMENDATION

That the Academic Board note the appointment of A/Professor Anthony Masters to the position of Chair of Academic Board, for a term commencing 1 January 2020.

EXECUTIVE SUMMARY

As required by Part 4 of the University of Sydney (Academic Board) Rule 2017, the election for the appointment of the Chair of Academic Board for a term of office commencing 1 January 2020 was announced via the University Noticeboard, in Staff News, and by direct email to those eligible to nominate, on Tuesday, 24 September 2019. This election is for a two-year term of office (1 January 2020 through 31 December 2021 inclusive).

Nominations for this election closed at 4pm on Tuesday 8 October and as only one valid nomination was received by this cut-off, this nominee is to be declared election unopposed, as provided for in the Election Procedures 2017.

NOMINATION OUTCOMES

As of the close of nominations, the Returning Officer formally confirmed the following member as elected unopposed to the position of Chair of Academic Board:

- A/Professor Anthony Masters
Executive Summary

The proposed meeting dates of all the Academic Board committees in 2020 have been set to align with the meetings of the Academic Board.

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

The Academic Board is also responsible for:
- overseeing the development of all academic activities of the University
- formulating and reviewing policies, guidelines and procedures in relation to academic matters
- playing an active role in assuring the quality of teaching, scholarship and research in the University.

The Academic Board committees assist Academic Board to exercise its responsible and adhere to appropriate rules, policies and procedures, they monitor issues and exercise quality assurance in relation to curriculum and research through a process of review.

The 2020 meeting dates and additional ‘reserve’ meetings for the Academic Board committees will provide a longer lead time for submission to Academic Board, therefore enabling the committees to more rigorously review and complete due diligence on proposals for undergraduate and postgraduate award courses before presentation of proposals to the Academic Board.

Additionally, committees of the Academic Board will be able to more effectively contribute to the development of strategic objectives in relation to undergraduate and postgraduate study and to regularly review resolutions, policy and procedures supporting these objectives.

The proposed dates will enable good governance and consistent review by the committees and facilitate increased communication between the committees of the Academic Board, the Academic Board and the University Executive.

Members are asked to hold these dates in their diaries, and Outlook Calendar invitations will be sent by the University Secretariat in due course.
Meeting Dates

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

**Academic Board Meeting Dates:**

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

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

**Graduate Studies Committee:**

1. Tuesday 14 January, 10am-12pm  
   a. Tuesday 4 February, 10am-12pm (Reserve)
2. Tuesday 17 March, 10am-12pm  
   a. Tuesday 7 April, 10am-12pm (Reserve)
3. Tuesday 21 April, 9:30am-11:30am  
   a. Tuesday 12 May, 10am-12pm (Reserve)
4. Tuesday 2 June, 9:30am-11:30am  
   a. Tuesday 23 June, 10am-12pm (Reserve)
5. Tuesday 28 July, 10am-12pm  
   a. Tuesday 18 August, 10am-12pm (Reserve)
6. Tuesday 29 September, 9:30am-11:30am  
   a. Tuesday 20 October, 10am-12pm (Reserve)

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

**Undergraduate Studies Committee:**

1. Tuesday 14 January, 2pm-4pm  
   a. Tuesday 4 February, 2pm-4pm (Reserve)
2. Tuesday 17 March, 2pm-4pm  
   a. Tuesday 7 April, 2pm-4pm (Reserve)
3. Tuesday 21 April, 12pm-2pm  
   a. Tuesday 12 May, 2pm-4pm (Reserve)
4. Tuesday 2 June, 12pm-2pm  
   a. Tuesday 23 June, 2pm-4pm (Reserve)
5. Tuesday 28 July, 2pm-4pm  
   a. Tuesday 18 August, 2pm-4pm (Reserve)
6. Tuesday 29 September, 12pm-2pm  
   a. Tuesday 20 October, 2pm-4pm (Reserve)

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

**Academic Standards and Policy Committee:**

1. Tuesday 21 January, 12pm-2pm  
   a. Tuesday 11 February, 2pm-4pm (Reserve)
2. Tuesday 24 March, 12-2pm
Non-Confidential

1. Tuesday 14 April, 2pm-4pm (Reserve)
2. Tuesday 28 April, 2pm-4pm
   a. Tuesday 19 May, 3:30pm-5:30pm (Reserve)
3. Tuesday 9 June, 4pm-6pm
   a. Tuesday 30 June, 2pm-4pm (Reserve)
4. Tuesday 4 August, 12pm-2pm
   a. Tuesday 25 August, 2pm-4pm (Reserve)
5. Tuesday 6 October, 2pm-4pm
   a. Tuesday 27 October, 2pm-4pm (Reserve)

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

**Academic Quality Committee:**

1. Tuesday 21 January, 9:30am-11:30am
   a. Tuesday 11 February, 10am-12pm (Reserve)
2. Tuesday 24 March, 9:30am-11:30am
   a. Tuesday 14 April, 10am-12pm (Reserve)
3. Tuesday 28 April, 10am-12pm
   a. Tuesday 19 May, 10am-12pm (Reserve)
4. Tuesday 9 June, 10am-12pm
   a. Tuesday 30 June, 10am-12pm (Reserve)
5. Tuesday 4 August, 9:30am-11:30am
   a. Tuesday 25 August, 10am-12pm (Reserve)
6. Tuesday 6 October, 10am-12pm
   a. Tuesday 27 October, 10am-12pm (Reserve)

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<th>Author</th>
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Executive Sponsor | Professor Barbara Messerle, Provost and Deputy Vice-Chancellor
---|---
Paper title | Name Change – Discipline of Medical Radiation Sciences to Discipline of Medical Imaging Science
Recommendation | That the Academic Board note the change of name of the Discipline of Medical Radiation Sciences to Discipline of Medical Imaging Science.
Consultation Pipeline | Discipline of MRS → FHS Dean and FMH Exec Dean → Provost → UE → Academic Board
Resource Implications | Minor - there will be minimal costs such as changes to the website and collateral which will be handled by attrition and within BAU budget
Finance Business Partner | Not applicable

Executive Summary

The “Discipline of Medical Radiation Sciences” in the Faculty of Health Sciences seeks to change its name to the “Discipline of Medical Imaging Science” to better reflect modern terminology and to better convey the education and research strategic directions of the Discipline. The Provost and Deputy Vice-Chancellor, Professor Stephen Garton, approved the new name on 28 April 2019. This information is presented for noting and updating to University systems.

Background / Context

With the strong support of the Discipline, the Faculty of Health Sciences proposed a change of name for the “Discipline of Medical Radiation Sciences” to the new name of “Discipline of Medical Imaging Science” to the Provost and Deputy Vice-Chancellor.

The change in name has been proposed following careful consideration and consultation with external stakeholders through the External Advisory Committee, debate and discussion at staff meetings, Discipline Leadership Team meetings and the Discipline retreat, and a poll of Discipline staff. Both the Dean of the Faculty of Health Sciences and the Executive Dean of the Faculty of Medicine and Health support this name change.

The Faculty and Discipline is making this recommendation to better reflect modern terminology and to better convey the education and research strategic directions of the Discipline. Medical Imaging is the more progressive name for many forms and modalities of visualisation of human anatomy and physiology and reflects the growth of non-ionising radiation forms such as Ultrasound, MRI and also the rise of Hybrid Imaging. Medical Radiation Sciences is very much an Australian term, whereas the Discipline has international strengths in research and education and the new name will leverage these strengths. Increasingly the term Medical Imaging is being used in Australia too. We believe that the new name will bring the best team and ideas through the transition to the new Faculty of Medicine and Health.

In conclusion, the proposed name change will bring the Discipline into line with modern terminology and common international practice, thus better reflecting the vision and future of the Discipline of Medical Imaging Science as it transitions to the Faculty of Medicine and Health.

Risks / Benefits

We believe that the risks associated with this change are minimal and can be managed by appropriate planning in the implementation phase. Recent experiences of other schools/disciplines which have made a change of name can be used as the basis of planning which will reduce implementation and communication risks.
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Implementation

An implementation plan will be developed to be managed as part of transition of the Faculty of Health Sciences as a School under the Faculty of Medicine and Health. The key focus areas to be considered in planning are changes to University systems, the website, and Marketing and Student Recruitment collateral; some of this work has already commenced. The faculty and discipline will work closely with partners in this area to develop timelines and to manage the changes within the context of current priorities.

Communication

A communications plan will be developed and implemented focused on the three key stakeholder groups: potential future and current students, potential and current external partners and internal stakeholders. The communications plan will be managed as part of the Faculty of Health Sciences as a School under the Faculty of Medicine and Health.

Recognising that there may be a range of views on this initiative, as such the communications and implementation plans will take into account this diversity of views.

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Executive Summary

This paper defines semester dates for academic years 2022, 2023, and 2024, as set out in Appendix A, for the approval of the Academic Board.

On 25 July 2017 the Academic Board approved a new semester date model to commence in 2019. The new model was outlined in a paper titled Proposed Semester Dates for 2019 and Beyond – Opportunities and Risks authored by the Deputy Vice Chancellor (Registrar) and Deputy Vice-Chancellor (Education). The semester date model was also approved by the Academic Standards and Policy Committee on the 11 July 2017 and presented to UE Education, UE Student Life and University Executive for discussion. The approved semester date model commenced in 2019 and dates were defined for academic years 2019, 2020 and 2021.

At the time of writing semester dates have not been defined or approved beyond 2021. As processes such as Admissions now need these dates, Student Administration Services have proposed dates for semesters, research periods and intensive sessions (that are currently defined Sydney Student), for the academic years 2022, 2023 and 2024.

As the Academic Board holds the delegation to determine semester dates, we are seeking approval to implement and publish the semester dates defined in Appendix A for 2022, 2023 and 2024 in Sydney Student and downstream systems as required, and on the University’s website.

Background / Context

The proposed semester dates are based on the model approved by the Academic Board on the 25 July 2017 and replicate the 2019, 2020 and 2021 semester dates.

The approved semester date model included a two-week reduction in the duration of the summer recess and two-week increase in the duration of the winter recess “in order to increase the potential for expansion of international student mobility activity as well as a range of other educational and developmental opportunities including the growth of winter school and increased opportunities for internships, research projects and other experiential learning activities”.

This was accomplished by commencing semester 1 a week earlier and semester 2 a week later than under the existing arrangements. Pre-2019 intervals between finalisation of examinations and release of results to students were preserved in the new semester date model.
Non-Confidential

Risks / Benefits

Student Administration Service have not undertaken any assessment as to the success of the current semester date model, given that the new calendar is not yet 12 months old. There is, however, some urgency to define and approved the dates before the end of 2019, given that certain projects and administration processes are reliant on this information. These include the SOM Curriculum Timetabling Project who are planning implementation activities in 2022, and the Admissions Team who will open applications for 2022 in February 2020 in order to admit students with packaged offers, for example an offer packaged with Taylors College.

Implementation

After Academic Board approval of the semester dates defined in Appendix A, the dates will be loaded into Sydney Student by Student Operations, Academic Model. This will feed downstream systems and processes.

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RECOMMENDATION

That the Academic Board note the proposed amendments to the GOFUS Rule as outlined below.

1. EXECUTIVE SUMMARY - BACKGROUND

Since its commencement on 1 January 2017, the University of Sydney (Governance of Faculties and Universities Schools) Rule 2016 has provided a consistent governance framework for faculties and University schools. Amendments to the Rule are now required to support the transition of the current Faculty of Health Sciences to a school within the Faculty of Medicine and Health from 1 January 2020.

2. PROPOSED AMENDMENTS TO RULE TO SUPPORT HEALTH SCIENCES TRANSITION

Proposed amendments include:

- Generic updating to remove references to the ‘Faculty’ of Health Sciences.
- Updating of sections relating to clinical schools and Heads of Clinical School, given that the clinical schools now sit within the Sydney Medical School in the Faculty of Medicine and Health.
- Updating of the transitional provisions section of the Rule (Part 13) to remove now-outdated arrangements that related to the initial establishment of the Faculty of Medicine and Health.

3. PROPOSED AMENDMENTS TO RULE THAT RELATE TO ALL FACULTIES

While almost all proposed amendments to the Rule relate to internal arrangements to support Health Sciences’ transition into the Faculty of Medicine and Health, there are two additional amendments proposed below that are relevant for all faculties. (*Please note that the below amendments do not relate to University schools, which have different membership requirements for University school boards, as outlined in section 6.7 of the GOFUS Rule).

Proposed amendments relating to all faculties:

- Increase in the number of professional staff members elected to the faculty board from seven (as per s3.7.4 of current Rule) to nine members.
- Increase in the number of student members elected to the faculty board from between four-eight student members (as per s3.7.5 of current Rule) to between four-ten student members.

The increased numbers will apply to all faculties from the next faculty board election cycles, which will occur in 2020 for students and 2021 for staff.

4. PROPOSED NEXT STEPS

The proposed amendments to the GOFUS Rule will be submitted to the 9 December 2019 Senate meeting for adoption. Subject to the Senate approval, the amended Rule will commence in mid-December 2019 to support the establishment of the School of Health Sciences on 1 January 2020.
RECOMMENDATION

That the Academic Board note the 2019 report of the Assessment Advisory Committee.

EXECUTIVE SUMMARY

The Academic Board is asked to note the report in Attachment 1 that provides an overview and update of the assessment project, reports on the activities of the Assessment Advisory Committee (AAC) as at November 2019 and outlines next steps for 2020.

Following Academic Board approval of the suite of common University rubrics and learning outcomes in November 2018, in 2019 the Assessment Advisory Committee (formerly the Assessment Working Group) commenced an additional suite of broad activities that would continue to implement the recommendations made by the Academic Board in November 2017 to develop and deliver assessment initiatives as part of the University’s 2016-20 strategic plan. Activities for 2019 and 2020 include developing assessment plans to map and plan assessment across curriculums, validating the common University rubrics, developing assessment tasks that measure the graduate qualities, building a strategy for managing volume of assessment, developing tracking capability for student attainment of the graduate qualities and engaging with staff and students.

BACKGROUND

The Assessment Working Group (AWG) was established by the Chair of the Academic Board and Deputy Vice-Chancellor (Education) during 2017 to develop and deliver the assessment initiatives in the University’s 2016–20 Strategic Plan. During 2017, the AWG conducted a strategic review of assessment in consultation with University stakeholders. On 28 November 2017 the Academic Board reviewed their findings and endorsed recommendations made by the AWG in its final report for 2017 which included:

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

Since 2017 the AWG has continued its work in implementing these recommendations. In its November 2018 meeting, the Academic Board approved revised learning outcomes for undergraduate curriculums that gave expression to the graduate qualities, and approved the suite of common University rubrics. This effectively set the scene for 2019 to commence a broad suite of activities:

- developing assessment plans that will map assessment across each undergraduate curriculum;
- validating the graduate quality rubrics;
- developing assessment tasks that measure the graduate qualities;
- building a strategy for managing the volume of assessment;
- establishing tracking capability for student attainment of the graduate qualities; and
- engaging with staff and students.
The report in Attachment 1 provides an update on these activities. In mid-2019 the Academic Board approved a change to the AWG's Terms of Reference to reflect the expansion of responsibilities for this group. The group was also renamed the Assessment Advisory Committee.

ATTACHMENTS

Attachment 1 – 2019 Report of the Assessment Advisory Committee
Assessment

Implementing a University-wide approach

Report of the Assessment Advisory Committee – November 2019
Table of Contents

Executive Summary ................................................................. iii
Introduction ..................................................................................... 1
Assessment Plans ........................................................................... 3
Validating the common University rubrics .................................. 6
Assessment tasks for the graduate quality .................................... 9
A strategy for managing the volume of assessment ..................... 11
Developing tracking capabilities for student attainment of the graduate qualities ....................................................... 12
Internal and external engagement ............................................... 14
Rethinking the role of the Assessment Working Group .............. 16
Timelines for 2020 ....................................................................... 18
Appendices .................................................................................. 20
  Appendix 1 – Assessment plan guidelines .................................. 20
  Appendix 2 – Template assessment plan .................................... 33
  Appendix 3 – Draft common University rubrics ....................... 47
  Appendix 4 – List of pilots for 2019 ............................................ 57
  Appendix 5 – Pilot feedback form .............................................. 58
  Appendix 6 – Terms of Reference – Assessment Advisory Committee .................. 62
  Appendix 7 – UoS Survey 2018: comments on groupwork .......... 63
  Appendix 8 – Faculty progress reports ....................................... 81
Executive Summary

Assessment goals of the University of Sydney 2016-20 Strategic Plan

The report of the Assessment Advisory Committee documents the work done during 2019 to achieve the assessment goals within the Strategic Plan 2016-2020 and to implement the recommendations adopted by the Academic Board of the joint Academic Board/DVC Education Assessment Working Group in 2017 and 2018. Those goals were to assess the graduate qualities for all undergraduate students, refresh the framework for assessment with more authentic assessment and innovative and interactive tasks, better align assessment and learning outcomes, and reduce any unnecessary assessment burden both for staff and students. Measuring graduate qualities at the major, program, stream and degree level will provide feedback on learning in terms of the University’s goals and allow resources to be used in a way that best fosters meaningful engagement with learning.

Rescheduling to 2021

In order to coordinate the goals around assessment with other initiatives in curriculum and the student experience, and provide faculties with more time for detailed design, the original goal of measuring graduate qualities for all students in 2020 has been rescheduled to 2021.

Assessment Plans

During 2019, faculties have been developing assessment plans for every undergraduate curriculum giving an overview of the assessment strategy, a mapping of graduate qualities and learning outcomes and documenting feedback and measurement points for each graduate quality within the curriculum. Assessment plans guide academics (including those working for the first time in a curriculum) on the approach and outcomes of assessment and assist in managing assessment load and allocating resources in a way that best fosters meaningful engagement with learning. Assessment plans are being written for majors, programs, streams and degrees. Plans will be submitted to the Assessment Advisory Committee (AAC) in December 2019 for discussion, approval by the Academic Board in the first half of 2020 for full implementation in 2021.

Validation of draft rubrics

Validation of the nine draft rubrics for each of the graduate qualities approved by the Academic Board in November 2018 commenced in 2019 for over 20 units of study and will continue into 2020. Validation includes testing the utility of the rubrics across a variety of disciplines, comparing the spread of student achievement against those achieved in other tests, gaining feedback from assessors on clarity, duplication and the extent to which the rubrics enable clear differentiation of student achievement and consistency in inter-rater reliability testing and other student and staff feedback.

Designing assessment tasks to measure the graduate qualities
Effective measurement of the graduate qualities requires carefully designed assessment tasks tailored to each discipline that provide students with an opportunity to present evidence that matches the developmental stages or standards in each rubric descriptor. A cross-faculty assessment workshop in May brainstormed over 120 assessment tasks which were collated on a Canvas site for continuing refinement and comment as the tasks are tested. The tasks on the Canvas site are being incorporated into the Modular Professional Learning Framework (MPLF) for further design refinement and validation.

Providing feedback through the learning management system

Planning and design has taken place to develop a tool that will enable unit coordinators to insert the graduate quality assessment rubrics into Canvas sites, capture and store results and provide feedback to students and staff, integrating results of student achievement across different units. A preliminary trial took place in Semester 2 2019 and the tool will be refined and trialed further in 2020.

Student feedback

A student information site will be established in late October and a student workshop will be held in November in conjunction with the Student Experience Project. This will initiate a series of forums to be continued in 2020 to obtain student feedback on a range of assessment matters including the preferred mode of feedback during their degree and on graduation.

Guidelines on assessment load, feedback and group assessment

The Education Portfolio has commissioned a range of discussion papers on feedback and assessment load and will cooperate with a current project on groupwork with the aim of creating guidelines and resources on reducing assessment load while increasing the effectiveness of feedback.
Introduction

About the assessment project

In 2017 the University embarked on a major review of assessment in undergraduate degrees arising from the 2016-20 Strategic Plan. This was with the aim of developing a means of assessing the graduate qualities for all students, refreshing the assessment framework with interactive tasks and authentic assessment, better aligning assessment with learning outcomes and reducing any unnecessary assessment burden for both students and staff. Through revision of learning outcomes, creation of assessment plans, development of rubrics and providing resources for innovation in assessment task design and staff development, the University aims to introduce assessment of graduate qualities in 2021 (originally 2020). As noted in the 2018 report, the results of the first measurement of graduate qualities will initiate, for the first time, a feedback loop on student learning at the major and degree level, as well as at unit of study level. This will give staff improved curriculum clarity to foster learning through assessment, and an opportunity to use assessment resources more efficiently, thus freeing more time for learning, meaningful interaction and engagement.

The Assessment Working Group (AWG) was established by the Chair of the Academic Board and Deputy Vice-Chancellor (Education) during 2017 to develop and deliver this framework, and, on 28 November 2017 the Academic Board endorsed the 2017 report of the Assessment Working Group including five recommendations. Throughout 2018 and 2019 the Assessment Working Group has guided implementation of these recommendations in line with its role in overseeing implementation of the assessment initiatives of the Strategy. The original recommendations were as follows:

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

Status: Complete

The majority of faculties completed this work by the end of 2018 by reviewing learning outcomes for all undergraduate degrees and, where relevant, streams, programs and majors to ensure that they give full expression to the Graduate Qualities. Learning outcomes for undergraduate curriculum components and degrees were approved by the Academic Board in November 2018.

2. Map and plan assessment across the curriculum.

Status: In progress

At the end of 2018 the Academic Board resolved that all faculties develop assessment plans for undergraduate degrees and relevant curriculum components due for submission in mid-2019. Following consultation with faculties the Academic Board rescheduled the completion date. Plans will be considered by the Assessment Advisory Committee from December 2019.
into early 2020 after which the plans will be submitted to the Academic Board for approval in mid-2020.

3. Coordinate curriculum components and degrees.

**Status: Complete**

In 2018, Deans appointed coordinators for each degree and specialization, major, stream and standalone minors.

4. Use a common approach to assess the graduate qualities.

**Status: In progress**

In November 2018 the Academic Board approved a suite of nine draft common rubrics that were developed during the year by cross-faculty working parties, with further input provided by a group of international external experts. The draft rubrics provide a foundation for a common approach to assessing the graduate qualities with the possibility of further adaptation to the language and tasks of individual disciplines where needed. During 2019 the rubrics were trialed in over 20 units of study with an even greater number planned for 2020. The trials will establish an evidence base to validate whether the rubrics measure what they purport to measure, and initiate the establishment of a suite of assessment tasks that provide an opportunity for students to present evidence of their attainment.

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

**Status: In progress**

Project units provide enhanced opportunities to measure the graduate qualities through allowing students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem in an interdisciplinary context. Trials of the rubrics were carried out in four ICPUs during 2019. During 2020, trials of critical thinking and interdisciplinary effectiveness in group assignments will continue.

**About this report**

This report provides an update on work done across the University during 2019. A further report will be produced in 2020 to capture the results of rubric trials and resultant recommendations of the Assessment Advisory Committee.
Assessment Plans

An assessment plan is a document which articulates the pedagogical approach to assessment for the discipline, maps curriculum learning outcomes and graduate qualities against units and assessment tasks, and provides a whole-of-curriculum overview of assessment across different units. This planning enables alignment and development of learning outcomes and graduate qualities across different units within a curriculum. It facilitates management and, where appropriate, reduction of assessment load.

Assessment plans may apply to an entire degree (such as in a tightly structured professional degree) or within a component such as a major in a liberal studies degree. An assessment plan at one curriculum level may serve as the plan for other curriculum levels as long as graduate qualities and learning outcomes are mapped and measurement points provided for each possible pathway through a degree.

In relation to the strategic goal of developing a means of assessing the graduate qualities, assessment plans locate specific units and, where appropriate, specific tasks where formative feedback and summative assessment take place. As a guide, it has been suggested that each plan identify at least two measurement points for each of the graduate qualities across a curriculum with the final measurement point for each quality being a summative assessment. See Appendix 1 for the assessment plan guidelines and Appendix 2 for a sample template assessment plan developed by the AAC.

Assessment plans provide several benefits. By providing a strategic overview of development and assessment of the learning outcomes and graduate qualities across a curriculum, they provide a holistic view of how learning outcomes and graduate qualities are developed and aligned across different units. Plans create a means of overseeing the scale of assessment from both a student and staff perspective and of monitoring the amount, spread and timing of assessment across a course or curriculum component. They provide a tool for identifying gaps and reducing duplication and reducing the volume. The overview created by plans enables a planned introduction of innovation and strategic initiatives such as the greater use of authentic assessment, the gathering of technologically enabled feedback across different units of study and the planned introduction of new and varied tasks that foster better engagement with learning. Assessment plans will enable academics to become aware of the knowledge and skills being assessed in other units and to understand the role of their own unit in developing the learning outcomes of the curriculum, and address any gaps or remove unnecessary overlap. They are a tool for continuously improving assessment and coordinating changes across different units. Finally, assessment plans document the approach to assessment in a degree or component in a way that can be understood by new staff, including casual staff.

Rethinking assessment across a curriculum

In early 2019 faculties reported that the scale of the task to create assessment plans would be significant, with over 200 assessment plans expected to be produced across the University.
The process has necessitated faculties to engage in deep and complex internal discussion and curriculum analysis with unit, component and course coordinators, across all disciplines and departments. As faculties engaged internally in these discussions, many questions emerged surrounding the best way of assessing all nine graduate qualities whilst ensuring that overall volume of assessment did not increase across a range of diverse curriculums.

A key issue to be addressed by faculties has been how different curriculum structures interact with the need to ensure that all students are assessed on all of the graduate qualities. In degrees without a core, there are significant challenges in embedding graduate quality measurements within components such as majors where there are a significant number of selective units. Faculties are pursuing a range of solutions to this challenge.

A variety of approaches are being taken to develop assessment plans, which include consultation across and within disciplines, extensive review and analysis of existing curriculum and assessment, and planning toward innovations to be implemented. See Appendix 8 for a list of status reports provided by several faculties.

**Proposed policy updates to reflect the implementation of assessment plans**

Proposed updates to the *Learning & Teaching Policy 2015* (to be considered by the Academic Board in November 2019) reflect the implementation of assessment plans from 2020 onward and help provide clarity as to:

- when and where an assessment plan is required; and
- the relevant governance process for new assessment plans as compared to making revisions to existing ones.

**Establishing alignment of graduate quality assessment in faculty project units and Industry and Community Project Units (ICPUs)**

Interdisciplinary project units were identified in the 2018 recommendations (see recommendation 5 in introduction) as an opportunity to summatively assess student attainment of the broader graduate qualities. Project units require students to combine their disciplinary expertise with broader skills in a group project and offer a valuable point to efficiently measure broader skills and interdisciplinary effectiveness at the end of a student’s degree.

Given the interdisciplinary nature of projects, and the combination of students from different majors in ICPUs, there was a need to have collective agreement over how project units would be used in the assessment of graduate qualities. Since many students have the option of taking either the faculty project unit or the ICPU, if faculties were to measure the graduate qualities in their project unit, then all ICPUs would normally need to measure the same graduate qualities. In 2020, the ICPUs will trial the assessment of the critical thinking and interdisciplinary effectiveness graduate qualities.

**Approval by the Academic Board**

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Academic Board
05 November 2019
The AAC anticipates receiving over 200 assessment plans for course and course components for review. A peer review process will be established to provide feedback and suggestions to disciplines as appropriate, followed by recommendations for approval to the Undergraduate Studies Committee of the Academic Board. This process will commence from December 2019 with all assessment plans submitted to the Academic Board for approval by July 2020. The assessment framework within assessment plans will be effective from 2021. Where appropriate, implementation may be rolled out progressively.

From 2020, assessment plans will be required for all new and revised degrees, streams, programs and majors at the point of approval. An amendment to the Learning and Teaching Policy 2015, formalising this requirement will be considered by the Academic Board in November 2019. To be effective in managing assessment, assessment plans will be subject to incremental iterative change by faculties. Assessment plans will be stored within Sydney Curriculum (Akari), which will also store information about the measurement points for the graduate qualities against individual units and assessment tasks. In order to report on the achievement of the graduate qualities for all undergraduate students it will be important that this information be kept up to date. Where a curriculum or degree is subject to review, the Assessment Plan for the component or degree would be part of the review process and new or reviewed majors, programs, streams and degrees that require Academic Board approval would require an assessment plan as part of that approval.

The process will be staggered across a time period to allow time for the approval of a large volume of plans and revisions where necessary according to the following timeframe:

- **February-May 2020**: AAC recommends for approval assessment plans to the Undergraduate Studies Committee.
- **April-June 2020**: The Undergraduate Studies Committee endorses the AAC recommendation.
- **June-July 2020**: Academic Board approval.
Validating the common University rubrics

Introduction

At the end of 2018, the Academic Board approved the suite of draft common University rubrics (see Appendix 3). In 2019, the Education Portfolio and AAC commenced engagement with faculties as part of a wider series of validation activities to ensure that, through repeated trials in different assessment scenarios, an evidence base is built that demonstrates the validity of the rubrics for measuring student attainment of the graduate qualities. Future adjustments to the graduate quality rubrics will be supported by feedback from validation activities as this evidence base is constructed. The rubrics provide a means of interpreting the evidence of graduate quality development that students produce in assessment tasks in terms of standards of attainment. When the Assessment Advisory Committee is satisfied that the validation process has confirmed the validity of the interpretations that the rubrics provide, it will make recommendations about the possible inclusion of that evidence on transcripts or a supplement to transcripts so that graduates will have this information in a form that could be presented to potential employers and others.

The validation activities will also help drive an understanding of the way in which the process of assessing graduate qualities will work in practice, and highlight any important issues to be addressed.

In 2019, validation activities included (and will comprise as part of the overall evidence base):

- piloting the graduate quality rubrics in over 20 units of study and individual assessments;
- seeking feedback on user interpretation of the rubrics, especially in the context of applying them to assessment; and
- developing assessment tasks, or adapting existing ones, to ensure that they produce evidence that can be measured by the graduate quality rubrics.

In addition to assessment plans, validation activities were also a primary focus of the activities of the AAC during 2019.

Progress

Report on piloting the graduate qualities in units of study

More than 20 pilots are currently underway that will assess over 2000 students across a broad range of graduate quality rubrics in 2019. The Education Portfolio has engaged with a wide range of unit coordinators and teaching and leadership staff across faculties to source pilots that will trial one or more graduate quality rubrics in select assessment(s) in units of study. Following the trial, the unit coordinator of the pilot will complete a feedback form and data to help inform further adjustment to the graduate quality rubrics, if necessary.

Pilots to date include:
• successful pilots in a number of Open-Learning Environment (OLE) units of study, reaching over 1000 students;
• successful pilots in a range of Industry and Community Project Units (ICPUs);
• each graduate quality rubric piloted at least once; and
• pilots across a variety of disciplines.

Pilots conducted in Semester 1, 2019 produced some initial feedback to support possible revisions to rubrics and help advise the direction of the project:
• improving the consistency of wording across the rubrics;
• refining the wording of the developmental stages in the rubrics; and
• emphasizing the importance of assessment tasks that can produce evidence that can be measured by the graduate quality rubrics.

Some feedback from the pilots that highlighted the importance of careful design of assessment tasks so that they produce evidence which can be measured against the descriptors in the rubrics. The design of assessment tasks was the focus of a cross-University workshop in May 2019 and is discussed in the next section.

See Appendix 4 for a list of pilots in 2019. A copy of the feedback form designed by the Education Portfolio may be found in Appendix 5.

Next steps
Expanding rubric pilots across a broader range of units of study during 2020 to further help build upon an evidence-base to support validation of the rubrics

The compendium of evidence to support the validation of the graduate quality rubrics will continue to build over time, which will include results from validation activities conducted in 2020. In 2020, the number of pilots will be increased as faculties will have the opportunity to undertake pilots in units of study that are designated as graduate quality measurement points in their assessment plans.

A call for further expressions of interest in running pilots in 2020 will be issued in late November, in the form of a staff news story and a separate communiqué from the Education Portfolio to faculty curriculum managers and Associate Deans. The communiqué will request expressions of interest for pilots, encourage faculties to circulate the correspondence around the faculty to broaden the reach of the message. Where pilots require additional resources, this will be managed through the Education compacts, either using funding allocated for the purpose, seeking the permission of the DVC Education to repurpose unspent funding or seeking additional funds.

The data and feedback received from the validation activities in 2019 and 2020 will be analysed by the Assessment Advisory Committee to inform recommendations on changes to the rubrics and other guidelines that may include making final revisions of the graduate quality rubrics by September 2020.
Revising the graduate quality rubrics as informed by the validation process

In response to initial feedback on the rubrics from unit coordinators engaged in developing assessment tasks which measure graduate qualities, a revision process will commence in late 2019 and conclude in September 2020 for 2021 implementation. The revision process will revise the rubrics with a focus on usability and consistency in the rubrics, and addressing any unnecessary overlap. The revision process will be supported by ongoing validation and student engagement activities that will run simultaneously and provide ongoing feedback to support any revisions as staff and students engage with the rubrics.

Additionally, during 2020 the wording in the rubrics will be tested in terms of its suitability to provide feedback to students on graduation. This will follow workshops with various student groups during the early part of 2020. The outcomes of this process would also inform the review of the rubrics concluding in September 2020. It is envisaged that the rubrics as approved in September would be implemented in 2021.

Implementing additional measures of validity through tests that will produce data that can be used for statistical analysis

In mid-2019, the Education Portfolio scoped and developed an online tool for a modified Q sort process where participants are tasked with matching the component descriptors to build the rubrics in the correct order. This test primarily focuses on whether the logical progression of the descriptors from stages zero to four is clear to participants. The tool records responses and will produce data on which aspects of the rubrics may be unclear, which will can inform validation and review of the rubrics. This test will be offered as an extension to student engagement activities during 2020, and will also be open to any interested staff.

Further activities will include tests of inter-rater reliability in using the rubrics for assessments. To facilitate this the Education Portfolio may, where needed, provide resources to support the use of double-marking in select rubric pilots, with potential for future publication. Expressions of interest to take part in these pilots will be sought in late 2019.

Producing a final validation report with recommendations

A final validation report will be produced by the end of 2020 that will report the full suite of validation activities completed to date and further establish the evidence base that supports the validation of the rubrics.
Assessment tasks for the graduate quality

Introduction

Each graduate quality rubric breaks the quality down into a series of components or criteria based on the definition of the quality and assigns descriptors for each developmental stage or standard of achievement. The rubric is thus a matrix that gives expression to both the criteria (components) and the standards (developmental stages).

When these rubrics are applied to a particular assessment task, it is important that the task itself is designed in such a way that enables a student to potentially produce evidence of attainment across the full range of components (criteria) and developmental stages (standards) being measured. A single task may measure all the components of a graduate quality or may restrict itself to only some of them. Similarly, a task may be designed to only measure certain developmental stages (for example, an assessment task on depth of disciplinary expertise given to first year students may not be designed to test whether the students had achieved the high level of development captured in the descriptors for the last two developmental stages). If an assessment task measures less than the full complement of components or developmental stages, the assessment plan should indicate how the other components or stages will be measured elsewhere in the curriculum (either in the same or a different unit).

This process has two important implications:

1. Consideration of the detailed design of the task should come after the creation of the rubric, not before, so that the components and developmental stages that the task is designed to measure can inform that design; and
2. The task must be designed so that it is possible for a student undertaking it to produce evidence that matches the descriptors within the rubric for the full range of components and developmental stages.

Pilots undertaken during 2019 highlighted the design challenges in creating tasks that achieve this. In some cases, when applied to pre-existing tasks, it became clear that the task did not provide sufficient opportunities for students to present evidence across all components or against the full range of developmental stages. Additionally, this needs to be done within a context of not increasing assessment load. In units identified in assessment plans as places where graduate qualities are developed and assessed, tasks designed to measure the graduate qualities will replace existing tasks over time.

Assessment task workshop and Canvas resource

In May a University-wide workshop was held attended by over 80 staff from all faculties to address the challenges of developing assessment tasks that measure the graduate qualities. The group brainstormed over 120 assessment tasks on the day, which were documented and categorized by graduate quality.
Following the workshop, the 120 tasks were placed on a Canvas page which was launched in August, which embedded a number of collaborative tools that staff can use to share and further develop assessment tasks. As information is collected about the success or otherwise of the tasks in eliciting evidence of graduate quality attainment, the page will be modified to become an ongoing resource for staff implementing assessment plans. The page is available to all staff to enroll and contribute, and has been used in a variety of workshops such as the Modular Professional Learning Framework assessment module run by Education Innovation. Faculties are encouraged to use this site as a useful tool to brainstorm and develop assessments in any related faculty-based workshops. Staff may also find materials, such as the suite of graduate quality rubrics, for download on this page.

Access to the site can be gained by following this link.

In addition, Strategic Education Grants will provide up to $12,000 to support academics to develop authentic/innovative assessment tasks designed to measure the graduate qualities. The grants may also be used to support the piloting of these assessment tasks in unit(s) of study during 2020, to compensate for additional administrative, training or marking load (including double marking where used) while the assessment tasks are being developed.
A strategy for managing the volume of assessment

Introduction

The 2017 report of the Assessment Working Group (now the AAC) canvassed the current state of assessment across the University, including the timing and volume of assessment and recommended faculties develop assessment plans that will plan assessment across course and curriculum components. The recommendation was to reduce unnecessary assessment burden to staff and students while enhancing the effectiveness of formative feedback. Assessment plans will assist this goal by identifying unnecessary overlap and repetition, while the mapping of assessment tasks into Sydney Curriculum will assist in managing timing. A related matter is the management of assessment in groupwork which Unit of Study Evaluations have revealed to be an issue of concern for students (see Appendix 7).

Assessment policy and guidelines

In 2019, the AAC canvassed further issues that contribute to the overall assessment burden to develop a strategy to manage the volume of assessment while improving feedback effectiveness. To this end a series of discussion papers have been or are being developed building on existing literature, University practice and evidence. In 2019, the AAC considered papers on feedback and on formative and summative assessment.

In the field of groupwork, the Education Portfolio has supported, via a Strategic Education Grant, an initiative led by the Faculty of Health Sciences to foster more effective groupwork through University-wide collaboration and engagement with students on an ongoing basis. The project has conducted a cross-faculty workshop on collaborative learning, and has collated and developed best-practice resources on collaborative learning across the University which will be launched as a Collaborative Learning Resources Canvas site.

In 2020, a series of guidelines will be developed. Subject to approval of the AAC, the Academic Board and the Policy Unit, it is proposed that these guidelines form part of a broader review of Part 14, Assessment of the Coursework Policy 2014 and of the Assessment Procedures 2016.
Developing tracking capabilities for student attainment of the graduate qualities

Introduction

In each undergraduate curriculum the graduate qualities will be assessed using the graduate quality rubrics or disciplinary adaptations of them. The units and assessment tasks in which this assessment will take place will be defined in the assessment plans currently under development.

To enable students to assemble the evidence of their development and attainment of the graduate qualities and faculty ability to track student progress toward attainment, a technological solution must be scoped, identified and developed. Such a solution should enable a student to view their performance in assessments of graduate qualities across all of their studies during their degree progression. The solution should also facilitate unit coordinators ability to mark using the graduate qualities rubrics and allow them to view information on how a student or group of students has performed in assessment of the graduate qualities. At a component or course level, coordinators should be able to generate reports on student performance in assessments of the graduate qualities, with potential to analyse this information in relation to other academic and demographic information to help support faculty curriculum decision making.

Once the assessment process is validated, it is proposed that, on graduation, students will receive a statement of attainment of their achievement of the graduate qualities, expressed in verbal terms derived from the rubrics. Subject to validation it is proposed that this be done for the first time with the 2021 commencing cohort, graduating in 2023 and 2024 with trials to take place during 2022.

Such technological assistance will need to integrate with existing marking practices without imposing too much of a burden in terms of learning a new system or requiring two sets of parallel mark entry. For this reason, a technology solution which utilizes Canvas as the interface for markers to use the graduate quality rubrics is strongly preferred.

In Semester 2 2019, the Faculty of Medicine and Health undertook a pilot of the Interdisciplinary Effectiveness graduate quality rubric through a “passport” of relevant assessments. This pilot, funded through a Strategic Education Grant, uses Canvas for the marking process, with the data compiled using an underlying database (the Student Relationship Engagement System or SRES), and will provide valuable learnings regarding system solutions using existing systems.

Among the array of University systems, assessment tasks are created and marking of student’s performance takes place within Canvas. Sydney Student contains student details including information on a student's enrolment in degrees and components, as well as being the system used to generate any official transcript or final statement for students. Sydney Curriculum will
be the repository for assessment plans, including the direct mapping to graduate qualities of those assessment tasks identified as measurement points of those graduate qualities.

The solution currently being explored for University-wide implementation involves the use of existing University systems, leveraging the capabilities of the modern data environment to potentially integrate data from Canvas, Sydney Student and Sydney Curriculum and to create customized reports through Power BI. The Education Portfolio is also investigating the possibility of making use of the student portal, currently being redesigned as part of the Student Experience project as the primary platform for displaying their progress to students.

**Next steps**

Sydney Curriculum will store curriculum-related information across the University and already includes key information required for assessment plans such as the mapping of learning outcomes to graduate qualities. New functionality will be developed in Sydney Curriculum for individual assessment tasks to be directly mapped to graduate qualities and additional fields introduced to house the narrative sections of assessment plans. This work is estimated to be delivered by mid-2020.

Broader system requirements specifications for tracking student attainment of the graduate qualities will be scoped and developed in consultation with stakeholders in early 2020. This process will be informed by the deliberations of the AAC and faculties and after consultation with students.
Internal and external engagement

Introduction

The assessment project comprises of a number of complex interwoven streams, and as the project continues to move toward implementation from 2021, it will become necessary in 2020 to engage with staff and students across the institution and with external partners. The aim of engagement is to raise awareness and seek feedback from staff and students that will ultimately shape the final implementation and direction of the project.

The primary targets for engagement are staff, students and industry. Engagement with the wider staff cohort commenced in early 2019, and engagement with students will commence in late 2019. Engagement with industry will commence in 2020.

Refreshing staff communications materials

For staff, the staff intranet page under ‘Curriculum’ will be refreshed in October 2019 to provide a much broader range of information about the assessment initiative. The objective of the update will be to provide a much broader background to the project to staff, and provide guidance and support through information and documents. The staff intranet will be the primary platform for the publishing of future guidelines and relevant materials to assist faculties in the project and will be supplemented by a staff news story and further invitation to participate in the piloting program during 2020. In early 2020 a communication and development plan for staff will be developed incorporating the Modular Professional Learning Framework (MPLF) and other workshops.

Socialising students into the project

In late 2019, the current student webpage on graduate qualities will be enhanced with additional information to coincide with an article in the student newsletter starting a conversation about embedding the graduate qualities in assessment. Both of these initiatives aim to commence socialising students into the project.

The Education Portfolio is developing plans to hold a joint workshop with the Student Experience Program in November 2019 that will source student feedback on the graduate qualities in the context of transition units and in the context of assessment. This will be the first of multiple workshops that will seek key information from students to help drive the direction of the project in 2019 and 2020.

From 2020, the Education Portfolio will hold a range of more targeted and structured focus groups and workshops with the student body that will canvas a variety of questions designed to help inform the University approach to initiatives such as how students prefer to track their ongoing attainment of the graduate qualities, how they will prefer to view a final statement of attainment upon graduation and also seek feedback about the graduate quality rubrics. The focus groups will be supported by relevant communications through student news and/or information sessions to ensure that students are socialized into the project.
Engagement with industry

In 2020, the Education Portfolio will also socialize and further canvas the project with industry to help inform approaches to initiatives. Questions such as the value and structure of the final statement of attainment as an employer will be canvassed with these groups. Feedback received from employers will be used to help inform the design and format of a final statement that reports student attainment of the graduate qualities.
Rethinking the role of the Assessment Working Group

The Assessment Working Group (AWG) was formed in 2017 as a partnership between the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) and was responsible for developing and delivering a framework to embed the graduate qualities within assessment. The AWG was comprised of experts in assessment from all faculties and University schools across the University. In 2018, at the recommendation of the AWG, the Academic Board approved the draft suite of common University rubrics that will play a key role in this framework.

Moving from a working group to an advisory committee

In February 2019, the Assessment Working Group met to discuss the future direction of the project in the context of the work planned for 2019 and beyond, and whether the group’s terms of reference were best suited to achieve the upcoming goals. Key challenges for 2019 included:

• the development and recommendation for approval of over two hundred complex and diverse assessment plans;
• the development of a coordinated strategy toward managing volume of assessment and recommending any policy changes; and
• developing tracking capabilities for student attainment.

An important outcome of many streams of work for the group from 2019 onward would be to formulate recommendations on assessment based on a whole-of-University approach. Such recommendations will include revisions to the rubrics and a strategy to reduce overall assessment burden across the institution. In particular, the looming challenge of reviewing and recommending for approval over two hundred assessment plans in a short period of time outside the typical teaching period (from December 2019 to February 2020) would place a great deal of burden upon the Undergraduate Studies Committee (USC) and Academic Board. It was felt that the AAC was well equipped to be able to handle this task on behalf of the Academic Board and its subcommittees.

To resolve these issues, in April 2019, the Academic Board approved a change to the terms of reference of the Assessment Working Group, which further expanded its responsibilities to advise and make recommendations to the Academic Board and its subcommittees on a variety of assessment related matters, including assessment plans. It also included a name change to the Assessment Advisory Committee (AAC) to reflect the increased advisory responsibilities. The change in the terms of reference would enable this committee to be able to achieve the work set out in 2019 and 2020. See Appendix 6 for the revised terms of reference.
Next steps

In 2020, the Assessment Advisory Committee will continue to perform the activities as detailed in this report and will make recommendations to the Academic Board and subcommittees as necessary, supported by relevant evidence and expertise. Commencing January 2020, the Committee will be responsible for the major task of reviewing and recommending for approval to the Academic Board and its subcommittees, of over 200 assessment plans.
Timelines for 2020

Assessment Plans

- **February-May 2020:** AAC recommends for approval assessment plans to the Undergraduate Studies Committee (USC)
- **April-June 2020:** recommendation of assessment plans endorsed by USC
- **June-July 2020:** Academic Board approval of assessment plans
- **February 2021:** Implementation of assessment plans from Semester 1, 2021
- **2021 onward:** iterative revision of assessment plans as necessary

Validation

- **January-June 2020:** completion of Semester 1 pilots
- **September 2020:** graduate quality rubric revisions approved by the Academic Board
- **August-November 2020:** completion of Semester 2 pilots
- **November 2020:** report on validation activities with recommendations

Assessment tasks that measure the graduate qualities

- **January-April 2020:** phase 1 of Canvas page- collaborating to further develop assessment tasks
- **Jan-Dec-2020:** assessment task development and piloting funded by Strategic Education Grants
- **January-November 2020:** piloting redesigned assessments in Semester 1 and 2 units of study
- **Late 2020:** commence phase 2 of Canvas page- building a compendium of assessments that measure the GQs
- **January 2021:** Initial assessment redesign activities completed for implementation of assessment plans in Semester 1, 2021

A strategy toward reducing volume of assessment

- **November – April 2020:** series of papers developed (formative assessment, group work and feedback)
- **Mid-2020:** Draft guidelines toward targeted areas to address the burden of assessment approved by the AAC.
- **Late-2020:** Guidelines approved by Academic Board.
- **Late-2020:** Any policy amendments related to guidelines approved by Academic Board

Engaging with staff and students

- **November 2019:** Targeted student workshop
- **November 2019:** Student news story and launch of information page on current students website
- **November 2019:** Launch of updated suite of staff intranet content about assessment
- **January – December 2020:** Series of staff news stories published about embedding the graduate qualities into assessment
- **2020:** Series of targeted student workshops/focus groups and information sessions
- **2020:** Engaging with industry
Appendices

Appendix 1 – Assessment plan guidelines

About the assessment project

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

That vision involved not only embedding the graduate qualities for undergraduate degrees, adopted in 2015, but assessing them, fostering authentic assessment, improving feedback on learning through interactive and innovative learning design and enhancing assessment effectiveness while reducing its volume. This will be achieved through the creation of an assessment framework that supports learning and allows students and staff to share the excitement of discovery unencumbered, as far as is possible, by assessment drudgery. Such a framework would also mean that by 2021, the University would have much greater clarity over what students learn in each degree and its components.

The assessment activities are the responsibility of the Assessment Advisory Committee (AAC).

What is an assessment plan?

An assessment plan is a document which articulates the pedagogical approach to assessment for the discipline, maps curriculum learning outcomes and graduate qualities against units and assessment tasks, and provides a whole-of-curriculum overview of assessment across different units in order to coordinate progressive feedback to students, balance types of task and manage workload. Assessment plans may apply to an entire degree (such as in a tightly structured professional degree) or within a component such as a major in a liberal studies degree. This planning will make it possible to ensure that the balance of assessment tasks gives appropriate priority to the learning outcomes most valued by students, staff and employers.

Assessment plans will ensure that every student is given the opportunity to develop the graduate qualities, which will be able to be summatively assessed during their degree, with feedback along the way that will build to the final measurement point where the graduate qualities are assessed.

Purpose of assessment plans

Assessment plans are to assist academic units, unit and component coordinators and faculty committees and boards to manage and coordinate assessment across an entire curriculum. They provide a way for faculties and staff to be assured that learning outcomes and
graduate qualities for a degree or a curriculum component are being achieved by students, a means balancing assessment types and incorporating authentic assessment and avoiding duplication between units. Overall, they are to give academic units and faculties a planning tool to maximise assessment effectiveness over an entire curriculum while managing and, where appropriate, reducing its volume.

Assessment plans:

- Provide a strategic overview of development and assessment of the learning outcomes and graduate qualities across a curriculum;
- Indicate how student performance in the graduate qualities is assessed through measurement points across a curriculum;
- Provide a means of measuring the scale of assessment from both a student and staff perspective and of monitoring the amount, spread and timing of assessment across a course or curriculum component in such a way that opportunities to reduce duplication and manage assessment volume can be identified;
- Provide opportunities to vary tasks and consider how authentic tasks and innovative approaches can enhance a program of learning; and
- Enable academics to become aware of the knowledge and skills being assessed in other units and to understand the role of their own unit in developing the learning outcomes of the curriculum.

Awards requiring assessment plans

All undergraduate single and combined degrees require an assessment plan.

An undergraduate degree undergoing major change for 2020/2021 must have an assessment plan developed, which should be submitted for approval after the degree changes are finalised.

Where course learning outcomes are assured at the level of curriculum components, assessment plans for components should be provided (refer to the section on Degree Specific Requirements for more information).

Exemptions

The following curriculums are exempt from the development of assessment plans:

- Postgraduate awards;
- Double degrees (individual degrees will already have an assessment plan);
- Awards which will no longer be offered in 2021
Review Process

Assessment plans will be submitted to the AAC who will review them according to these guidelines and provide feedback. Considering the anticipated volume of assessment plans to be reviewed, groups of readers will be formed to provide feedback. Review of assessment plans is likely to promote exchange of ideas on approaches to measuring the graduate qualities, managing the volume of assessment, using authentic assessment and other assessment related issues.

Following feedback from the AAC faculties will have the opportunity to make changes. The assessment plans will then be recommended to the Undergraduate Studies Committee (USC) for approval.

As noted above, the development of assessment plans reflects the move to a desired future state and reaching a final detailed plan for 2021 will be an iterative process that takes place during 2020.

Timeframes for assessment plans

The process of developing an assessment plan entails several steps:

- review of current state to identify the spread of assessment across a curriculum and where the graduate qualities are already assessed;
- development of a plan for the future state of the curriculum assessment, including identification of measurement points for the graduate qualities; and
- identification of steps to be taken to move toward the planned future state.

The final due date for submission of assessment plans has been extended to 15 March 2020 for consideration at the April meeting of the AAC, but earlier submissions are encouraged to spread the review load. It is recognised that faculties will be at different stages of the assessment plan development journey and much of the work to achieve the planned future state will take place during 2020. Where this will involve changes to curriculum which require approval by the Undergraduate Studies Committee (USC), the relevant timelines will apply (Appendix B). Changes to units of study requiring faculty level approval will be subject to the appropriate faculty timelines, informed by Sydney Student deadlines.

Assessment plans should represent the target curriculum assessment to be implemented in 2021. The level of detail available at the time of submission of assessment plans will vary. For example, some assessment plans will be able to show specific assessment tasks through which the graduate qualities will be measured, while others may only be able to indicate this at the unit level. In cases where plans are at an early stage of evolution, faculties may wish to provide a cover sheet outlining the process undertaken to date and the actions to be undertaken to further develop the assessment plan.
Assessment plans should be approved by the faculty’s standing committee responsible for curriculum approvals before they are submitted to the AAC. The plans should be endorsed by Faculty Boards prior to USC approval.
Ongoing review of assessment plans

Assessment plans should be regularly reviewed to ensure they will continue to be useful in planning curriculum and assessment, in addition to providing information for new and existing academics teaching in a degree or discipline. Where changes are made to measurements points for the graduate qualities these should be updated in the plans and on Sydney Curriculum as described below. It may be appropriate for assessment plans to be reviewed and updated annually by faculties/University schools. Assessment plans should also be formally reviewed as part of the review of all programs every seven years overseen by the Academic Board.

Governance process for amendments to measurement points

The assessments identified as graduate quality measurement points in the assessment plans will be recorded in Sydney Curriculum and specifications are currently being developed for this functionality to be built in the system. This information will then be used to manage the collection and collation of marking data from these assessments in a central system which will provide information to both staff and individual students on how students are tracking in their performance against the graduate quality rubrics. In order for this to function, the measurement points must be correctly flagged and maintained in the relevant systems in order to reflect any changes to degree or component curriculums or to the assessment schedule at the unit level.

Governance of updates to this element of Sydney Curriculum will be required to ensure that data is current and correct. The work currently being undertaken by the Sydney Operating Model (SOM) project on curriculum management will have relevance to how this aspect of the curriculum will be managed.
Format and Content

The format of assessment plans is flexible in order to be adaptable to different disciplinary contexts. To provide guidance, a number of template examples may be found in Appendix A to this document. Faculties should adopt a format that best suits their purposes and most clearly illustrates the assessment plan for the degree or component.

The sample plans include the following sections:

General information about the degree or component

This might include the handbook description of the component or degree and information on how the curriculum is structured. The purpose of this section is to provide contextual information in which to understand the assessment plan. This may be particularly useful for curriculums with features that may be unfamiliar to readers outside the faculty/discipline, for example, the multiple pathways in a language major.

Map of course or component learning outcomes against the graduate qualities

The implementation of the curriculum mapping project involves mapping the learning outcomes of individual units of study to the learning outcomes of the component/course, and then mapping these to the graduate qualities. Every assessment and learning activity is mapped to one or more unit learning outcomes. Including a map of component or course learning outcomes to the graduate qualities indicates how the outcomes of a specific curriculum relate to the graduate qualities.

Narrative section

The key purpose of the narrative section is to describe how the graduate qualities will be developed across the curriculum. It may be organised by graduate quality, by year level or in some other way that may be most appropriate for the given curriculum. Whatever format is chosen, the narrative section should demonstrate the developmental trajectory of a student in achieving the graduate qualities as they progress through the component or course.

The narrative section can also be used to provide additional explanatory material to supplement the assessment task mapping, for example, to provide a rationale for a particular approach taken in the task mapping. Details of the types of assessment task used in the curriculum might be included in the narrative, particularly if the faculty wishes to provide commentary on the suitability of assessment types in the context of the discipline.

The narrative section should be brief and an upper limit of 2000 words is suggested.
Assessment task mapping

It is anticipated that this will take the form of a table, grid or spreadsheet, which incorporates a mapping of units/assessment tasks to graduate qualities. The assessment plan should indicate:

- how the units of a curriculum and their assessments relate to the graduate qualities
- how much assessment is in the curriculum (volume of assessment)
- what kind of assessment is used in the curriculum (is it authentic, innovative?)

The points at which student achievement of the graduate qualities will be measured explicitly against the rubrics and the results centrally recorded should be clearly indicated in the assessment plan.

Cover paper

While the assessment plan itself represents a planned future state of curriculum assessment, faculties have the option to provide context to their development by submitting a cover paper which outlines the process undertaken to compile them and the actions which may be planned to modify the curriculum if required and to develop the assessments used in units of study which effectively measure the graduate qualities.
Measurement Points for the Graduate Qualities

Assessment plans should ensure that every student is specifically assessed on their attainment of all nine graduate qualities across the specified curriculum, including all components in the rubric and all levels of each rubric component.

While graduate qualities will be embedded in all units, there will be designated points in the curriculum where students will be specifically assessed against the graduate quality rubrics, and their performance data centrally compiled. This information will be available to component and course coordinators to track both individual and cohort performance in attainment of the graduate qualities. Students will also be able to view this information to track their progress. It is intended that a final statement of attainment will be provided to students on graduation, with details to be determined by the AAC in the future.

Terminology

For the purpose of assessment plans, specific terminology will be used to distinguish between formative and summative assessment at the unit of study level, and assessment points at the graduate quality level:

- Interim Measurement Point: The graduate quality rubric will be used in the identified unit/assessment to measure students in the graduate quality. The result will be shown to each student in their progress summary of attainment for the graduate qualities.
- Final Measurement Point: The graduate quality rubric will be used in the identified unit/assessment to measure students in the graduate quality. The result will be shown to students in their progress summaries. A final measurement point may also contribute to the statement of attainment of graduate qualities that a student will receive on graduation.

The number of measurement points across a curriculum

Required

- The minimum number of final measurement points across a curriculum is one final measurement point for each graduate quality.
- The minimum number of interim measurement points across a curriculum is one interim measurement point for each graduate quality.
- Each final measurement point should be supported by at least one corresponding interim measurement point for that graduate quality earlier in a student’s progression across the curriculum.

Recommended
• There is no specified maximum limit to the number of both interim and final measurement points across a curriculum, although in many cases, the structure of a curriculum will impose a limit on the number of measurement points.
• There should be sufficient interim measurement points across a curriculum to provide students with a guide to how they are progressing in their performance in the graduate qualities before they reach the final measurement point.

The location of measurement points within a curriculum

Required

• At least one interim measurement point must have occurred prior to the final measurement point for each specific graduate quality.
• Interim measurement points may occur at any level of the curriculum.
• Final measurement points should be placed in 2000-level units or higher. In order to reflect the student's full development over the course of their degree, final measurement points should normally be in the final year of study. Faculties intending to place final measurement points in lower level units should provide an appropriate rationale in their assessment plans.
• Where students have the option to take an ICPU or an Interdisciplinary project unit run by the faculty as a requirement of a degree component, and this unit will include one or more graduate quality measurement points, then the faculty must ensure that the ICPU and faculty unit measure the same graduate qualities.
• If final measurement points are placed in selective units, then each corresponding selective unit must measure the same graduate quality or qualities, unless assessment plans can demonstrate that every graduate quality will be measured regardless of which selective or combination of selectives is chosen by a student.
• There is no defined maximum limit to the number of graduate qualities which can be measured in one unit of study, however in a standard 6 credit point unit of study it would not normally be appropriate to attempt to measure more than five of the graduate qualities. In the case that a single unit of study is designated as a measurement point for six or more graduate qualities, adequate rationale should be provided in the narrative section of the assessment plan.

Recommended

• For best practice, it is recommended that in a three-year curriculum, interim measurement points occur in 1000-level and 2000-level units of study, while final measurement points occur in final year units of study. In a four-year curriculum it is recommended that final measurement points occur in the final year where possible, or in the third year.
• If a unit of study will include final measurement points for multiple graduate qualities, then care should be taken to ensure that the assessment tasks produce enough evidence to measure a student's attainment of each graduate quality.
Assessment of rubric components

Required

• All components of each graduate quality rubric must be measured for every student.

Recommended

• All components of the rubric for one graduate quality should normally be assessed within the same unit of study. This may be done through a single assessment task, or through multiple assessment tasks which measure different components of the rubric.

• It is notionally possible to assess some rubric components in one unit of study and other components of the same rubric in another unit of study; however, it must be ensured that students taking any allowable combination of units will be assessed on each rubric component.
Degree Specific Guidelines

Liberal Studies Degrees

Component and degree level assessment plans

In liberal studies degrees such as the Bachelor of Arts where there is no common path taken by all students, it has been determined that it is most effective to manage the curriculum and the assessment at the component level (major, program or stream), although higher-level plans may provide a useful way of giving the plans a common shape. The higher-level plan, for example, may determine that all students will develop the graduate quality of interdisciplinary effectiveness primarily in the second and third year and there will be a common approach to summatively assessing it (for example, in a project or capstone unit). Where there is a degree core, for example in the Bachelor of Commerce, the faculty may determine that the degree core will develop some of the graduate qualities for all students and that majors and programs will develop others.

Where a degree contains nested streams/programs/majors, the faculty might decide that primary assessment plans are of greatest utility at the major level. Major level plans may be extended to accommodate programs and streams, and in some cases the same plan may serve the major, program and stream for a certain discipline.

Faculties/University schools with a degree core should consider whether the development and assessment of graduate qualities would take place primarily in curriculum components, or in the degree core. If the latter, a degree level assessment plan that indicates what graduate qualities and learning outcomes are to be covered in the components would be of value. Shorter plans covering each component could then be developed covering the outcomes and graduate qualities acquired in those components.

GQ measurement points

Where a curriculum has few or no core units, the assessment of some graduate qualities may need to take place in selective units of study, for example, a major may have only a single core unit, a 3000-level project unit. In this situation it will generally be undesirable and, in most cases, unachievable to attempt to measure all of the graduate qualities in a single unit of study.

There may be a number of potential approaches to measuring the GQs within selective units of study, as long as the underlying requirement that every student is assessed against each GQ regardless of choice of selective is met. It may be possible to implement shared assessment tasks across multiple units of study, and innovative solutions are encouraged.
Professional and/or specialist degrees

In professional degrees with a significant proportion of core units common for all students, (such as the Bachelor of Pharmacy), the most logical level to manage curriculum and assessment is likely to be the degree level, using the course level learning outcomes. Faculties/University schools should consider whether an assessment plan is best made at stream level (if the degree has streams), the degree level or a hybrid of the two, and develop plans accordingly.

Combined Degrees

Combined degrees with the Bachelor of Advanced Studies

In the case of degrees combined with the Bachelor of Advanced Studies, an overarching plan for the whole curriculum may be of benefit in shaping a common approach. The 4000-level project, for example, provides a capstone experience where students draw together and synthesise learning and may provide an opportunity for students to demonstrate their attainment of several of the graduate qualities. In addition to component plans, a plan should be created for Honours and non-Honours students to ensure that the higher level outcomes achieved in the final year capstone experiences are captured in the assessment plans.

Combined liberal studies/professional and liberal studies/specialist degrees

In the case of combined and double degrees involving a liberal studies and a professional or specialist degree, or between two professional degrees, accreditation requirements may make it more efficient to manage the curriculum and assessment for each degree separately, i.e. by defining separate plans for the professional or specialist component and the components of the liberal studies component. The exception might be capstone or project units in one of the degrees which provide an opportunity to bring their learning in the professional and the liberal studies together, if such units or projects exist. Faculties/University schools should consider whether there is any value in a combined plan, particularly to capture outcomes of learning activities where students bring their disciplinary knowledge from the different components together. Otherwise, the assessment plans for the component degrees would normally be better developed separately.

Where a degree in a combined degree exists in a condensed form, faculties/University schools must ensure that students in the combined degree are assessed on each of the graduate qualities.
Appendix 2 – Template assessment plan

1. Template by graduate quality

This template is for Assessment Plans that must be completed for the <<course component>> in the <<course>>.

It is important to show that all Graduate Qualities are being taught and assessed within each course component. Course components contained within this plan include: standalone minors, majors, Honours and advanced coursework.

- In Section 1: Insert the Faculty or University School, Component Coordinator and Description.
- In Section 2: Mapping of Mid Level Learning Outcomes (MLO) for the course component to the Graduate Qualities.
- In Section 3: Complete the narrative section describing how each Graduate Quality will be developed and assessed within the course component.
- In Section 4: Complete the Assessment Mapping table with information on which units each Graduate Quality is assessed in, and the assessment task that is used.
Section 1: Overview of <<Course Component>> Assessment Plan

General Information
<<Faculty or University school owner>>
<<Component Coordinator>>

Component description(s)
<<Component Description Field>>
Section 2:

**a. Mid-level Learning Outcomes –Major/Standalone Minor**

Approved learning outcomes to be listed below and mapped to show the relationship between the course components and the graduate qualities.

<table>
<thead>
<tr>
<th>Mid-level learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated Professional, Ethical and Personal Identity</th>
<th>Influence</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Thinking and Problem Solving</td>
<td>Communication (oral and written)</td>
<td>Information and Digital Literacy</td>
<td>Inventiveness</td>
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</tbody>
</table>
b. Course level Learning Outcomes – Bachelor of Advanced Studies

Approved learning outcomes to be listed below and mapped to show the relationship between the course components and the graduate qualities.

<table>
<thead>
<tr>
<th>Course-level learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated professional, ethical and personal identity</th>
<th>Influence</th>
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<td>Communication (oral and written)</td>
<td>Information/ Digital Literacy</td>
<td>Inventiveness</td>
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</table>
Section 3:

a. Disciplinary Assessment Rubrics
When constructing your assessment plan, will you be using the University-wide assessment rubrics, or will you be adapting them to become bespoke disciplinary assessment rubrics?
Yes/No. If creating disciplinary rubrics, they must be submitted with your assessment plan.

b. Developing the Graduate Qualities within your course and component(s)
~200 word limit per section.
Describe how each of the graduate qualities are developed and assessed across the curriculum. How do the different units contribute to the student learning arc? What will students be expected to do/produce and what can they expect in terms of assessment?

Depth of disciplinary expertise

Critical thinking and problem solving

Communication (oral and written)

Information and digital literacy

Inventiveness

Cultural competence

Interdisciplinary expertise
An integrated professional, ethical and personal identity

Influence
Section 4: Assessment Task Mapping

Carefully consider which units map to which graduate quality or qualities, and complete the table indicating which assessment task/s within those units will be used to assess them.

<table>
<thead>
<tr>
<th>Graduate Quality</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-level</td>
<td>2000-level</td>
</tr>
<tr>
<td>Core Units</td>
<td>Selective Units</td>
</tr>
<tr>
<td>Depth of Disciplinary Expertise</td>
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<tr>
<td>Broader Skills</td>
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<td>Critical Thinking and Problem Solving</td>
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<tr>
<td>Influence</td>
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</table>


2. Template by year level

This template is for Assessment Plans that must be completed for the <<course component>> in the <<course>>.

It is important to show that all Graduate Qualities are being taught and assessed within each course component. Course components contained within this plan include: standalone minors, majors, Honours and advanced coursework.

To complete the assessment plan, please check sections 1 and 2 for correctness, and complete sections 3 and 4.

- In Section 1: Check that the Faculty or University School, Component Coordinator and Description information is correct, and amend if required.
- In Section 2: Check that all listed learning outcomes and mapping is correct (this section has been pre-populated).
- In Section 3: Answer each item about the assessment rubrics intended to be used or develop, and how you will develop the graduate qualities. The grey text is included to assist formulation of a response. Please keep to the 250 word maximum.
- In Section 4: Complete the Assessment Mapping table with information on which units each Graduate Quality is assessed in, and the assessment task that is used.
Section 1: Overview of <<Course Component>> Assessment Plan

General Information
<<Faculty or University school owner>>
<<Component Coordinator>>

Component description(s)
<<Component Description Field>>
Section 2:

a. Mid-level Learning Outcomes – Major/Standalone Minor

Approved learning outcomes will be pre-populated here showing the relationship between the course components and the graduate qualities.

<table>
<thead>
<tr>
<th>Mid-level learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated professional, ethical and personal identity</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Thinking and Problem Solving</td>
<td>Communication (oral and written)</td>
<td>Information/Digital Literacy</td>
<td>Inventiveness</td>
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</tbody>
</table>


b. Course level Learning Outcomes – Bachelor of Advanced Studies

Approved learning outcomes will be pre-populated here showing the relationship between the course components and the graduate qualities.

<table>
<thead>
<tr>
<th>Course-level learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated professional, ethical and personal identity</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Thinking and Problem Solving</td>
<td>Communication (oral and written)</td>
<td>Information/Digital Literacy</td>
<td>Inventiveness</td>
<td></td>
</tr>
</tbody>
</table>
Section 3:

a. Disciplinary Assessment Rubrics
When constructing your assessment plan, will you be using the University-wide assessment rubrics, or will you be adapting them to become bespoke disciplinary assessment rubrics?
Yes/No. If creating disciplinary rubrics, they must be submitted with your assessment plan.

b. Developing the Graduate Qualities within your course and component(s)
250 word limit per section.

1000 level
Which graduate qualities are developed during the first year of study? How do the different units comprising the first year contribute to the student learning arc?

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

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

For the standalone minor/major please articulate how students have developed and been assessed on the graduate qualities. Note this is critical to ensure that students who are exiting with a three-year undergraduate degree have been taught and been given sufficient opportunity to demonstrate their achievement of the graduate qualities by the end of their major.
**4000 level (Honours)**
Which graduate qualities are developed during the fourth year of study? How do the different units comprising the year contribute to the student learning arc?? Is this done differently through advanced coursework as opposed to project units of study? What will students be expected to do/produce and what can they expect in terms of assessment?

It is critical that all graduate qualities are met within the Honours course component of your assessment plan. Note that the Honours component can be taken by students who have completed a three-year undergraduate degree/equivalent within the University and can also be taken by students outside the institution in our standalone Bachelor of Advanced Studies degree.

**4000 level (Advanced Coursework)**
Which graduate qualities are developed during the fourth year of study? How do the different units comprising the year do so? Is this done differently through advanced coursework as opposed to project units of study? What will students be expected to do/produce and what can they expect in terms of assessment?
Section 4: Assessment Task Mapping

Carefully consider which units map to which graduate quality or qualities, and complete the table indicating which assessment task/s within those units will be used to assess them.

<table>
<thead>
<tr>
<th>Graduate Quality</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1000-level</td>
</tr>
<tr>
<td></td>
<td>2000-level</td>
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<tr>
<td></td>
<td>3000-level</td>
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<tr>
<td></td>
<td>4000-level</td>
</tr>
<tr>
<td></td>
<td>(BAdvStudies only)</td>
</tr>
<tr>
<td>Core Units</td>
<td>Selective Units</td>
</tr>
<tr>
<td>Core Units</td>
<td>Core Units</td>
</tr>
<tr>
<td>Selective Units</td>
<td>Selective Units</td>
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<tr>
<td>Core Units</td>
<td>Core Units</td>
</tr>
<tr>
<td>Selective Units</td>
<td>Selective Units</td>
</tr>
<tr>
<td>Advanced Coursework</td>
<td>Honours</td>
</tr>
</tbody>
</table>

Depth of Disciplinary Expertise

Broader Skills

Critical Thinking and Problem Solving

Communication (oral and written)

Information/Digital Literacy

Inventiveness

Cultural Competence

Interdisciplinary Effectiveness

An Integrated Professional, Ethical and Personal Identity

Influence
Appendix 3 – Draft common University rubrics

Legend

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

The nine University Graduate Qualities

1. Depth of disciplinary expertise
2. Critical thinking and problem solving
3. Communication (oral and written)
4. Information and digital literacy
5. Inventiveness
6. Cultural competence
7. Interdisciplinary effectiveness
8. An integrated professional, ethical and personal identity
9. Influence
**Depth of Disciplinary Expertise**

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

**Components**

<table>
<thead>
<tr>
<th>Understanding of the content and boundaries of the discipline</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes in general terms what the discipline involves.</td>
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</tr>
<tr>
<td>Identifies broad foundational ideas and concepts using formal</td>
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<tr>
<td>terminology and nomenclature associated with the discipline.</td>
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<tr>
<td>Outlines ideas and concepts from a range of different topics</td>
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<tr>
<td>and skills within the discipline in some depth.</td>
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<tr>
<td>Describes the concepts, instruments and skills within the</td>
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<tr>
<td>contemporary context of the discipline and map into a</td>
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<tr>
<td>framework, at times appreciating areas of inconsistency.</td>
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<tr>
<td>Analyses the concepts and methodologies within the historical</td>
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<tr>
<td>perspective and the contemporary context of the discipline</td>
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<tr>
<td>and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.</td>
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</table>

<table>
<thead>
<tr>
<th>Application and integration of disciplinary knowledge</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates general awareness of the kinds of activities</td>
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<td>operating in the discipline undertakes.</td>
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<td>Formulates broad ideas about the appropriate application of</td>
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<td>disciplinary knowledge. Identifies evidence or data which</td>
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<tr>
<td>is germane and relevant to activities which characterise</td>
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<td>their discipline.</td>
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<tr>
<td>Utilises knowledge and skills drawing on basic, discipline-</td>
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<td>specific tools in activities that characterise their</td>
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<td>discipline and explains their choice of strategies</td>
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<td>using an integrated approach.</td>
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<td>Integrates knowledge and skills using discipline-specific</td>
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<td>tools in applying their knowledge to the activities that</td>
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<td>characterise their discipline, justifying their decisions.</td>
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<tr>
<td>Connects disciplinary knowledge into an overarching internal</td>
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<tr>
<td>disciplinary framework.</td>
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<td>Weighs and integrates knowledge and skills using hands-on,</td>
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<tr>
<td>instrumental or abstract tools in activities that</td>
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<td>characterise their discipline, including the justification</td>
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<td>and defence of their application of knowledge and skills.</td>
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<td>Connects disciplinary knowledge into an internal framework</td>
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<td>and is able to position that knowledge into the wider</td>
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<td>context within which their discipline sits.</td>
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<thead>
<tr>
<th>Awareness of the norms, practices and culture of the</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>Outlines in general terms the formal norms and informal</td>
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<td>practices which affect the way in which practitioners within</td>
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<td>a discipline operate.</td>
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<tr>
<td>Outlines the regulatory practices of the discipline</td>
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<tr>
<td>demonstrating an understanding of the internal workings of</td>
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<td>its culture.</td>
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<tr>
<td>Exercises judgement within the regulatory practices of the</td>
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<tr>
<td>discipline demonstrating understandings of the internal</td>
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<tr>
<td>workings of the discipline; identifies actual and potential</td>
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<tr>
<td>conflicts in the application and operation of cultural</td>
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<tr>
<td>norms within the discipline.</td>
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<tr>
<td>Exercises nuanced judgement within the ethical and regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline in terms of the ways that it produces knowledge and artefacts, and how these are shared, assessed and accepted within the culture and practice of the discipline.</td>
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<tr>
<th>Capabilities to participate in the evolving practice in the</th>
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<tbody>
<tr>
<td>Demonstrates awareness that disciplinary practice evolves,</td>
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<tr>
<td>aware of broad historical changes which have occurred over</td>
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<td>time.</td>
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<tr>
<td>Analyses the ways in which disciplines evolve over time;</td>
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<td>supports analysis with relevant theoretical knowledge</td>
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<td>evidence and data.</td>
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<tr>
<td>Reviews knowledge that have led to differing perspectives and</td>
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<td>shares these while considering the interests and concerns of</td>
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<tr>
<td>allied fields and disciplines.</td>
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<tr>
<td>Synthesises knowledge leading to expanded perspectives and</td>
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<tr>
<td>insights, and negotiates the territories that the discipline shares with other fields. Advocates effectively to promote the evolution of disciplinary knowledge and practices in a range of contexts and situations.</td>
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## Critical Thinking and Problem Solving

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

### Components
<table>
<thead>
<tr>
<th>Definition of problem or issue in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical questioning of ideas, evidence and assumptions</td>
</tr>
<tr>
<td>Creation and evaluation of hypotheses or alternative arguments</td>
</tr>
<tr>
<td>Formulation of defensible conclusions and best possible solutions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition of problem or issue in context</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the problem or issue.</td>
<td>Provides a basic definition of the problem or issue, and shows that the problem or issue is situated in a context.</td>
<td>Provides an informative definition of the problem or issue, shows that the problem or issue is situated in a context, shows understanding of the main features of that context and explains why these matter, defines key terms, identifies desirable features of possible solutions.</td>
<td>Insightful and articulate. Analyses a context by consulting a suitably broad range of informational sources, identifies and appropriately frames a problem or issue within that context, gives a detailed and clear definition of the problem or issue, explains why this problem or issue matters, sets out criteria against which to measure possible solutions.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical questioning of ideas, evidence and assumptions</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to and understands the ideas of others.</td>
<td>Recognises that ideas, evidence and assumptions need to be examined, shows awareness of differences in perspective, shows sensitivity to possible bias and error, seeks out those who have knowledge and expertise.</td>
<td>Questions received ideas, evidence and assumptions, engages with the work of genuine experts, critiques fallacious rhetoric, engages in rational argument, assesses currently available evidence, provides evidence to justify conclusions.</td>
<td>Open-minded and intellectually rigorous. Critically examines received ideas, evaluates the credibility and the methodology of experts, engages with competing views from various historical, intercultural and interdisciplinary perspectives, locates and assesses new evidence.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Creation and evaluation of hypotheses or alternative arguments</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and understands hypotheses put forward by others.</td>
<td>Recognises that current hypotheses and arguments may be suboptimal, assesses the existing hypotheses and arguments.</td>
<td>Generates new hypotheses and arguments, shows awareness of how they could be compared and tested, carries out these tests.</td>
<td>Creative and judicious. Generates original hypotheses and arguments, tests relevant hypotheses and arguments via reasoning, observation, or experiment, evaluates the results.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formulation of defensible conclusions and best possible solutions</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises conclusions and solutions offered by others.</td>
<td>Formulates basic solutions or conclusions.</td>
<td>Offers a solution or conclusion based on engagement with the relevant evidence, defends this solution or conclusion in light of relevant evaluative criteria.</td>
<td>Wise and decisive. Decides on the balance of the evidence, formulates conclusion or solution clearly in their own words, identifies the proper scope and significance of the conclusion commensurate with methods used, explains why this conclusion or solution is best when measured against relevant evaluative criteria.</td>
<td></td>
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</tr>
</tbody>
</table>
## Communication (oral and written)

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

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

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates meaning in own words or ‘voice’</strong></td>
<td>Communicates meaning which for the most part clearly and accurately distinguishes own voice from that of external sources.</td>
<td>Accurately paraphrases and summarises meaning using own voice.</td>
<td>Communicates meaning unambiguously in their own voice, while integrating information from multiple sources to present alternative cases.</td>
<td>Communicates meaning skillfully and unambiguously in their own voice while synthesising and integrating information from multiple and conflicting sources.</td>
</tr>
<tr>
<td><strong>Adjusts communication according to context (situation, audience, purpose and genre)</strong></td>
<td>Adjusts communication in a manner that demonstrates awareness of given context.</td>
<td>Adjusts communication in a manner that demonstrates awareness of different contexts.</td>
<td>Adjusts communication in a manner that demonstrates sensitivity to a given context.</td>
<td>Adjusts communication in a nuanced manner, demonstrating sensitivity to given context demonstrated in communicative style.</td>
</tr>
<tr>
<td><strong>Uses different modes, media and technology according to context</strong></td>
<td>Uses different modes, media and technology in communication appropriately.</td>
<td>Uses a variety of appropriate modes, media and technology in communication to promote understanding and engagement.</td>
<td>Distinguishes between different modes, media and technology to enhance communication and to promote understanding and engagement.</td>
<td>Distinguishes between and uses different and appropriate modes, media and technology inventively to enhance communication and to enrich understanding and engagement.</td>
</tr>
<tr>
<td><strong>Structures and organises ideas and information according to context</strong></td>
<td>Structures and organises ideas and information logically</td>
<td>Structures and organises ideas, and information logically and clearly</td>
<td>Structures and organises ideas, and logically, clearly and cohesively</td>
<td>Structures and organises ideas persuasively, and information consistently with clarity, cohesion and logic</td>
</tr>
</tbody>
</table>
### Information and Digital Literacy

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

**Components**
- Location, interpretation and evaluation of data and information
  - Management of data and information
  - Adaptation, integration and conveyance of data and information
  - Creation of data and information
  - Effective use of digital resources, tools and strategies

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of an information need</strong></td>
<td>Identifies main concepts when researching a straightforward question or problem, with minimal reference to context.</td>
<td>Uses the context of an information need to inform its scope</td>
<td>Adapts approaches from multiple disciplines and uses them in more complex/specialised contexts</td>
<td>Produces novel insights and approaches.</td>
<td></td>
</tr>
<tr>
<td><strong>Location of data and information</strong></td>
<td>Applies commonly used search tools and strategies provided to access and select data and information</td>
<td>Evaluates a variety of search strategies and sources and selects an appropriate set of these to use</td>
<td>Makes sophisticated use of search strategies and sources appropriate to a disciplinary context</td>
<td>Critiques and creates well-designed search strategies and makes innovative choices of sources</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation and evaluation of sources</strong></td>
<td>Applies basic criteria provided to judge the appropriateness of data and information and gives meaning within a defined context</td>
<td>Independently applies basic criteria to judge the value of information in a disciplinary context</td>
<td>Adapts criteria recognised within disciplines to judge the appropriateness of data and information and extracts multiple meanings.</td>
<td>Creates and justifies innovative criteria to judge the appropriateness of data and information and systematically constructs insightful meanings from multiple perspectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptation, integration and synthesis</strong></td>
<td>Uses basic techniques to extract and organise information and data</td>
<td>Selects and applies basic extraction and synthesis techniques to organise more complex information</td>
<td>Extracts information from multiple sources, and, organises and synthesises it coherently to satisfy a clear purpose</td>
<td>Extracts information in innovative ways, and, organises and synthesises data to create new knowledge.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of digital resources, tools, and strategies</strong></td>
<td>Uses basic digital tools and strategies in simple ways under close supervision and guidance</td>
<td>Uses basic and intermediate digital tools and strategies in simple ways with minimal supervision and guidance</td>
<td>Applies best practice approaches when using digital tools and strategies and shows evidence of independently learning to use new and more sophisticated techniques</td>
<td>Evaluates and uses advanced features of digital tools in sophisticated ways and shows evidence of independently learning to use a diverse range of new tools and strategies in innovative ways.</td>
<td></td>
</tr>
<tr>
<td><strong>Ethical and legal access and use of data and information</strong></td>
<td>Follows ethical, legal and disciplinary standards under close guidance and supervision in sourcing data and information at a basic level to cite sources and indicate direct reuse</td>
<td>Independently follows ethical, legal and disciplinary standards in sourcing data or information at a basic level to cite sources and indicate direct reuse</td>
<td>Identifies and resolves ethical dilemmas in sourcing data or information</td>
<td>Identifies ethical dilemmas in sourcing data or information and evaluates them using multiple frameworks in order to comply with ethical, legal and disciplinary standards.</td>
<td></td>
</tr>
</tbody>
</table>
## Inventiveness

<table>
<thead>
<tr>
<th>Definition</th>
<th>Inventiveness is generating novel ideas and solutions.</th>
</tr>
</thead>
</table>
| Components | Reimagines and reframes disparate ideas, observations or resources  
|            | Creates novel, ideas, solutions or actions. |

<table>
<thead>
<tr>
<th>Creative thinking: coming up with ideas and using resources</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generates one-dimensional ideas and/or adopts resources within disciplinary norms and conventions.</td>
<td>Generates and connects similar ideas, and adopts resources within disciplinary norms and conventions.</td>
<td>Generates, connects and synthesises multiple ideas, and uses resources outside disciplinary norms and conventions.</td>
<td>Generates, connects and synthesises disparate ideas, and draws on resources in a way that demonstrates the ability to transcend and move between disciplinary norms and conventions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process and strategy: implementing a plan*</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Might not apply to all disciplines</td>
<td>Generates a strategy that is identical with previously documented processes, and/or executes a plan that follows pre-set steps.</td>
<td>Follows an organised strategy that uses a combination of previously documented processes, and/or executes a plan that allows for flexibility and adaptation.</td>
<td>Follows an organised strategy that draws on previously documented processes, and a reflective execution of a plan that allows for flexibility and adaptation.</td>
<td>Follows an organised strategy that goes beyond previously documented processes, and reflective execution and evaluation of a plan that allows for flexibility and adaptation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs: developing concepts, solutions, processes or actions</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates outputs that are a copy to something existing, incomplete, not feasible and/or poorly contextualised.</td>
<td>Creates outputs that show original aspects, and/or that are mostly resolved, practical and/or contextualised.</td>
<td>Creates outputs that are original, and/or that are resolved, feasible and appropriately contextualised.</td>
<td>Creates outputs that are original, resolved, feasible and contextualised in unique and novel ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Cultural Competence

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

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

**Definition**
Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.

**Components**
- Understanding of multiple viewpoints and practices
- Working effectively across discipline and professional boundaries
- Integrating and synthesising different ways of thinking
- Production of distinctive outcomes.

<table>
<thead>
<tr>
<th>Understanding of multiple viewpoints and practices</th>
<th>0</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Recognises and acknowledges different roles and viewpoints within an interdisciplinary team.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating and synthesising different ways of thinking</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates receptivity, flexibility, and willingness to integrate new knowledge, skills, and behaviours as contributed by several disciplines.</td>
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</table>

<table>
<thead>
<tr>
<th>Working effectively across discipline and professional boundaries</th>
<th>0</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Respectfully conducts oneself when identifying potential sources of conflict when working with other disciplines</td>
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</table>

<table>
<thead>
<tr>
<th>Production of distinctive outcomes</th>
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<th>1</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Contribute towards developing a shared goal, and in negotiating the achievement of unified plan and distinctive outcomes.</td>
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</tbody>
</table>

Articulates problem solving approaches by incorporating knowledge and perspectives within and across disciplines.

Enacts one’s discipline-based academic and/or professional responsibilities while appreciating the diversity of knowledge from the wider community and disciplines.

Displays sensitivity, empathy, trust and commitment towards others’ roles/positions in collective problem-solving.

Critically analyses and displays insights on one’s own as well as team’s strengths and limitations when contributing to the team’s collaborative practice to achieve solutions to complex outcomes.

Creatively adapts in their contribution to the team’s collaborative practice in order to achieve shared solutions to complex outcomes.

Respectfully conducts oneself when identifying potential sources of conflict when working with other disciplines.

Seeks opinions, and provides timely, sensitive and constructive feedback to colleagues in the context of team culture.

Engages with a willingness to find a compromise between and within disciplines; including respectful conflict resolution where appropriate.

Displays situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals.

Activey applies principles of collaboration in negotiating goals, plans and outcomes.

Engages in planning a collaborative solution whilst accommodating team’s strengths, limitations, and opportunities.

Evaluates critical success factors in proposing solutions to the defined complex problem.
An integrated professional, ethical and personal identity

<table>
<thead>
<tr>
<th>Definition</th>
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<tbody>
<tr>
<td>An integrated professional, ethical and personal identity is understanding the interaction between one’s personal and professional selves in an ethical context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a coherent ethical framework</td>
</tr>
<tr>
<td>Reflects on the self in personal and professional contexts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulation of ethical values and practices</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify core values of ethical conduct including, for example, justice, beneficence, integrity and respect for all human and non-human beings and the environment, and to describe where they may be relevant.</td>
<td></td>
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<tr>
<td>Awareness of what it is to be ethical or not ethical and demonstrates capacity to contrast the ethical with the not ethical in specific contexts.</td>
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<tr>
<td>Ability to engage with core values of ethical conduct and identify the relevant issues that require consideration in a specific context/decision e.g. relevance of, and need for consent, confidentiality, disclosure, inter-cultural and intra-cultural agreement.</td>
<td></td>
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<tr>
<td>Demonstrates ability to reflect on values, value-conflicts, and different views/positions that others may hold.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates ability to think critically and can provide reasons for choices and actions with reference to core values of ethical conduct.</td>
<td></td>
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</tr>
<tr>
<td>Shows evidence that alternative views have been considered in own reasoning and decisions.</td>
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</tr>
<tr>
<td>Ability to identify, articulate and respond with regard to all the relevant ethical considerations in any given context – providing clear reasons for decisions and actions.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrates appreciation of different perspectives, and roles, and the need to consider the value of alternative views/perspectives and how understanding the views of others allows us to develop and formulate our own ethical identity.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of the need to take responsibility for actions. Can give examples of specific actions that might/should/would be taken.</td>
<td></td>
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<tr>
<td>Takes responsibility for decisions and actions.</td>
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<td></td>
</tr>
<tr>
<td>Takes responsibility for decisions and actions – taking into account the impact on other individuals.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Takes responsibility for decisions and actions – taking into account the impact on other individuals, society and the environment.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulation of ethical values and practices in professional contexts</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of role-specific/professional ethical responsibilities</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Awareness of role-specific/professional ethical responsibilities and is aware of the sources of these.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Awareness of role-specific/professional ethical responsibilities and demonstrates capacity to describe the source/s of these.</td>
<td></td>
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</tr>
<tr>
<td>Ability to articulate role-specific/professional ethical responsibilities and demonstrates capacity to critique the source/s of these.</td>
<td></td>
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</tbody>
</table>
**Influence**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Influence is engaging others in a process, idea or vision.</th>
</tr>
</thead>
</table>
| Components | Responsibility for improvement through involvement and leadership  
Confidence, self-awareness and a willingness to learn from others  
Persuasiveness |

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
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<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Confidence and self-efficacy in leading others</strong></td>
<td>Understands themselves and their own abilities. Expresses own opinions when prompted.</td>
<td>Expresses own opinions without prompting. Shows capacity to understand others and how their actions may impact them.</td>
<td>Confidently attempts to influence others with an understanding of how their actions may impact others. Responds to new challenges. Able to reflect on their own leadership.</td>
<td>Leads with confidence and seeks out opportunities to lead others. Initiates reflection on leadership skills and puts in place strategies for self-development and successfully responding to challenges.</td>
</tr>
<tr>
<td><strong>Willingness to engage with, learn from and understand others</strong></td>
<td>Engages with others. Listens to others.</td>
<td>Will initiate tasks, engage with or learn from others in their own discipline.</td>
<td>Completes tasks and engages with and guides others within their discipline when directed. Attempts to identify the skills and needs of others and recognise their potential to contribute to shared learning. Considers a range of viewpoints.</td>
<td>Initiates and accepts accountability for tasks. Understands clearly what distinct knowledge may be learned from others and negotiates with others to take on relevant tasks. Mentors or empowers others to reach their potential. Actively seeks out opportunities to engage with others on a range of issues both within and external to their expertise. Seeks out new and diverse viewpoints and resources.</td>
</tr>
<tr>
<td><strong>Contextually relevant persuasion.</strong></td>
<td>Understands ethical persuasion.</td>
<td>Interprets the social context in which persuasion is required.</td>
<td>Persuades ethically, with knowledge of the social context, the beliefs, attitudes, motivations and/or behaviours of others.</td>
<td>Persuades with a clear understanding of their own ethical perspective, the relevant ethical framework for the situation and the perspectives of others. Reflects on the impact that persuasive actions have on those around them and the wider society.</td>
</tr>
<tr>
<td><strong>Effective techniques of persuasion.</strong></td>
<td>Uses their own opinion in attempting to persuade. Uses structured arguments for persuasion.</td>
<td>When persuading, uses opinions of from themselves and others without providing reference or context. Can identify an appropriate audience. Arguments exhibit logic.</td>
<td>Persuasion supported by reference to evidence and/or the opinions of experts. Understands their audience and can identify an appropriate communication channel. Persuades with arguments that are coherent and have logical flow.</td>
<td>Persuades using high quality evidence including the opinions of experts and people with lived experience. Persuades using, where relevant, a range of appropriate communication channels. Persuades using arguments that are coherent, flow logically and synthesise relevant evidence.</td>
</tr>
</tbody>
</table>
# Appendix 4 – List of pilots in 2019

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Unit Code(s)</th>
<th>Name</th>
<th>When</th>
<th>Rubrics piloting*</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICPU</td>
<td>ICPU</td>
<td>ICPU Cambridge, Hong Kong</td>
<td>Summer 2019</td>
<td>2,3,6,7</td>
<td>1 Depth of Disciplinary Expertise</td>
</tr>
<tr>
<td>SCI</td>
<td>PHYS1003+</td>
<td>First year physics (multiple units)</td>
<td>2018</td>
<td>1,2,3</td>
<td>2 Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>FASS</td>
<td>OLEO2119</td>
<td>Professionalism in the Workplace</td>
<td>Semester 1</td>
<td>4</td>
<td>3 Communication (oral and written)</td>
</tr>
<tr>
<td>CON</td>
<td></td>
<td>Performance Seminar</td>
<td>Semester 1</td>
<td>5</td>
<td>4 Information and Digital Literacy</td>
</tr>
<tr>
<td>ICPU</td>
<td>ICPU</td>
<td>KPMG Sydney winter Intensive</td>
<td>Semester 1</td>
<td>1,7</td>
<td>5 Inventiveness</td>
</tr>
<tr>
<td>ICPU</td>
<td>ICPU</td>
<td>The Impact of Climate Change on the Insurance Industry</td>
<td>Semester 1</td>
<td>6</td>
<td>6 Cultural Competence</td>
</tr>
<tr>
<td>ENG</td>
<td>ENG</td>
<td>Professional Engineering Program</td>
<td>Semester 2</td>
<td>TBA</td>
<td>7 Interdisciplinary Effectiveness</td>
</tr>
<tr>
<td>FASS</td>
<td>OLES2107</td>
<td>Digital Influence Through Social Media</td>
<td>Semester 2</td>
<td>9</td>
<td>8 An integrated professional and ethical identity</td>
</tr>
<tr>
<td>FASS</td>
<td>FASS3999</td>
<td>Interdisciplinary Impact</td>
<td>Semester 2</td>
<td>7</td>
<td>9 Influence</td>
</tr>
<tr>
<td>FASS</td>
<td>MECO1002</td>
<td>Media and Communications Landscapes</td>
<td>Semester 2</td>
<td>2,4</td>
<td></td>
</tr>
<tr>
<td>FASS</td>
<td>WRIT2001</td>
<td>Writing, Truth, Falsification</td>
<td>Semester 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FASS</td>
<td>EDUC3031</td>
<td>Positive Approaches to Special Education</td>
<td>Semester 2</td>
<td>2,3</td>
<td></td>
</tr>
<tr>
<td>FASS</td>
<td>KRNS3622</td>
<td>Korean 6</td>
<td>Semester 2</td>
<td>3</td>
<td></td>
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<tr>
<td>FMH</td>
<td>ORHL3101</td>
<td>Foundations of Oral Health V</td>
<td>Semester 2</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>FMH</td>
<td></td>
<td>Health Collaboration Challenge (HCC)</td>
<td>Semester 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ICPU</td>
<td>ICPU</td>
<td>KPMG Sydney ICPU</td>
<td>Semester 2</td>
<td>1,7</td>
<td></td>
</tr>
<tr>
<td>ICPU</td>
<td>ICPU</td>
<td>Multiple others (to be formally confirmed)</td>
<td>Semester 2</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>OLET1605</td>
<td>Communication in Stem OLE</td>
<td>Semester 2</td>
<td>6</td>
<td></td>
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<tr>
<td>SCI</td>
<td>PHYS1003</td>
<td>Physics 1 (Technological)</td>
<td>Semester 2</td>
<td>1,2,3,4,5,7</td>
<td></td>
</tr>
</tbody>
</table>
Instructions
- Use the template to report on your experience and feedback of the pilot(s) to validate the common University assessment rubrics in a unit or units of study.
- Please complete this form after running your pilot(s).
- Please email completed forms to Lyndon Zahra, Education Strategy Policy and Project Officer via lyndon.zahra@sydney.edu.au.
- Where possible, please send any raw marking data obtained from the pilots to Lyndon Zahra. This data will remain confidential and will be internally analysed by the DVCE to obtain insights about the validity of the rubrics to help drive ongoing revision of the structure and wording of the rubrics. We will not use this data in any other way without contacting you first to obtain your permission.
- You may download the Common University rubrics here.

Feedback
Part 1: Pilot details

<table>
<thead>
<tr>
<th>Unit of study code(s)</th>
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<tr>
<td>Unit of study name(s)</td>
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<tr>
<td>Unit coordinator name(s)</td>
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<td>Unit coordinator contact email(s)</td>
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Assessment piloted

Which rubric(s) were piloted?
- [ ] Depth of disciplinary expertise
- [ ] Critical thinking and problem solving
- [ ] Communication (oral and written)
- [ ] Information and digital literacy
- [ ] Inventiveness
- [ ] Cultural competence
- [ ] Interdisciplinary effectiveness
- [ ] An integrated professional, ethical and personal identity
- [ ] Influence

The questions below are designed to indicate aspects we are interested in obtaining feedback on – please feel free to select which questions may be appropriate to you, and add ones of your own under Part 5. Your feedback in this very important process is very much appreciated.

Please briefly describe the assessment task(s) and the process you used to incorporate the graduate quality rubrics. Did the rubric ‘fit’ the task, or did you need to adapt the rubric to the task? Alternatively, did you use separate rubrics and link the two together?
Please briefly describe the marking and moderation procedure involved in assigning a measurement of performance in the assessment task to the graduate quality rubrics. How did performance against the rubric relate to the mark assigned for the task? Was there more than one marker per student?

Part 2: Descriptors in the rubrics

Did you use all of the components in the rubric? Do you have any comments on the components (the rows) in the rubric?

Were there any specific comments on the five developmental stages for the descriptors in the rubrics that you piloted? Was the development logical and incremental for your particular purpose? Were there any ‘blurred’ boundaries (for example, was there clear differentiation between levels 2 and 3)?

Did you use the level 4 descriptors? Did you feel the wording of these descriptors was appropriate, and a high-performing student could provide evidence in a task that could reasonably be measured by the level 4 descriptors?

Part 3: Applicability of the rubric to the discipline and/or specific tasks
Please rate on a scale of 1 to 5 how challenging you found the process of taking a new or previous assessment task and constructing or adapting it to the new rubrics.

- ☐ 1 (Not at all challenging)
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 (Very challenging)

Please provide a brief explanation as to why you rated the challenge on the scale of 1 to 5. You may wish to comment on the rubrics’ overall adaptability to measuring specific tasks. Was the wording appropriate for measuring the task?

Did you make any changes to the existing task(s) to ensure it could be measured by the graduate quality rubric(s)? Please could you tell us in more detail what changes you had to make, and why?

Part 4: Student and staff members’ feedback from using the rubrics

Was there any misinterpretation, confusion or disagreement about the meaning of the rubrics amongst markers/moderators? Please provide details.

Did you show your students the rubrics beforehand?

- ☐ Yes
- ☐ No

If yes, what did students think of the rubrics? Did they understand the descriptors easily? Did they comment on any problems or were any observed?
Part 5: Other comments or feedback

<table>
<thead>
<tr>
<th>Do you have any other comments or feedback that may help improve the rubrics?</th>
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Submission details

<table>
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<tr>
<th>Name and signature of person submitting this feedback form</th>
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<td>Date of submission of the feedback form</td>
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## Appendix 6 – Terms of Reference – Assessment Advisory Committee

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>ASSESSMENT ADVISORY COMMITTEE</th>
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<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td>To advise the Academic Board committees and the University Executive Education Committee on assessment related matters.</td>
</tr>
<tr>
<td><strong>TERMS OF REFERENCE</strong></td>
<td>The Assessment Advisory Committee will:</td>
</tr>
<tr>
<td>1.</td>
<td>Advise about and coordinate the implementation of a common approach for assessing graduate qualities.</td>
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<tr>
<td>2.</td>
<td>Advise about and coordinate the development and implementation of a common approach for developing assessment plans at the level of course component to ensure effective placing of authentic assessment experiences and achievement of learning outcomes at the appropriate level.</td>
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<tr>
<td>3.</td>
<td>Make recommendations on assessment plans to the relevant committee(s).</td>
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<td>4.</td>
<td>Advise about optimal processes for effective assessment practice in collaborative and project-based learning.</td>
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<tr>
<td>5.</td>
<td>Recommend policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars.</td>
</tr>
<tr>
<td>6.</td>
<td>Recommend policy and course management reforms in support of reducing summative assessment at unit of study level, making increased use of low or zero weighted formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.</td>
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<tr>
<td>7.</td>
<td>Recommend and coordinate initiatives and assessment policy and practice with initiatives to ensure educational integrity across courses and course components.</td>
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<tr>
<td>8.</td>
<td>Provide support and advice on the policy, practice and management of assessment issues.</td>
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| CO-CHAIRS | Academic Director, Education Policy and Quality and Acting Registrar (co-Chair)  
Nominated member of the Academic Board (co-Chair) |
| MEMBERSHIP | Deputy Vice-Chancellor (Education) (ex-officio)  
Chair, Academic Board (ex-officio)  
Nominated representative from each faculty and University School  
Nominated representative from Education - Enterprise and Engagement, Office of the Deputy Vice Chancellor (Education)  
Director – Educational Measurement and Assessment Hub, Faculty of Arts and Social Sciences  
Senior Manager, Educational Integrity, Office of the Deputy Vice Chancellor (Education)  
Nominated student representative  
Members co-opted by the Assessment Advisory Committee on the recommendation of the Chair  
Faculty Associate Deans (Education) or nominee |
| ATTENDEES | Lead developers of the common University rubrics  
Staff participating in pilots of the common assessment University rubrics |
| SECRETARIAT | Mr Lyndon Zahra, Project Officer, Education Strategy |
| MEETINGS | Every five weeks from 22 February 2019 |
| REPORTING | Progress reports to Undergraduate Studies Committee, Graduate Studies Committee (where appropriate), University Executive Education Committee, Academic Standards and Policy Committee, Academic Quality Committee and the Academic Board |
| MINUTES | Decisions and action items |
Appendix 7 – UoS Survey 2018: comments on groupwork

The following comments have been extracted from the comments made by students on their Unit of Study Survey responses for:

1. Experiential Learning: Placement/ Internships Units of Study
2. Research Projects Units of Study
3. Open Learning Environment Units of Study

Within each group they are arranged into best aspects and needs improvement, with faculty listings for (1) and (2) and credit points for OLE units.

Note: the following data has been anonymized where possible.

1 Experiential Learning: Placement / Internship UoS

Best aspects

Faculty 1

- The reading groups were also really effective because I could gauge the key points of the readings whilst hearing others’ insightful input. It also made me feel accountable that I had to participate in a role (either as summarizers or feedback givers)
- The reading groups were a really effective approach- deeper thinking and engagement than might otherwise have occurred
- Being able to tease out a very relevant and practical topic within a group of peers.
- Going through each aspect of the group assessment task in tutorials and having time to work on our group presentations.
- Having the tutorials set out so that the group assignment could be completed little by little each week was great. This reduced the stress and work load, but it also meant that the tutor could give us feedback and help when we needed it.
- I have really enjoyed the peer learning circles, and I think [lecturer] is an excellent teacher.
- I like how we often work in pairs or small groups and present to one another, receiving feedback as we go.
- The practical nature of the tasks, involvement of collaborative learning and weekly group discussions.
- I also really enjoyed the group work and peer evaluation.
- The group discussions always shows me new perspectives.

Faculty 2

- The group activities
- Working in teams
- Having a peer group/group supervision for support
- The session at the beginning of the unit formed the basis for structured teamwork. This greatly aided the smooth functioning of the project.
- Working with other students gave me more confidence in sessions and gave better and more effective opportunities for collaborative peer learning and in-depth peer feedback. Group supervision was very helpful and was a great way to build rapport with peers as we solved problems together and collaborated.
• I liked the way the lecturer trying to engage students in the lecture with lots of groupworks, it helped me to revise what I have learnt, strengthened my critical thinking skills and social communication skills.
• [Lecturer] was the best CE i’ve ever had and the aphasia groups were really great experiences.
• mini group activities in the tutorial,
• Group presentation - Useful, related to fieldwork
• That we got to work as a group to develop plans for our clients
• our group supervision meetings were very informative and
• The best aspect of this Unit of Study has been working with my clinical educator and peers in group supervision. It provided me with the opportunity to not only discuss my own work but to listen and learn from other student experiences.
• The CE. [Lecturer] was incredibly organised and a constant professional. Our group supervision sessions were focused, scaffolded, had a tangible feeling of progression, and were always supportive. If my term in clinic is seen as a success by any metric, it would very much be a reflection of [lecturer] work ethic and constant feedback.
• To have a chance to do research (presentation) in some extensive study (occupational rehabilitation) and to cooperate with the others.

Faculty 3

• I liked the use of case studies in tutorial classes and the group work.
• Also, the use of lecture theatre 6, working in groups with tutors going around provided a great learning environment. Only issue was that it was difficult to see what [lecturer] was pointing to when she was using the projector to show denture components.
• The labs were an excellent opportunity for us to practice our clinical skills and to work collaboratively with our peers
• Actor was good experience, working in a team was good only because I got really lucky with a great team.
• The group learning activities were also very good, it forced us to actually get to know each other and work together to practice our skills, which probably wouldn't have happened otherwise.
• blended learning approach and working in teams
• Case management application with the group and RAT
• group quizzes with a group mark component
• During tutorials, a lot of group work that helped gain a better understand of the concepts learnt during that week. Good to see the different perspectives. Helped a lot when talking about the assignment too!
• Group assessments
• Group assessments and rat tests
• Group assignments in class - however don’t understand why you can’t rate your peers well and evenly if thats genuinely how you feel without having marks reduced..
• Group in class assignment
• Group learning
• Group tasks were great help in collaborating together
• Group work
• Group work during prac labs and tutorials was helpful - I liked the idea of being able to share opinions / knowledge / skills with one-another.
• Group work in tutorials
• group work,
• I enjoyed the fairness of the assessment tasks and found that group work was fair and appropriate for this unit.
• I enjoyed the group assessment and felt like I gained more by doing it as a group.
• I enjoyed the group learning and LGA assessment
• and the group assignment was appropriate for this unit
• the group skill assessment rather than a CPA was great- working in a group made the assessment
  less stressful compared to an individual assessment- it also provided opportunity to develop on
  effective team work skills
• i like the group projects TACs etc. it brings lots of good ideas together from other people
• I like the use of groups. Adds the engaging factor and the opportunity to further develop our skills.
• I loved the in class teaching, especially the group poster activities
• I really enjoyed the approach that The course co-ordinator takes to teaching, the group learning is
  extremely good. Focusing on the primary survey was however beneficial.
• I also found the spread of the assessments were good and group work that was actually important
  to be done in a group as we all learnt and improved together.
• i really loved the group work, and the fact that we also get to rate each other at the end. I loved
  the quizzes which are balanced by the team posters because it gave a nice variety to the other
  units with essays and major assignments. I REALLY LOVE THE TEAMWORK! helped learn alot and
  together as a group!
• group application,
• I also felt apart from the group assessment that the course content and organisation of it was
  excellent
• Participating in work group in the tutorials and RAT tests. This enhances the spirit of team work and
  interpersonal skills.
• RAT, group assessments and having tutorial time to spend working on assessments. I found that
  helped as it provided an opportunity for students to raise questions.
• RATs group work
• Small group tutorial and assignment, and
• team work
• The best part of this course was working together as a team to create the poster
• The blended team study is really successful to me. To ensure efficient teamwork, I have gained the
  motivation to keep up all the readings and discussions with my teammates. However, I am glad
  that my teammates are so wonderful and active that they are also willing to be the best team :) 
  Special thanks to [lecturer] and [lecturer] for designing this study methods, which boost my learning
  skills and understandings in those nursing concepts. You two are awesome!
• the team work
• I found the small groupwork activities rewarding and enjoyable- a good way to communicate and
  learn from my peers
• The group application and teamwork was great and
• the group assignment was enjoyable
• The group discussion and
• The group poster assessments during class hours
• the group tasks were ok
• The groupwork allows for students to help out one another and understand concepts easier.
• The interdisciplinary team work has been rewarding. HCC was quite fun and provided opportunity
  to work with students from other disciplines, although it took too much time for 10% marks. The labs
  with pharmacy students were appreciated as well. Well done.
• Felicity also utilised small groups in class to research questions before presenting back to the class
  rather than just providing us with the answers which encouraged our research abilities and allowed
  us to get more out of every tutorial.
• The tutorials have been very productive when each group focuses on a question problem and
  collectively presents information to the class after doing a brief research into the topic.
• It also helps with voicing our opinions within the group when we are answering as a group and
  witness the viewpoint of others when we do not know the answer as a group.
• I enjoyed the group work exercise in tutorials and labs.
• The rats and team application challenges were a good way to revise the course
• The small tutorial groups and working together on the quizzes. I felt that this helped me to discuss topics and clarify my understanding of the content as well as ensured that I kept up the readings each week as I did not want to let down my group.
• I love the blended team aspect as it made everything so much more engaging and made me want to contribute to something good more.
• focus on group work was a good learning experience
• The team application challenge
• The team assignments I think they were very educational in themselves
• the team based assessment - posters! it was a great task think critically and analyse.
• The team based learning was great - the aspect I liked most was that it was all done in class - THANK YOU!
• The team work was great
• The teamwork helped students broaden their views on subjects discussed
• The tutorial sessions and the group assessments we have had in the tuts, as the whole pressure was not limited to the essay writing.
• Group CPA, instead of individual CPA, was another positive aspect of the unit, as real life applications of care will be done in a similar way.
• The HCC collaboration also ended up to be a better experience than I expected.
• The weekly team practice was efficient to reflect what I had learned in the lab and improve the skill by getting feedback from my team.
• I liked the group work associated with the tutorials and the way the RATs were run individually before coming together and discussing possible options for correct answers and listening to the reasonings that other students had for particular questions. I liked the variation of the poster work in groups, had not been done before in our masters program.
• Tutorial group work RAT tests were helpful as they covered all content from lectures and readings. Posters were a creative way to enhance learning in a fun environment.
• Tutorial structure and content was the most beneficial part of this unit. Working in structured, small groups every lesson was beneficial to my learning. Starting the lesson with multiple choice questions on recall knowledge from the weekly readings were helpful to see what I remembered individually from the reading compared to as a group what we remembered collectively from the readings. Working through the exercises in the rest of the tutorial in structured, small groups was helpful in that we could bounce ideas off each other before presenting to the rest of the class and the tutorial was not just the tutor speaking at us the entire 2 hours.
• Working in groups
• Working in groups and being able to discuss weekly tutorial during tutorials have been very helpful and a refreshing way to approach learning. Definitely prefer this way.
• Working together as a team and having team discussions rather than just being fed with information
• Working together in groups to do assessments, this helps us to communicate and work as a team with people we might not have known, which is what we will be doing in the workplace.

Areas in need of improvement

Faculty 1
• The group task was odd. I haven’t finished yet, so maybe it will all come together at the end, but I keep feeling like I’m missing the point somehow. **Update after completing the group task: It was dreadfully, dreadfully boring. In first year I really enjoyed the group presentation task, both in preparing mine and in listening to others’ reports. Last year everyone had a different topic, so there was no subject area repetition, while the assignment rubric allowed enough flexibility for people to be creative in how they presented. They were great sessions and I learnt a lot from all of them. This year the group presentation assignment controlled what we had to cover so closely that it was repetitive under the best of circumstances, as we all had to make sure we said the same things to meet criteria, and exhaustingly dull when we had two groups covering the same
scenario. This wasn't the fault of the groups, who all put in a great effort to try to be engaging, but the assignment. It felt like a task that was supposed to be a written assignment, designed so that the marker could scan an essay and quickly assess whether the writer had made all the necessary points; turning it into a presentation may have made marking more efficient but I did not find it a useful way to learn from my peers.

- The group project was not very useful for our learning. It did not really help us to apply our knowledge to imaginary students and an imaginary situation. I don't think that anyone really learnt a lot from listening to the other presentations either. I think that what would be really beneficial would be to spend more hours in a school i.e. spend a few hours every week there. We could be given particular elements to focus on every week that we attend our field placement such as UDL or behavior management. Then if you sill want class time, during seminars we could come and discuss our different experiences. Instead of the group project on an imaginary situation, we could do something in groups related to our placements. apply

- My group for the first assignment had 6 people in it which wasn’t practical. Smaller group sizes would make effective collaboration more feasible. I also felt like the feedback we were given was rather vague.

- Also, the group project assessment task was not very interesting, it was exhausting having to watch every presentation back to back in one lesson, because everyone said pretty much the same thing. There should be something like peer feedback sheets for the audience to complete, just something to keep us engaged, because all of us just tuned out.

- involved more group and share time

- I didn’t feel engaged in the group presentation assessment task because it didn’t seem authentic, more like a way for us to show that we had learnt something.

Faculty 2

- less group work
- Group assignment - too much work for what it’s worth, very hard to find relevant and useful information.

- Group dynamics - I didn’t get a chance to learn much as my group members were very quiet and had very little experience in professional communication or fieldwork and so I was told to not participate for our last two sessions as two other group members had not spoken yet and had not been evaluated. I also did not learn as much as I could as the sessions with the client were really stagnated and awkward. Trying to build therapeutic relationship in very artificial setting with four other people (who often do the opposite to what you would do in that situation) very stressful and not helpful. Would be better to group people together who have a lot of experience and then group those together who are less confident/less experience rather than mixing. That way some groups can start at basics where as other groups can learn more advanced skills. In current model it is students who have professional experience/confidence who are trying to teach other students basic skills at the detriment to their own learning. I know teaching others can be a valuable way to learn yourself but I found the whole experience really frustrating, especially when you are instructed to teach your fellow group members skills so they can improve but the group members don’t want to dedicate the time to practice etc.

- I personally thought getting people into groups wasn’t effective and rather demotivated people.
- Probably would have preferred to be divided into groups rather than have to choose your own groups (for the fieldwork presentation) which can be a bit socially awkward/ unfair.

- I think the group supervision meetings would be more beneficial as a discussion of clinic rather than role play activities.

- I think the way the group presentation was introduced in early weeks was a little bit confusing. I think if we were able to choose our groups a few weeks in it would be better. Although it was good prep for placement, I went well prepared.

- Increase group discussion/ sharing

- Groups for group assignments were too large and felt like 25% for 1.5 minutes of speaking time and felt assignment was too simple and easy and I didn’t learn anything from my particular topic because time didn’t allow me to go into detail, compared to [other unit] 15% for group work
presentations that I learnt a lot from and spent more time on and was able to elaborate. Groups could be split into same tutorial/prac times because in my group I had a different prac time (WED), different 5217 tutorial time (MON) and different 5207 tute time (FRI) and so the group decided to meet up without me and give me a 10 minute run through on what work I was allocated also because a few of them worked Tuesdays and Thursdays. Groupwork is great when there is no overly dominant non-empathetic personality types. I just feel as though more could be done around training students on self-awareness, like understanding peoples personality types/ communication styles because those dominant personalities continually speak over others, don’t leave space for others to speak, say “we should do it like this” rather than “we could do it like this, what do you think XYZ”, take over allocated parts of other students. It’s frustrating, even after direct feedback, the group presentations on these topics and with feedback to the groups in 5217, things were exactly the same later in the day with these types.

- Less group work in lectures
- Possibly making the group assignment due earlier as we got our groups in week 1. Also letting us choose our groups so it would be easier to coordinate times and meetings together.
- Possibly more guidance with group task? I’m not sure how this could be improved but with the guest lecturers, some people got helpful info for their group assignments whilst others didn’t, somehow providing info for those who ‘missed out’ - or maybe the slides of the guest lectures who cancelled?
- Revision of the group assessment to an individual assessment.
- the group activities in lecture time need improvement...would better to eliminate them altogether and just provide the context for us to apply practically in clinic.
- too much group work where students weren’t motivated

Faculty 3

- having to find an extra hour per week to meet with a group and then an extra three hours for Interprofessional Workshop was quite difficult and a bit sneaky as it wasn’t mentioned at all until semester had already started. Considering most students are also trying to work and study around this, finding a time that suited all 4-5 group members was nearly impossible.
- Not specifically for this unit, but for this semester’s units in general - with every course involving a group assessment component, it was difficult and stressful finding a time to meet up where everyone didn’t have class, work, another group meeting or some other commitment, especially if there were many members in the group. I think it would be helpful to space out the group assessments across the two semesters.
- Not specifically for this unit, but for this semester’s units in general - with every course involving a group assessment component, it was difficult and stressful finding a time to meet up where everyone didn’t have class, work, another group meeting or some other commitment, especially if there were many members in the group. I think it would be helpful to space out the group assessments across the two semesters.
- The A - G assessment group activity could have been handled better. But, it all worked out in the end. And, this may have more to do with the increasing demands of the increasing cohort sizes.
- Coordination between other UOS’s in this semester. There were many group assignments this semester and each subject had a different group. Made it very difficult to meet up with multiple different people over the semester and find time for each one. Would be easier if there was one group
- Could monitor the amount of work some individuals out into group tasks more
- Group work
- I am unsure that RAT / Group learning is successful. Many people seem to just turn up and ‘wing it’ each week, without doing the required readings.
- the group work should be rethought.
- I didn’t really have a problem with my group but I heard some horror stories - group work can be a really negative experience if you get people that are difficult to work with.
• I felt like the Readings Forums could have been done differently. Not many people had done the readings and I found that group work in Reading forums was a bit tedious.

• The group work each week got very gruelling as well, my group was fine but sometimes we didn’t mesh well together and it got very tiring each week when a few members of the group would argue over the slightest detail of the RAT or TAC, obviously I understand that nursing is a team career, and you can’t always get along with everyone, however it might be worth coordinating with other units to not have a group project in every unit (as we did this semester, and i will leave this feedback on the other units as well).

• I would have liked more group activities, I think it would have made the tutorials a little more engaging rather than simply listening to a PowerPoint slide. Other than that I am quite happy with the unit overall. Thanks for a great semester ;)

• I’d like to say that overall, 3 group assessments were very difficult to coordinate over the semester.

• Maybe smaller groups in the tutorials.

• more in class group projects and discussions healthy active ageing promotion

• A significant amount of time is spent assisting class mates which presents pros/cons. After a certain amount of time (2 weeks), there is no value in assisting someone of the same clinical experience as you. The lessons gained from assisting a class mate are taught in the first 5 sessions, following this it is a mindless activity of fetching bond and holding the suction. While it is a nice gesture of comradery, this is an absolute waste of time when this time could be spent developing skills in almost any of the other disciplines in dentistry. Instead of the wasted sessions spent assisting, time could be spent in exo clinic, radio clinic, perio, integrated, pros etc. How is it that only 6 sessions are spent in oral surgery and almost 30 are spent assisting across the year? This leads to significant time being wasted, lessens motivation and begins to depress your interest in dentistry.

• General feedback not pertaining to ICDC: There are too many assisted sessions in DMD3 - there is no benefit (at times to both the operator and assistant) for an assistant. At time of treatment planning, an assistant is useless and this is 3 hours of wasted time. More should be done to rectify how many sessions are spent assisting, more time should be allocated to operator sessions.

• Possible use the power point slides as a group task and present. I believe presentations is an important aspect in learning to have students enter outside their comfort zone. Also, gives chance to give feedback immediately.

• Potentially one or two more group activities on pebble Pad.

• Some students lack the ability to cooperate at times as they possess the qualities of a more dominant person. Therefore i think students should be educated and informed to be more cooperative during group tasks like posters so some students who are not dominant in nature, get to contribute equally in the group tasks. It should also be ensured that every student in the group is getting a chance to put their work in the assessments.

• TACs and group work have been the most ineffective ways of learning. It would have been much more beneficial if the tutorial classes were smaller in size and we had more engagement with the tutor rather than waste time trying to learn in groups with people who would rather be checking their social media and chatting with their friends on their computers.

• The assessments in this unit were kind of disappointing and not challenging in a helpful way. I know that all group projects are going to be problematic and disastrous at times, so that can’t be helped, but that whole assignment involving lab sessions and reflections and other things was just a mess and not encouraging. It just made learning and practicing new skills a boring task needing to be finished, not a new exciting skill that made us more effective in the clinical field. PebbledPad was just a hassle to work with especially when only one person can use it at a time. Most of the issues with that assessment did stem from poor group members, so that’s inevitable. The second assessment was good as it required research and learning about certain processes that take place in the operative field, but the format was a not a good choice. I understand that nurses need to learn how to teach others and be experts in certain areas and be concise with their information, but assessment 2 was basically an in-service that seemingly required much more advanced teaching skills than any student possesses. It’s difficult for even experts to make a topic THAT engaging and concise. Too many boundaries on an informative presentation and it just becomes too focused on being engaging/creative and concise, and important information is lost just because the word limit was breached. Assignment such as this or ones that required a creative video need
to not put so much emphasis and marks on making it flashy or creative, because the point of the video is to be educational and holistic, which is a better test of one’s understanding of the topic.

- The assessment for this unit was unreasonable and insulting to the students (and it was another aspect of this unit that nearly caused me to drop out). Nearly every student in this degree works and many have children and/or live very far away. None of us were consulted or warned that we would have to dedicate several extra hours of our week to group work outside of classes. Not only is group work inherently useless for assessing the skills of students but it is extremely demoralising and stressful to have a group work assessment to be the very first assessment due for this entire degree. I also speak from experience that most students didn’t value the group work and didn’t do it every week as advised. Also, there was no method of critiquing our group members, some of which were poor communicators and refused to do the work. The group work aspect of this unit should only be expected to be conducted during class time. If an extra hour was added to the labs, there would not need to be any more (hours of) student time spent on travelling to and from university only to have a half hour independent practice lab in a blind leading the blind situation due to the lack of accessible advice from clinical instructors during these sessions.

- The group assessment should either be a pass/fail or at max 10% of our grade. I understand we need to communicate effectively as part of a team but allocation should be made for us in order to make sure all groups are even and have a fair advantage (not a choice of who we select our group members to be). In addition, more attempts for actual activities to take place in tutorials should occur as opposed to reading/asking questions from a ppt.

- The group assessment is very difficult to complete as there are people in the combined degree with hugely varying schedules making it difficult to arrange times to meet.

- The group work for one of the assignment was not very easy to do as a group. I would do much better if I could have done it independently. I think the emphasis on "teamwork" and "group collaboration" that this unit of study had was too much for all students.

- The RAT tests were good but I thought the team application were harder to do because of the size of the paper and thought we needed more information about each one.

- That entire group assessment takes away from the learning; it’s like hearing cats online and it’s incredibly frustrating being the organiser of the group. So much unnecessary stress relying on others.

- The topics for the group work speeches were quite broad and difficult to fit into the time frame. It was especially difficult since many of the groups were made up of 5/6 people.

- Also, I think the was PebblePad is used for group work may need to be reviewed: only allowing one person to access the group’s workbook has been inefficient; it gives a reason not to meet face to face to complete the drafting of responses, which is somewhat counter-productive; and this semester, the open nature of the pages meant we didn’t get the opportunity to submit our reflections on team work, which I believe was an important component.

- The idea of group work in the tutorials to demonstrate the point that groups achieve better marks than individuals was useful, but perhaps only once or twice. The weekly multiple choice exams were tedious, and not a valuable learning experience.

- as I met a weird student who seems to have deficits in personality or critical thinking. For example, I don’t think she has great team spirit. The whole group spent much time preparing for the presentation, but she did something to make the group split at the last moment. Fortunately, I didn’t collapse at the last moment. That I doubt about her reasonable thinking is because the whole group get the same mark and why did she do that.

- The second tutorial exercises (case study) did not work as well for our group- somehow we didn’t engage with it... may be it was due to the reliance on one person having a laptop, or lack of clarity with how to approach that task.

2 Experiential Learning: Research Projects UoS USS 2018

Best aspects

Faculty 1
• Also, I think the assignments are really helpful. I liked getting the opportunity to do research in a
group and by myself (and I think a lot of us appreciated the individual assessment being worth
more than the group assessment, so thanks for that)
• Group work and professional guide
• Group work in tutorials
• The inclusion of a group task adds an immense amount of enjoyment and learning to the
experience.
• the group presentation went really well compared to other group presentations from other units
• Group work and class discussions were challenging and interesting, and class participation was
encouraged in a way that got a good proportion of the class involved.

• Faculty 2
• Team projects
• Group/team simulation activities in class (including the rowing activities) -
• Group work - this seems to be the piece where everyone learned the most with getting out and
learning through application together.
• And group work, which helped us benefit a lot from each other's knowledge and experience.
• The group work and group exercises have been the best aspects.
• rewarding group projects
• Group assessment and simulation day.
• Group Assignment
• Group assignment, learning from other groups
• Group learning
• Group work
• Group presentations
• I really enjoyed the group work assessment. My group was motivated and competent which made
for a rewarding learning experience.
• Team work projects and presentations
• The computer program that put us into groups - that was really effective.
• Brand Audit - Group Assignment
• Team work and
• team work,
• The best aspect of this Unit of Study is the group presentation. The topic was very broad so
students can focus on specific aspect within the topic. Students can also learn from other groups'
presentation.
• The best aspects were the experiential learning sessions, group exercises and the simulations.
• Working with the project team.
• The experiential learning with group work and simulations has been great.
• The group discussions and exercises have been by far the most insightful for me.
• The group discussions, the guest speakers, share the experiences cross various industries and
cultures, eyes open scenarios and learnt so much from the classes and others
• The group exercises and external speakers
• The group work, task, , and overall team assignment.
• the practical application from the team assignment.
• The group assignment was a great way to bring it all together and was a challenging yet
rewarding process.
• The team project (also the most challenging aspect of the unit) has been most rewarding.
• The stimulation and rowing activities as well as group discussions and team work are the best part
of the unit of study. The course is NOT focused on "teaching" or "telling you what to do", but more
encouraging you to think/question and inspired / learned from others.
• The rowing was excellent learning and having the group split into two groups allowed us to work
better in a facilitated group.
- group work presentation assessment task,
- stimulation game and team project are good to practice what we learn
- Undertaking a group assignment and going through the application of the knowledge and skills.
- CATME seemed to work well re: groups

Faculty 3

- the group project enhanced my understanding of different types of methods
- A great change to work together with other people.
- Coding and team work
- complete the capstone project with my team member through the entire semester.
- Doing well as team
- Group activities on article review and consultant report are useful,
- group work
- Group work
- group works
- I had a really good group with complementary skills and we worked really well together.
- interesting group activity
- and group presentation
- My group
- good project team
- Not having excess group work
- site visit, challenging biomedical design and teamwork
- team work
- teamwork
- Teamwork. This project is similar to the real one and we learn a lot.
- The best aspects of this unit of study would be the assigned group. I like the way my lecturer arrange the roles for each groups so we can achieve best outcomes of group assignment.
- The group activities are very exciting.
- The group activities are very exciting.
- The group assignment of case study
- The Group assignment
- The group presentations.
- The group work together and exchange findings and thoughts
- the group work in the teamwork.
- The team based projects and assessments well-simulated real work and tutors were somewhat helpful.
- work with a big group
- Working as a team to develop a real project is pretty nice.
- Working in a team to design and build something; having to iterate through prototypes, communicating with clinician
- working with team and supervisor on the solution to problems and building the website,

Faculty 4

- focus group experience
- focus group was engaging
- The practical components, e.g., focus groups.
Faculty 5

- Group sizes were good
- Group work
- Group work
- Working in groups

Faculty 6

- The group work setting instead of labs.
- Group work with STATS students was interesting and fun way to analyse data and complete a presentation/multimedia task.
- The group assignment was definitely challenging and placed me out of my comfort zone.
- Liked the group project activity and statistics expect.
- the group work with the statistics students

Needs improvement

Faculty 1

- Group work and peer evaluation fo each other
- 3. group assignments would be suitable for this course as group discussions were quite paramount by unclear instructions and students' different scope of interests.
- 2. The group presentations are worth 10%, for quite a bit of work. A lot of team members did not pull their weight - or did not create work that was on par with the rest of the teams'. The percentage mark for this either needs to be lifted to 15-20% or have an individual mark aspect.
- 2a. [Lecturer] also allocated no time for group-work. I think he forgot that it was a seminar and not a lecture (or his own personal soap-box).
- Group presentation need to feedback comment.
- I was somewhat frustrated by the limited word count in the first group assignment and the fact that the presentations were not marked. I felt that the mark my group received did not reflect the amount of work and effort put into the assignment, and on reflection of the comments and constructive criticism, I realised some of the relevant work I had added to our assignment had been cut out at the last minute due to the limited word count. While I understand that working as a group can be challenging and this was all part of a learning experience, and I also understand that in the real-world, researchers have to cull their research to fit within word counts, I still feel like as this was a learning experience, some weighting towards the in-class presentation could have been helpful and fair due to the effort we put into it.
- More teaching time required for SPSS stuff, and guidance to do this assessment. This was tough - having a large group and tackling something very very new.
- Perhaps more group activities during the semester.
- Probably would recommend a smaller group assignment size
- The 1st Assignment- too many people/ not enough opportunity to develop a concise- equally contributory submission- the word length didn't seem appropriate for the exercise. Also by the time the marked work and more importantly- comments came back - we were no longer a cohesive group and trying to see the comments from someone's screen shots was frustrating.
- The group work aspect of organising the seminar presentations was often difficult - perhaps encourage groups in the future to sort out a roster early on in semester so that it isn't getting to the night before and people are asking who is going to do it.
- Some practical elements used, but where very below subpar standards. I expected more smaller group activities then big ones because then more deeper discussion can be established as its just always same people speaking and the rest of us quite.
• Also, I found the group exercise frustrating due to group dynamics and it seemed a missed opportunity to immerse in this properly - still recognise that it would be hard to actually do any quantitative work alone in such a short time.

Faculty 2

• It would be great to swap people around for the final reflection after the video so they are not in their groups. We spent a lot of time in discussion in my group over the weekend so it would have been great to hear from some new faces.
• 3. More time on the group project given its breadth might have helped or probably a more scoped exercise that didn’t require as much research (which tends to be very time consuming on top of readings etc)
• Only some members got to edit the video, so they spent the majority of the day doing that task with input from the rest of us, (not much learning for the rest of the group occurring during this time). Could there be something else the remaining (non) editors do whilst this is taking place? i.e. give feedback to another team on where they are up to… I feel several people are very opinionated in the unit and in my group and are very quick to argue against what is asked of them (there is always an excuse not to enjoy what we were doing). Having such a strong opinion is difficult for groups as they become less engaged, with the course, task and group. I am not contradicting my previous comments above, I put myself 100% into the task, communicating and engaging with my team. It would be beneficial to remind everyone to keep an open mind (especially weekend 3). I wish I could provide individual feedback to my team which was reviewed by you. Having this may have persuaded certain team members to be more engaged.
• Additionally, when assigning groups, please average out the numbers per group. I had 6 in my group for a 24 min preso which was very hard to have everyone present, and contribute evenly. Unfortunately we had to leave out some really good content that people worked on due to time constraints which is unfair.
• Second, the group assignment included only a 15 minute presentation with no questions. Our brief was to cover a number of aspects and which was difficult to cover in the allocated time. While I appreciate the need to be concise, the timeframe was initially 20 minutes and then reduced the week before the presentations.
• Group assignment, considering project management is largely about working in teams.
• Group Discussions
• Group exercises where we open up on real-life leadership challenges rather than focusing on theory.
• I’m a fan of constructive criticism to make courses even better but honestly, I’m having trouble thinking of something I’d improve. If I could’ve changed anything about the course, it was the group project and paper. It was a lot to have six people write and edit a paper together but that is what group dynamics are all about, after all.
• It’s a lot to take in, especially with the group assignment. If we didn’t have a strong person with a financial background the task would have been impossible.
• Maybe delegating groups rather than letting students decide for the group project. I know we’re adults and we should be a bit more mature about it but yeah it was an issue.
• More group work as this [course] is supposed to be centered around experiential learning.
• Please balance the team size, or reduce the scope for smaller teams. As a team of three, covering the assignment was a lot of work.
• Some of the group activities in class could be more impactful and structured towards learning objectives.
• The buderim group assessment didn’t allow application of many of the tools we’d learnt because it had made losses for several years and was being transformed; thus its historical ratios were not relevant - maybe another company would have provided greater learning.
• The group work was challenging because of the intensive mode of course. There were fewer opportunities to get together and stay focused and disciplined for the outcome. It was also hard to
know exactly what was expected for the assignments. This meant that different group members had varied interpretations.

- I think having a group assignment on anything was ok. Would have preferred a specific topic of learning but that’s ok we could pick something that we thought was relevant. But I think this was enough for us to view our group dynamics and learn from it and get all the learnings we could. Having to present a 35 minute presentation, I’m not too sure what the purpose is of that beyond what we should have learnt already in the group assignment.
- The word limit on the group assignment.
- Would have been great to in group work also include real world problems from team members as more in-depth explorations aligned with the course to help solve current and real problems we are facing.

**Faculty 3**

- Lecturer needs to take seriously complaints about fellow Group Members. There is nothing more infuriating than having to do most of the work even after emailing a complaint and landing on deaf ears.
- Formation of groups - it is difficult to match students with similar motivations.
- Group assessment is hard to be met as each week we might have pressure from other units! This is stressful and leading to less performance! Instead a demand for output in 3 weeks is a better option.
- Group should no be allocate randomly based on Belbin. Have faced lots of Problems.
- Helping students making a well-rounded group. I was the only one speaking English in my group and others students were talking Mandarin most of the time.
- I am the only member in my project. It would be better if I have a teammate for discussion.
- Also, I think it would generally be better (perhaps not for experimental theses) for students to work individually, as there seems to be a fair bit of unequal work-load sharing occurring.
- I want to be able to group freely rather than by teacher.
- It is fair and better to ensure the same number of members of each group.
- Team review is not a good idea! I think it can be improve to be a topic debate.
- the group allocation of those projects needs to be approved since i got much mess at the beginning of this unit due to the group allocation.
- the lecturers instead divide and group the native english speakers between all the international students (at roughly a ratio of 1 domestic to 3 international). This does not result in increased learning, it results in domestic students carrying the entire workload if they wish to achieve any meaningful result and inevitably being dragged down by poorly performing group members.
- The method of grouping. Really make me annoyed.
- Group member allocation process needs to improve. Furthermore, communication is a MUST! Only 1 member in my group was able to communicate in English with semi proficiency. Rest are very poor to substandard when it comes to English and therefore creates a large language barrier. Perhaps ensure language proficiency is evaluated for each group and if required allocate someone who can translate? Also, the committee that selects groups must go through the student record when deciding group allocations.

**Faculty 4**

- Seminar group allocation - shouldn’t be assigned. I ended up doing all the work.
- Group effort contributing form does not reflect the real contribution. Let us choose our own partner for the seminar.

**Faculty 5**
• Being able to decide who is in our group before deciding which project we would do. As we have worked in randomly allocated groups for the past 2 years. We would like to work with people we already know would work well with us.
• I think the groups need to be formed first and then the group should preference their projects (we shouldn’t necessarily choose our groups, they can be randomly allocated). Having each of us preference our projects first and then trying to work around individual preferences just seems very time consuming and resulted in me not getting any of my preferences, and the one I was allocated to wasn’t stimulating for me at all so I found it much harder to want to spend as much time on it as I did
• When assigning students to group a vs group b should perhaps look at putting research group members in the same group so they can use research time collaboratively.
• The differences in expected work load between the groups are incredibly different Some groups are given tasks that are very mundane and some were given more interesting tasks

Faculty 6

• It would have also been nice to have some flexibility with the group meetings. In other units of study, the first three group sessions timetabled were compulsory to attend but the last three were optional. This allows members in the group to change the meeting time to a day that suits everyone better. Me and a couple of others in the group had nothing else timetabled on Thursday except for NUTM/STAT timetabled sessions and it would have been nice to reschedule those meetings to a different day.
• The group project has been interesting but again not really assessed on what our lecture stream has been about as we were constructing our own research question that did not have to be about obesity, although I did find it rewarding to do that as a new challenge.
• The group work, having a group assignment worth 50% puts a lot of pressure on the team to do well. Not all members of the team were working towards the same standard of marks which made assignments difficult to work on. It means that those wanting the HD put in more work since the quality of work of the other students is of a lower standard since they are happy with lower marks.

3 Open Learning Environment Units of Study

Best aspects

OLE1xxx

• Group presentation of prototype during the last session
• It was awesome being able to have an online course that did NOT include group projects, because it was much better and easier to complete when suited individuals - instead of waiting for others to get their stuff together. But still incorporated group aspect by reviewing other’s videos - really awesome.
• I also like the group activity, although it is only because I got lucky and was grouped together with hard-working individuals like myself. Since our grades aren’t individualised, it would’ve been really unfair if my group was a flop.
• The group assignment was good and some of the content is good.
• The assignments were NOT group tasks so that was awesome to be able to complete them when it suited you and not have to wait for others. Most online courses have massive group tasks with like 5-7 people in them which is just ridiculous, so THANK YOU.

OLE2xxx

• Learning experience & communication within teams

OLE5xxx
• Group assignment work, learning new ideas from others.
• Group project
• group project working
• Group work
• Group work
• group work is great as well as producing video is interesting and challenging.
• teamwork created between group members
• The best aspects of this Unit of Study was the assessments tasks and working in groups. It challenged all students to try something new.
• The fact that we were free to select our own group mates was helpful for the group assignments. The online discussions were also, at times, interesting, as I was able to get a better grasp of how my group mates viewed our project/plan.
• The group project
• We were required to join groups and work on creative projects such as videos and social media campaign which was overall educational but mostly it helped us develop our artistic side.
• Working with a good group.

**OLE zero credit points**
• group work
• the communication with group members
• The group discussion is quite useful although which depends on the activity of group member.

**Needs improvement**

**OLE1 xxx**

• Maybe let people chose partners as it is not fair to be given a partner who was an hour late twice in once session, they were obviously unreliable from the beginning.
• Annoyed that we were not informed about the group assignment, include that in Uos
• Give more time for group collaboration.
• group projects should be avoided as it is difficult for students to communicate effectively for an online course
• NO GROUP WORK PLEASE.
• The group communication makes it difficult, I rather work on projects myself without the need of other students
• The video assignment was very confusing and annoying to complete as you must rely on the other members of your group to complete theirs before you are able to die feedback. It would be easier if you just had to make and submit the video instead of having to vote whose the best in the group was.
• When making the groups on canvas, please call the group "[OLE1 xxx] Group X" or "Group X [OLE1 xxx]", because seeing "group X" pop up and not recognising anyone in that group was a bit confusing. Especially when the announcements about the groups came out later that the groups.
• Don’t put group work into a subject that is all online. Group was incredibly unresponsive and difficult to meet up with as many members did not know how to check the group page. Really unclear in this aspect.
• Each of the compulsory tasks was an absolute joke. The assessment was an even bigger joke, I don’t understand why - for an online unit - we were assigned a group of 6 people and not even told we were put into our groups. This mainly limited our time to work together since we had never met and took so long to become a group. It is also unrealistic to expect 6 people that haven’t met from a unit on campus to be able to adequately align their schedules to meet up to do their assessment together.
• get rid of the group task
• Group project can be divided in the classroom so that we know each other more deeply.
• Group projects should be avoided as it is difficult for students to communicate effectively for an online course.
• Hard to organise a video with random people assigned to you on canvas.
• I suppose it would be nice if we were given an announcement to let us know when our groups were allocated and how to find and communicate with them.
• I think for an online course (where you don’t have tutorials that you interact with peers) having a group project with 5 people is very very difficult. I would not recommend this again as it is quite difficult to organise that many people using only an online forum.
• I think the group project assignment was a challenging feat. Group work is usually hard in normal classes but with online it made it EVEN HARDER to contact group members to organise times to meet/assignment details. This led to an extremely frustrating couple of weeks trying to get this done. I think the way to improve it is allowing access to group members emails on the group page. No one really checked or responded to my ‘announcements’ or ‘discussion’ posts so I think if we all had each others uni emails to begin with, this would have made for a faster response and therefore we could’ve gotten on to the assignment a lot quicker than we did!
• It is difficult to do a group assignment when it is an online unit and everyone has a different timetable.
• More time to complete the group projects, with all of our busy schedules it was difficult to find time to meet and film.
• NO GROUP WORK PLEASE.
• Online units shouldn’t have a group assignment, very difficult to get in contact and everyone involved.
• The final assessment could be completed individually, as it was a relatively small task.
• The group assignment was a bit difficult as it was hard to contact group members.
• The group video task, was not too bad but I would prefer if I had made the video myself, as communication in between other students was harder and I prefer working alone.
• It was good for the assignment that we were assigned groups early on but we were only informed of the due date 2 weeks prior. For future the unit outline should have the CORRECT due dates (initially had semester 1’s due date for semester 2).
• Ways to contact group members.

OLE2xxx
• I would say the discussion groups to be assigned beforehand so that the groups will be balanced.

OLE5xxx
• An assessment criteria based 90% on group work hinders a student’s ability to fully demonstrate the effort and work they’ve put into their project, especially since such a large portion of the marks is affected by the other members who may not contribute their fair share of work.
• NOT being group assignment based when we don’t have class time.
• 3. I don’t think I need to spell out what’s wrong about a 90% of grades being determined by group work. But add to that, the online structure of his unit and made it particularly susceptible to bad group work experiences where people put it off to the last minute and our generally unmotivated to get work done considering how unengaging the content is. Luckily I was in a pretty self-motivated group, but it was still a nightmarish experience and that I wish I didn’t have to endure for the semester’s full length. If there was an individually graded essay on the theory I would have actually been motivated to try to make sense of the boring content and been a lot more happy to spend less time trying to work with groupmates who are overpressured, driving me like a slave so since so much rides on the assignment.
• Assignments are group-based, which is good to some extent as they promote collaboration, however many times, the group members are putting in minimal effort, which makes it quite difficult to complete assignments on time. It also reduced the degree of motivation with which the unit was initially chosen. Perhaps introduction of face-to-face tutorials, once every two weeks would be more valuable in such a large subject, than every four weeks. Many group members don’t take
part effectively in group discussions and don’t engage in online learning material, and this occasionally makes it feel like a one or two-person team.

- I would also like if there were more individual marks/assessments, as 90% of the marks from group work really placed some of the marks in the faith of your group (which luckily for me was good overall, but I would have struggled if I were placed in a group of bludgers).

- Group projects are difficult to organise - must be better thought out.
- Everything!! its an online subject (OLET) why does there need to be two very high % assessments that we need to do as groups and meet up to do a video together and that takes a lot of time in meeting. might as well do tutorials?.
- Getting into groups
- Group members
- Group of 6 is too crowded as it is very hard to find a time that fits all of the members. May be it should be reduced to 3-4 as it will boost the communication between the members and allow us some time to meet between the lectures for discussing the projects
- Maybe we can build more interaction among groups
- My group for this assignment was very bad. We should not have to work in groups for something that is weighted so high.
- Since this is a new Unit of Study I think there are a few things that do need to be improved. Also, I think that 2 major group assessments may be beneficial in some aspects especially for a unit like this however - I would have liked to be marked individually in some assessments (aside from the discussion posts)
- The 2nd Assignment is an awful lot of work considering this all online and you are in a group with so many people, that meeting up is pretty much impossible. Also the production notes not counting in word count is ridiculous.
- The assessment can be more personal, as there are too many group assessments.
- The group sizes are way too large. Just one person not contributing disadvantages everyone else in the group. Peer evaluation only corrects 20% of the mark, not the more important 80% that everyone was disadvantaged for
- The team work and group assignments - the heavy focus on team impacts individual students marks due to team members not wanting to put in the same amount of effort or wanting to achieve the same level of marks.
- too much group assignments
- We have reported to the teacher that one of our teammates is not working at all actually, but he still in our group and got the marks even without working, I hope we can move him out from our group as soon as possible in the next assessment.
- the way we were put into groups gave me anxiety and was ridiculous.

**OLE zero credit points**

- Group projects for an online self-taught unit was impractical.
- Group video was very difficult seeming that it is an online OLE so was hard to communicate
- Little improvement required. The group video task ended up working well in my case, however some groups I know of only had a handful of students work on it, whilst some students in the group never replied on the canvas group discussion board.
- A group assignment for an online course is really difficult to organise especially without tutorials to actually see each other each week.
- I don’t like that both assessments are based on group work. It would be better if 30% would be individual work, which would also assure that everyone learns and not only relies on the group
- (the assessments are stupid though) WHY, I cannot comprehend, would you think it’s smart to put massive group project in an online-based course? Do you realise how over-overwhelmingly ludicrous that is? I could have easily gotten a HD if I wasn’t subject to the incompetence and laziness of my group. I know you’re preparing us for life when we have to do group projects, but in life, people working on a campaign together are all motivated and smart and good in that subject. you’ve thrown a mixed bag together of people who only do this unit because THEEY HAVE TO, not by any real choice. Which means no one is motivated and no one is skilled in this field. I am accustomed to getting good marks, but this ‘group project’ system completely screwed my wam
ALSO don't put discussion groups on a weekly basis just let people do it by a deadline at the end of semester.

- I think one of the assignments need to be a group work, so the students of this unit can come together and share their wisdom with one another, while coming up with creative solutions that they might not be able to think up on their own.

- The second assignment, I think people should be able to choose whether [sic] they find their own groups for the assignment or are allocated a group. I am someone who likes to get assignments done well before the due date and to have not been assigned a group yet is very frustrating, in other OLE's where I have been assigned a group I have had significant trouble contacting my group members as none of them reply, so yeah I'm mad

- They layout and also the way assignments are made. I think it should be taken into consideration how hard group work is when online.

- More group work in tutes
Appendix 8 – Faculty progress reports

Faculty of Arts and Social Sciences

Assessment Plan and Rubric Project Update
By Priya Shaw Manager, Education Initiatives

The Faculty of Arts and Social Sciences implementation of the Assessment Plan and Rubric project (deliverables 4, 4.1, 4.2 of Education Portfolio Compact) is progressing well with the majority of assessment plans now being reviewed through appropriate Faculty committees. This project has provided the Faculty with an opportunity for us to review and refine the student learning arc through our standalone minors, majors, programs, streams and courses to ensure that students are developing and being assessed against the graduate qualities through the planned use of formative and summative assessment.

The project as launched in December 2018 and achievements to date include:

- Developed assessment plan templates and a diagnostic tool to assist Course Component Coordinators in mapping their curriculum and identify gaps.
- Confirmed that no discipline will develop disciplinary-rubrics at this stage, noting that that the Universal Rubrics are likely to go through further validation and revision.
- Set-up the internal process for significant unit changes to go through next year and further development around assessment to be supported.
- School roadshows and faculty forums have been run to workshop assessment plans, share approaches and further socialise the project. Faculty staff have also attended relevant University forums (e.g., the Education Portfolio's workshop on Developing Assessment Tasks that Measure Student Attainment of the Graduate Qualities. Overall we had 63 staff RSVP and with c.50 of the 80+attendees in attendance coming from our Faculty showing deep engagement with this project.)
- Piloting rubrics in multiple units with the Education Portfolio (e.g., the cultural competence graduate quality in Service Learning in Indigenous Communities and the interdisciplinary effectiveness graduate quality in Interdisciplinary Impact)
- Discipline submissions of Assessment Plans were due on the 23rd of September 2019 and these are due to be reviewed by the Faculty Undergraduate Program Committee in October prior to submission to Faculty Board in November, 2019.

The Sydney School of Education and Social work is undergoing significant curriculum review and transformation exercise. A proposal for an alternate submission date for these Assessment Plans to align with that important work is being considered though we anticipate that this will still meet the revised timeline of April 2020 submission that other Faculties are working towards.
Faculty of Health Sciences

**Project lead:** A/Prof Corinne Caillaud, Associate Dean Education  
**Academic leads:** Dr Graham Hendry and Dr Karen Garlan  
**Education design & student engagement leads:** Tina Barclay & Luce Abrate

**Method**
A Faculty-wide approach has been undertaken to frame the Graduate Qualities (GQs) project. The implementation of the identified strategy has been an ongoing process over the past 2 years. This short outline summarises the key aspects of the project. Adopting a design thinking approach, the team has continuously engaged with colleagues to test and validate the faculty strategy and to refine principles while ensuring the project remained aligned with the University strategy and timeline. This is an ongoing process that will continue in future years in order to refine and extend assessment plans and to redesign assessment tasks and rubrics.

**Strategy**

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<tr>
<th>Method</th>
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<td>Design Thinking</td>
<td>Hire academic leads dedicated to the task</td>
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<td>Identify well designed authentic assessments</td>
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<td>Identify GQs pathways – develop assessment plans</td>
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<td>Communicate with students</td>
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</table>

In the early stages of the project it was identified that course directors and unit of study coordinators needed expert and dedicated support to accomplish this task. As part of this early work we also started to raise awareness of GQs through discussion, **faculty activities** (Faculty Forum) and **focus groups** with colleagues and students.

1. **Allocate dedicated human resources to the project.** Academic leads Dr Graham Hendry and Dr Karen Garlan were recruited through compact funding to lead this work in close collaboration with course directors. Dr Graham Hendry took the lead in developing a set of principles and methods to identify best pathways to develop and assess GQs across 7 undergraduate courses, 2 majors and 1 honours program.

2. **Map assessments against GQs and identify relevant assessment tasks**, i.e. well-designed authentic assessment tasks measuring three or more GQs.

3. **A. Identify GQs pathways, develop assessment plans and validate** the findings through discussions with course directors and UoS coordinators.

   **B. Take advantage of the University wide rubrics** to refine rubrics used in selected assessment tasks.

4. **Engage with students** via focus groups and encourage them to self-reflect on the development and attainment of the GQs in relation to their relevance in the workplace.

**Guiding Principles**
The first step in our project work in 2018 involved contextualising the then University’s Assessment Working Group’s draft guidelines to develop a set of principles, in consultation with our Course Directors and students, for a system for determining FHS students’ development and attainment of graduate qualities (GQs). These principles have guided our project work since then:

**Principle 1:** To provide feedback to students about, and enable them to reflect on and self-assess, their development of the graduate qualities during their course;

**Principle 2:** To provide a valid and credible (defensible) way of judging students’ progress in attainment of levels in the graduate qualities through students’ performance in assessment tasks in their program;

**Principle 3:** To create sustainable ways of judging students’ attainment of levels in the graduate qualities;

**Principle 4:** To not add to the volume of summative assessment for students and support the use of assessment tasks that have more authenticity.

**Engagement with students**

Under Luce Abrate’s leadership we set up a faculty-wide project to engage with students and encourage them to reflect on GQs. One of the main outcomes of this project is the creation of the GQs Blog which can be used not only to raise awareness of GQs but can also help create self-reflection assessment tasks.
Sydney Business School

The Business School offers one UG degree, the Bachelor of Commerce. The BCom consists of ten Majors and a Professional Accounting Program, hence, ten assessment plans are being developed as per DVC-E guidelines. Accounting Major and Professional Accounting Program share the same assessment plan although PAccP students take more compulsory units.

The Business School is undergoing an intensive engagement process with each discipline delivering a Major in the Bachelor of Commerce. A series of workshops, group and one-on-one meetings with each discipline serve to guide and support program directors, core unit and capstone unit coordinators in aligning their curricula in order to ensure scaffolded GQ development and allocate appropriate measuring points for reporting purposes.

The process, as outlined in the appendix at the end of this brief, was designed in wide consultation with other Faculty colleagues and Business School Deans of Education and Programs, and based on scholarship of curriculum development (specifically informed by work of Anakin et al. 2018, Oliver 2013, Barrie 2006, and Bath 2004. This work is being carried out by Academic Lead, Course Enhancement, Dr Lilia Mantai, with each discipline involved in the BCom delivery.

This process was designed to be collaborative and discipline-centred, providing guidelines and support for the discipline as much as needed while encouraging discipline colleagues to engage with DVC-E guidelines in a way that is meaningful and feasible for the discipline, to review how and where their students develop the GQs, and to eventually take ownership of GQ development in their discipline.

Overall colleagues engaged well with the process indicating an appreciation of taking a consultative and collaborative approach that respects their disciplinary expertise, teaching experience, and structural constraints. Shared concerns regarding resourcing, conflicting priorities of academic work, the nature of graduate qualities, student expectations and motivations, and the use of assessment plans were noted and raised at the AAC previously.

It is worth noting that the Business School is developing assessment plans to serve multiple purposes, to meet The University’s as well as professional accreditation expectations (i.e. AACSB Assurance of Learning standard). For continuous program improvement purposes, as required by AACSB, the Business School reports on student cohort achievement of program learning outcomes annually. This assessment plan exercise therefore builds on curriculum mapping already undertaken two years ago when the BCom was reviewed and redesigned. However, the exercise of assessment plans sets an additional requirement of producing a meaningful qualitative statement for each student. This presents significant challenges particularly in large classes, and various concerns and questions have previously been raised at AAC.

Appendix: Process step-by-step
## UG curriculum project - Bachelor of Commerce

<table>
<thead>
<tr>
<th>Stage</th>
<th>How/What/Who</th>
<th>Why</th>
<th>Output/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG curriculum in disciplinary context</td>
<td>kick off meeting with each Head of Discipline (HoD), Undergraduate Coordinator &amp; Disciplinary Executive Officer (DEO) - (1hr)</td>
<td>to explain Assurance of Learning (AoL), curriculum mapping and alignment process</td>
<td>mutual understanding of the process ahead and university’s requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to agree on outcomes: Assessment Plan, updated Curriculum Maps, and improved assessments and rubrics</td>
<td>mutual agreement on what's expected</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to adjust the process to suit the discipline and nominate core UoS coordinators to be involved*</td>
<td>a customised process and meeting dates booked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to record concerns and potential issues specific to the discipline</td>
<td>better awareness of disciplinary needs and pre-empting of challenges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to compile discipline information (curriculum maps, assignments) and prepare for meetings with core UoS coordinators</td>
<td>working materials compiled for the following workshops and meetings with UoS coordinators</td>
</tr>
<tr>
<td>Curriculum and assessment: mapping and alignment</td>
<td>May-July 2019</td>
<td>workshop with each discipline: incl HoD, UG coordinator, DEO, nominated core UoS coordinators (2hrs)</td>
<td>to agree on communication with UoS coordinators</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>to review and update curriculum maps considering AoL assessment</td>
<td>curriculum maps updated in line with the new MajorLOs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to visualise and identify feedback points, practice opportunities, summative assessment and measuring points</td>
<td>engagement with the GQs, CLOs, MLOs and shared understanding of how GQs are developed across each Major</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to explain the assessment plan template and decide on process and who will write it</td>
<td>process established for writing an assessment plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to review University's common GQ rubrics and decide which and to what extent to adopt</td>
<td>rubrics updated where applicable or development work planned for 2020</td>
</tr>
<tr>
<td>Assessment Plan writing</td>
<td>May-Oct 2019</td>
<td>regular check-ins with core staff writing assessment plans, and facilitated workshops where needed</td>
<td>to provide ideas, feedback and support in the writing process</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Governance, Review and Approval</td>
<td>Oct 2019-Mar 2020</td>
<td>regular check-ins with staff developing new rubrics</td>
<td>to seek feedback on and approval of assessment plans, communicate issues, and to raise resourcing needs</td>
</tr>
<tr>
<td>Design and Development</td>
<td>2020</td>
<td>regular check-ins with disciplines on developing new rubrics, assessments, etc</td>
<td>to provide guidance, feedback and support in development and implementation</td>
</tr>
</tbody>
</table>

*Further steps and additional support was determined based on disciplines’ needs and progress*
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Andrew Horne, Policy and Projects Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Registrar and Academic Director (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Administrative Changes to the Resolutions of the Senate for the Faculty of Science and The University of Sydney Business School</td>
</tr>
<tr>
<td>Purpose</td>
<td>To make administrative changes to the Resolutions of the Senate for the Faculty of Science and the University of Sydney Business School, to align the title of the degrees combined with the Bachelor of Advanced Studies with other faculties, course resolutions, and policy.</td>
</tr>
<tr>
<td>Consultation Pipeline</td>
<td>Academic Board → Senate</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board:

1. approve the proposal from the Education Portfolio to amend the Resolutions of the Senate for the Faculty of Science and for the University of Sydney Business School;
2. recommend that Senate adopt the amended Resolutions of the Senate for the Faculty of Science and for the University of Sydney Business School; and
3. approve the amendment of the Resolutions arising from the proposal, with effect from 01 January 2020.

**EXECUTIVE SUMMARY**

There is a consistency issue with the title of the degrees combined with the Bachelor of Advanced Studies, in the Senate Resolutions for the Faculty of Science and for the University of Sydney Business School. Currently, the degrees are listed in the Senate Resolutions of their relevant faculty as:

- Bachelor of Science and Bachelor of Advanced Studies
- Bachelor of Commerce and Bachelor of Advanced Studies

As per clause 12 (5) (c) of the *Learning and Teaching Procedures 2016*, any degree combined with the Bachelor of Advanced Studies must be styled as Bachelor of [insert title] / Bachelor of Advanced Studies. In line with this clause, the titles of the degrees in the relevant degree resolutions as approved by the Academic Board in November 2016 and registered with CRICOS are:

- Bachelor of Science/Bachelor of Advanced Studies
- Bachelor of Commerce/Bachelor of Advanced Studies

The Senate Resolutions for both faculties have been updated to correct this inconsistency, and use “/” where “and” was incorrectly used. This also ensures the title of both degrees in the Senate Resolutions are aligned with the title of other Bachelor degrees combined with the Bachelor of Advanced Studies.

The update to the Resolutions of the Senate for the University of Sydney Business School is provided at Attachment 1. The update to the Resolutions of the Senate for the Faculty of Science has been added to the other updates to the Resolutions of the Senate proposed by the faculty (please refer to Item 8.2).

**CONSULTATION**

Both the Faculty of Science of the University of Sydney Business School were consulted. Their Curriculum Managers endorsed the change as an administrative technical error and made the require update in the CMS.

**IMPLEMENTATION**

For implementation commencing 1 January 2020.

**ATTACHMENTS**

Attachment 1 CMS marked-up Senate Resolutions for the University of Sydney Business School.
Resolutions of the Senate for the University of Sydney Business School

1 Degrees, diplomas and certificates of the University of Sydney Business School

(1) With the exception of 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 University of Sydney Business School. The Doctor of Philosophy is provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the School.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
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<tbody>
<tr>
<td>RPHPDBUS-01</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>RMPLHBU-01</td>
<td>Master of Philosophy</td>
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<td>Research</td>
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<td>MAEXBAD-01</td>
<td>Executive Master of Business Administration</td>
<td>EMBA</td>
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<td>MABUSADM-06</td>
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<td>MABUSSALE-01</td>
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<td>MBA(L&amp;E)</td>
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<td>MACOMMER-03</td>
<td>Master of Commerce</td>
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<td>MAHRMIRE-01</td>
<td>Master of Human Resource Management and Industrial Relations</td>
<td>MHRM&amp;IR</td>
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<tr>
<td>MAINTBUS-02</td>
<td>Master of International Business</td>
<td>MinBus</td>
<td>60</td>
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<tr>
<td>MAINBUL-02</td>
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<tr>
<td>MAPROACC-02</td>
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<td>MATRAMGT-06</td>
<td>Master of Transport Management #</td>
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<tr>
<td>BPCOMMER-06</td>
<td>Bachelor of Commerce</td>
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</tbody>
</table>

^ no new intake since 2014
* no new intake since 2018
+ no new intake since 2017

3 Combined degrees

<table>
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<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>BPCOMLAW-05</td>
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<td>BCom/LLB</td>
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<td>Dalyell</td>
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<tr>
<td>BPCOMAVS-01</td>
<td>Bachelor of Commerce and Bachelor of Advanced Studies*</td>
<td>BCom/BAdvStudies</td>
<td>192</td>
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<tr>
<td>BPACMCOM-01</td>
<td>Bachelor of Advanced Computing and Bachelor of Commerce</td>
<td>BAdvComp/BCom</td>
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<tr>
<td>BHENGCOM-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
<td>BEHons/BCom</td>
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<tr>
<td>MALOMTRM-02</td>
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<td>MLogMan</td>
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</table>

^ may be awarded with honours in an integrated or embedded program.
# no new intake since 2014

4 Double degrees

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<th>Abbreviation</th>
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<td>BPCOMMES-02</td>
<td>Bachelor of Commerce and Bachelor of Medicine and Bachelor of Surgery*</td>
<td>BCom/MBBS</td>
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<tr>
<td>Code</td>
<td>Course title</td>
<td>Abbreviation</td>
<td>Credit points</td>
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<tr>
<td>BPCOMMED-01</td>
<td>Bachelor of Commerce and Doctor of Medicine</td>
<td>BCom/MD</td>
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* no new intake since 2013

4 Graduate diplomas

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<td>GNBUSADM-02</td>
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<td>GradDipBA</td>
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<td>GNCOMMER-02</td>
<td>Graduate Diploma in Commerce</td>
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<tr>
<td>GNHRMIRE-01</td>
<td>Graduate Diploma in Human Resource Management and Industrial Relations</td>
<td>GradDipHRM&amp;IR</td>
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<td>GNLSCMGT-01</td>
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<td>GNTRAMGT-05</td>
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</table>

* no new intake since 2018
** no new intake since 2017

5 Graduate certificates

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<td>GCCOMMER-01</td>
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<tr>
<td>GCHRMRRE-01</td>
<td>Graduate Certificate in Human Resource Management and Industrial Relations</td>
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<tr>
<td>GCINNENT-01</td>
<td>Graduate Certificate in Innovation and Enterprise +</td>
<td>GradCertInn&amp;Ent</td>
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<tr>
<td>GCINTBUS-01</td>
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+ no new intake since 2018
* no new intake since 2017