

COURSEWORK POLICY 2014

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

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Signature:

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Coursework Policy 2014.

2 Commencement

This policy commences on the day after the day on which it is registered.

3 Statement of intent

This policy governs all coursework award courses leading to the following qualifications:

- (a) Diplomas;
- (b) Advanced Diplomas;
- (c) Bachelor Degrees;
- (d) Bachelor Honours Degrees;
- (e) Graduate Certificates;

- (f) Graduate Diplomas;
- (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: 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](#).

4 Application

- (1) Except to the extent that a contrary intention is expressed:
 - (a) this policy applies to:
 - (i) staff, affiliates, students and applicants for coursework award courses; and
 - (ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University;
 - (b) it is a condition of each student's admission to candidature that the student complies with their obligations under this policy.
- (2) Authorities and responsibilities set out in this policy are also defined in the [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#).

5 Definitions

- (1) In this policy:

academic adviser	means an academic employee nominated by the Dean of a faculty or Head of School and Dean of a University school to provide advice on student progression matters.
academic progression register	means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.
academic progression requirements	means the requirements for academic progression in an award course, set out in faculty resolutions, award course resolutions or this policy.
academic transcript	means a written statement setting out a student's academic record at the University.
admission	means admission to candidature in a coursework award course at the University.
advanced standing	means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the

form of a reduced volume of learning, or credit points that count towards the requirements of an award course.

appended honours course	means a course that leads to an award of a degree with honours where the honours component is undertaken after the student has met the course requirements for the degree (without honours).
applicant	means an applicant for admission to a coursework award course at the University.
assessment	means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
Associate Dean	means the Associate Dean of a faculty or University school with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.
Australian Tertiary Admissions Rank (ATAR)	for an applicant, means: <ul style="list-style-type: none"> • the applicant's rank in relation to the applicant's secondary cohort, as provided to the University by UAC; or • the applicant's results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.
ATAR cut off	for a course, means the ATAR fixed by the relevant faculty as the minimum ATAR that an applicant must achieve to be eligible for admission to the course, unless the applicant is eligible for admission to the course through an educational access scheme.
Australian citizen	has the meaning it has under the Australian Citizenship Act 2007 (Cth) .
Australian Qualifications Framework (AQF)	means the national framework for recognition and endorsement of education qualifications.
authentic assessment	means assessment tasks that relate the application of knowledge to problems, skills and performances that are found in general or disciplinary practices or professional contexts. It includes but is not limited to projects, investigations and report writing.
award course	means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate, 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.
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 entry scheme approved by the Academic Board in accordance Part 7 of this policy.
embedded program	means a sequence of linked courses in closely related academic or professional areas that: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 entry scheme	means an entry scheme for Australian recent school leavers, approved by the Academic Board in accordance with clause 26 of this policy.
Graduate Certificate	means an advanced program of study that builds on prior undergraduate study or, where approved by the faculty, prior experience that is considered by the faculty to demonstrate the required knowledge and aptitude.
Graduate Diploma	means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.

graduate qualities	<p>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:</p> <ul style="list-style-type: none"> (a) depth of disciplinary expertise; (b) broader skills: <ul style="list-style-type: none"> (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	<p>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.</p>
Higher School Certificate (HSC)	<p>means a Higher School Certificate granted by the NSW Board of Studies under the Education Act 1990.</p>
International English Language Testing System (IELTS)	<p>means the test jointly administered by British Council, IDP Education Pty Ltd and the University of Cambridge.</p>
integrated honours course	<p>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.</p>
international applicant	<p>means an applicant who is not:</p> <ul style="list-style-type: none"> • an Australian citizen; • a permanent resident of Australia; or • a New Zealand citizen.
International Baccalaureate	<p>means the diploma awarded to a person who successfully completes the International Baccalaureate program, developed and administered by the International Baccalaureate Organisation.</p>
international student	<p>means a student who is not:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Advanced Learning Masters: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline; • Professional Masters degree: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline; • Research Pathway Masters degree: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy; • Masters Degree (Extended): a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as 'Masters Degree (Extended)'.
minor	means a defined sequence of units of study taken by a student which develops expertise in a field of study. Note: See Part 3 of the Learning and Teaching Policy 2015
misadventure	means an unforeseen accident, mishap or personal misfortune.
moderation	means the process by which the validity and reliability of assessment marks are verified.
non-award student	means a person who is not admitted to an award course at the University, and who is not an exchange student or study abroad student, but is enrolled in a unit of study at the University.

non-specific credit	means a 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.
New Zealand Qualifications framework (NZQF)	means the New Zealand national framework for recognition and endorsement of education qualifications.
open learning environment	means a shared pool of units of study which are: <ul style="list-style-type: none"> • 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.

semester average mark	means the average mark obtained by a student for all units of study attempted in a semester, weighted according to credit point value.
simple extension	means an informal arrangement between a student and a unit of study co-ordinator to permit late submission of work, as provided in clause 66A of this policy.
special admission program	means a flexible entry scheme or an educational access scheme approved by the Academic Board and listed in Part 7 of this policy.
specialisation	has the meaning given in the Learning and Teaching Policy 2015 , which at the date of this policy is: <ul style="list-style-type: none"> • the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or postgraduate degree; or • the research specialisation developed in a Research Pathway Masters degree.
specific credit	means the recognition of previously completed studies as directly equivalent to specific units of study.
Staying on Track information session	means an information session held intensively, for a full week in each semester, to assist students who are failing to meet academic progression requirements.
Staying on Track survey	means a self-reflective survey designed to assist students to identify why they are having difficulties meeting academic progression requirements.
stream	means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.
student	means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.
study abroad student	means a person who is: <ul style="list-style-type: none"> • 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; and • enrolled in units of study at the University but not under the terms of an exchange agreement.
Summer School	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.

Technical and Further Education college (TAFE)	means a college operated by TAFE NSW.
testamur	means a certificate or award provided to a graduate, usually at a graduation ceremony.
Test of English as a Foreign Language (TOEFL)	means the test administered by Educational Testing Service or its licensees.
undergraduate award course	means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma or Bachelor degree or Bachelor (Honours) degree.
undergraduate degree	means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcomes specified for AQF level 7.
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 also Part 3 of the Learning and Teaching Policy 2015
unit of study co-ordinator	means the academic staff member with overall responsibility for the planning and delivery of a unit of study.
Universities Admission Centre (UAC)	means the Universities Admissions Centre (NSW & ACT) Pty Limited, which processes applications for admission to most undergraduate courses at the University of Sydney and other participating institutions.
university	means a body that is established as a university or recognised as a university, by or under a law of the Commonwealth or a State or Territory, and meets nationally agreed criteria for a university.
University	means the University of Sydney, established under the University of Sydney Act 1989 .
vertically-integrated combined degree	means a combined degree across two AQF levels, for example Bachelor and Masters, or Masters and Doctorate.
waiver	means an exemption given by a faculty to a student from the requirement to complete a prescribed unit of study.
Winter School	means the intensive teaching period in July of each year, in which students may elect to undertake one or more units of study.
working day	means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University's Christmas shutdown period.

- (2) A heading to a Part or Schedule is a provision of this policy. Other headings are not provisions of this policy, but the number of a section or subsection is a provision of this policy even if it is in a heading.
- (3) A note, marginal note, footnote or endnote is not a provision of this policy.

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

On the recommendation of the Dean, the 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

A person is eligible for admission to an award course only if:

- (a) the person meets the requirements in the [Coursework Rule](#), this policy and the relevant award course resolutions for admission to the award course;
- (b) the person has not made a material misrepresentation in applying for admission to the award course; and
- (c) if the person is an international applicant who will study in Australia, the person holds a visa enabling them to undertake courses of study in Australia.

9 Admission and candidature

- (1) The admissions process commences when an applicant accepts the University's offer of admission to an award course.
- (2) A person is admitted to candidature on the date on which they complete the admissions process.
 - (a) Domestic students are admitted to candidature on the date of their first enrolment.
 - (b) International students are admitted to candidature on the date on which they:
 - (i) complete their acceptance online, or complete their acceptance of offer form;
 - (ii) pay the applicable fees to the University; and
 - (iii) enrol for the first time.
- (3) Enrolment may be deferred in accordance with clause 38 of this policy.
- (4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.

9A Admission standards

Except as determined by the Academic Board, the admission standards set by the Academic Board will apply to all applicants for an award course from 2020.

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

- (1) To be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:
 - (a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor's Conference from time to time;
 - (b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or
 - (c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.
- (2) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

Note: The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors' Conference.

- (3) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.
- (4) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:
 - (a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;
 - (b) if the applicant achieved a lower ATAR or equivalent than originally awarded:
 - (i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student's first semester; and
 - (ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR.
- (5) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the 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 requirements

- (1) Faculties may, with the approval of the Academic Board, impose special entry requirements.
- (2) Domestic and international applicants for admission to an undergraduate award course must meet any special entry requirements approved by the Academic Board and prescribed in the award course resolutions.

14A Domestic and international applicants – admission prerequisites

- (1) The Academic Board may determine standards which set prerequisites for admission to particular award courses.
- (2) Such standards will be published on the [Academic Board standards website](#).

15 Approved preparation programs

- (1) The preparation programs approved by the Academic Board for international students are:
 - (a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;
 - (b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and
 - (c) the Advanced International Certificate of Education, University of Cambridge.
- (2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:
 - (a) the courses offered in Australia are accredited under the AQF at Certificate IV level or above; and
 - (b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.
- (3) The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students on a case-by-case basis.
- (4) The preparation program approved by the Academic Board for domestic students is the Diploma of Tertiary Preparation offered through the University's Centre for Continuing Education (see also clause 12(b) above).
- (5) Unless otherwise specified in a particular course resolution, admission standards for foundation and preparation programs that are recognised for admission by the Academic Board will be set in accordance with the relevant UAC schedule.

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

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
- (b) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree or award mentioned in subclause (a); or
- (c) where specified in the course resolutions, have qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; and
- (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;
- (b) where specified in the course resolutions, have qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award;
- (c) have a Sydney Professional Certificate from the University in a relevant discipline, as determined by the program director; or
- (d) 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
- (e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

17 Graduate Diploma

To be eligible for admission to a Graduate Diploma, an applicant must:

- (a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director;
- (b) have a Graduate Certificate from the University in a relevant discipline, as determined by the program director;
- (c) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree, award or certificate mentioned in subclause (a) or (b); or

- (d) if the applicant does not satisfy subclauses (a) - (c), have completed the requirements for an award course leading to:
 - (i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the program director; or
 - (ii) a program at another tertiary institution that the program director determines to be the equivalent of such a course;
without graduating from the course; and
- (e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

18 Masters Degree (Advanced Learning Masters degree)

To be eligible for admission to an Advanced Learning Masters degree, an applicant must:

- (a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours), or a Bachelor degree (Pass) with a credit average, from the University in a relevant discipline, as determined by the program director;
- (b) have a degree, diploma or award from another university or institution that the program director determines to be equivalent to a degree or diploma mentioned in subclause (a); or
- (c) if the applicant does not satisfy subclauses (a) or (b), have completed:
 - (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the program director; or
 - (ii) a program at another tertiary education institution, being a program that the program director determines to be the equivalent of an embedded course mentioned in subclause (i);
without graduating from the course; and
- (d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

19 Masters degree (Professional Masters degree)

To be eligible for admission to a Professional Masters degree, an applicant must:

- (a) have a Masters degree, a Bachelor degree, or a Graduate Diploma from the University in a relevant discipline, as determined by the program director;
- (b) have a degree from another university or institution that the program director determines to be equivalent to a degree or award mentioned in subclause (a); or
- (c) if the applicant does not satisfy subclause (a) or (b), have completed:
 - (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the program director; or

- (ii) a program at another tertiary education institution that the program director determines to be the equivalent of an embedded course mentioned in subclause (i);

without graduating from the course; and

- (d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

Note: The Masters Degree (Extended) is a form of Professional Masters degree – see the definition of Masters degree by coursework.

20 Exemption from eligibility requirements in exceptional circumstances

- (1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission to:
 - (a) a Graduate Certificate;
 - (b) a Graduate Diploma; or
 - (c) a Professional Masters degree.
- (2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:
 - (a) has qualifications and experience equivalent to those eligibility requirements; and
 - (b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and graduate qualities equivalent to those gained by applicants who meet the eligibility requirements.

Note: For subclause (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is English

- (1) All applicants whose first language is English must provide evidence of:
 - (a) 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](#).

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 schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.
- (2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions or award course resolutions.
- (3) Domestic applicants may apply for admission under more than one flexible entry scheme and educational access scheme, provided that their ATAR or equivalent lies within the approved eligibility band for each scheme. Except for Conditional Early Offers Schemes, the Gadigal Program, the Broadway Scheme and the Future Leaders Scheme, no such applicant will be admitted to a course if their ATAR or equivalent is more than five rank points below the relevant cut-off for the course. For the Future Leaders Scheme, no applicant will be admitted to a course if their ATAR is below the Minimum Eligibility Score for that course.
- (4) Despite anything in this Part, flexible entry schemes and educational access schemes are subject to any quota set in accordance with clause 6 of this policy.

26 Flexible entry schemes

- (1) The Academic Board may by resolution, on the recommendation of a faculty, establish or amend a flexible entry scheme for an undergraduate award course.
- (2) A flexible entry scheme must set a flexible entry band for ATARs, and otherwise be consistent with this clause.
- (3) Flexible entry schemes for specified courses are available to domestic applicants who:
 - (a) are eligible Australian recent school leavers, including applicants who hold an International Baccalaureate;
 - (b) have an ATAR or ATAR equivalent that lies below the ATAR cut-off for that course; and
 - (c) do not have a tertiary record.
- (4) Flexible entry schemes comprise two components:
 - (a) a flexible entry ATAR band, lying between the ATAR cut-off and a lower limit that is not more than 5 rank points below the ATAR cut-off; and
 - (b) a flexible entry criterion or criteria, selected from the list approved by the Academic Board in clause 26(5), that allows admission of eligible applicants whose ATAR lies within the flexible entry band.
- (5) The Academic Board approved flexible entry criteria are:
 - (a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant to the course;

- (b) satisfactory performance in extra-curricular academic activities relevant to the course;

Note: For subclause (5)(b), extra-curricular activities might, for example, include Science Olympiads.

- (c) aptitude for the award course, demonstrated by:
 - (i) relevant work or other experience;
 - (ii) submission of a portfolio; or
 - (iii) submission of a statement of interest in the course.

Note: For subclause (5)(c), faculties may use written submissions, interviews or other methods to obtain information about aptitude.

- (6) A flexible entry scheme in force at the commencement of this policy continues in force. It may be terminated by resolution of the Academic Board, but must not be amended if the scheme, as amended, would be inconsistent with this clause.

26A Future Leaders Scheme

- (1) The University recognises that appointment to certain school leadership roles indicates abilities in a student, beyond those identified by their ATAR, that are also relevant to the university environment. In recognition of this, school leaders may be admitted to a course with an ATAR below that required for normal admission to that course.
- (2) The Future Leaders Scheme is available, for specified courses, to domestic and international applicants who:
 - (a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;
 - (b) are nominated by their school principal or nominee as dux or captain of the school;
 - (c) have an ATAR or ATAR equivalent that lies between the previous year's ATAR cut-off for that course and a lower limit determined by the faculty for that course; and;
 - (d) meet all other applicable course entry requirements.

27 Broadway Scheme

- (1) The purpose of the Broadway Scheme is to help domestic applicants who have experienced educational disadvantage to gain admission to undergraduate award courses.
- (2) Domestic applicants who are eligible for admission under the Broadway Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.
- (3) The Broadway Scheme is available to domestic applicants who:
 - (a) have successfully completed Year 12 or equivalent interstate or overseas secondary education (including at a high school or a technical and further education college, or an equivalent education institution); and

- (b) have suffered:
 - (i) long-term educational disadvantage; or
 - (ii) severe disadvantage during the final two years of their secondary education.
- (4) The Broadway Scheme is not available to applicants who have a record of tertiary study.
- (5) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:
 - (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.

28 Gadigal Program

- (1) The purpose of the Gadigal 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 Gadigal 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 Gadigal 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 Gadigal Program will be on the basis of application and academic assessment.
- (6) The Associate Dean of a faculty may admit an applicant to an undergraduate award course under the Gadigal Program only if:
 - (a) where the applicant will be under 21 years old on 31 March in the academic year after the year in which the application is made:

- (i) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Gadigal Program; or
 - (ii) the applicant has demonstrated to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level;
 - (b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:
 - (i) the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;
 - (ii) the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or
 - (iii) the applicant has demonstrated to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level.
 - (7) An Associate Dean may, for a maximum period of one year, place requirements and restrictions on the enrolment of a student who is offered admission to an undergraduate award course under the Gadigal Program, including:
 - (a) requiring a student to complete a unit or units of study within a specified time;
 - (b) prohibiting enrolment by the student in a unit or units of study;
 - (c) restricting the maximum unit of study load in which a student can enrol.
- Note:** For subclause 6(a)(i): the minimum ATAR will be lower than that required for mainstream entry.

29 Conditional Early Offers Schemes

- (1) The purpose of a Conditional Early Offers Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students with academic promise who have suffered educational disadvantage and would benefit from additional support and early engagement with the University.
- (2) The Associate Dean of a faculty may, under a Conditional Early Offers Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course at the end of Year 10, or during year 11 or 12.
- (3) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:
 - (a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and
 - (b) the student maintains the level of academic performance demonstrated in accordance with subclause (5) below.
- (4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:
 - (a) whether the home environment or conditions for study for the applicant were adverse;
 - (b) any chronic illness, disability or personal trauma, the applicant suffered;
 - (c) whether the applicant's schooling or family life has been disrupted;

- (d) whether the applicant has English language difficulties;
 - (e) whether the applicant's family responsibilities are or were excessive;
 - (f) any financial hardship affecting the applicant;
 - (g) whether the applicant was in a remote or isolated location;
 - (h) whether the applicant has suffered physical or psychological abuse.
- (5) For the purposes of determining whether an applicant has demonstrated early academic promise, the Associate Dean may, with the approval of the Academic Board, consider:
- (a) evidence provided by the Principal of the applicant's school;
 - (b) performance in the Record of School Achievement;
 - (c) performance in a test approved by the Academic Board;
 - (d) other measures of promise approved by the Academic Board, including an interview or portfolio.

Note: For subclause 3(a): the minimum ATAR will be lower than that required for mainstream entry.

30 Principal's Recommendation Conditional Offer Scheme (E12)

- (1) The purpose of the Principal's Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.
- (2) The Associate Dean of a faculty may, under the Principal's Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.
- (3) Domestic applicants are eligible for the Principal's Recommendation Conditional Offer Scheme if:
 - (a) they have a written recommendation from their Principal; and
 - (b) they are completing their HSC in the year immediately prior to the year in which admission to an undergraduate award course at the University is sought; and
 - (c) they attend a school that is identified by the State or Commonwealth government as disadvantaged; or
 - (d) they are from a low socio-economic status background, as determined by the Academic Board from time to time.
- (4) For their application for admission under the Principal's Recommendation Conditional Offer Scheme to be considered, applicants must complete the application form, including a statement of motivation demonstrating:
 - (a) their interest in and motivation for applying for one of the undergraduate award courses offered by the University; and
 - (b) their reasons for applying to the University.
- (5) Applicants may be required to attend an interview.
- (6) Applicants will be assessed against the following criteria:
 - (a) demonstrated interest in and motivation for the course of study;

- (b) ability to set and meet long term goals;
 - (c) undertaking any prerequisite subjects;
 - (d) likelihood of meeting the required ATAR cut off score and succeeding in their studies at the University; and
 - (e) demonstrated leadership or citizenship skills.
- (7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Associate Dean.
- (8) On receipt of a recommendation from the assessment panel, the Associate Dean may authorise a conditional offer of admission to an award course to be made to an applicant.
- (9) The Associate Dean may admit an applicant to an undergraduate award course under the Principal's Recommendation Conditional Offer Scheme only if the applicant has an ATAR of equal to or higher than the rank specified by the faculty for admission to the award course under the Scheme.
- Note:** The minimum ATAR will be lower than that required for mainstream entry.
- (10) Applicants who are admitted under the Principal's Recommendation Conditional Offer Scheme will receive academic and other support.

31 Mature Age Applicants Scheme

- (1) The purpose of the Mature Age Applicants Scheme is to help domestic applicants who are over 21 years of age, and who would not normally meet the academic eligibility requirements, to gain admission to undergraduate courses.
- (2) The Dean of the relevant faculty may determine that the Mature Age Applicants Scheme does not apply to a specified undergraduate course.
- (3) Domestic applicants who are eligible for admission under the Mature Age Applicants Scheme are permitted to compete for admission, provided that they meet the minimum level of academic merit set by the faculty for the relevant undergraduate award course.
- (4) Applicants are eligible for admission under the Mature Age Applicants Scheme if:
- (a) they are at least 21 years old on 1 March of the year of admission to the University;
 - (b) they do not have an ATAR or equivalent that would enable them to compete for mainstream admission;
 - (c) they have not completed at least one year of study (or part-time equivalent) in a Bachelor degree or higher level qualification at a recognised tertiary institution; and
 - (d) they have, within the previous two years, completed one of the following approved preparation courses:
 - (i) a preparation course offered by the University's Centre for Continuing Education;
 - (ii) the Tertiary Preparation Certificate Course offered at a NSW TAFE college;
 - (iii) an HSC that does not lead to an ATAR;

- (iv) the Open Foundation Course or NEWSTEP Program offered by the University of Newcastle;
 - (v) the University Preparation Program offered by the University of New South Wales; or
 - (e) for admission to the Bachelor of Nursing, they have completed enrolled nursing qualifications; or
 - (f) they have completed an AQF Diploma or Advanced Diploma at a recognised tertiary institution that satisfied the University's requirements for admission, or at least one year of study (or part-time equivalent) in an approved Associate Diploma or Diploma at a recognised tertiary institution that satisfied the University's requirements for admission.
- (5) Deans will determine the minimum level of academic merit required for admission to an undergraduate course under the Mature Age Applicants Scheme.
- (6) Applicants may be required to:
- (a) attend an interview;
 - (b) provide a work portfolio; or
 - (c) successfully complete a practical examination.
- (7) When deciding whether to make an offer of admission under the Mature Age Applicants Scheme, the relevant Associate Dean may take into account:
- (a) the applicant's personal qualities;
 - (b) whether the applicant is likely to complete the course successfully;
 - (c) the applicant's work experience;
 - (d) any relevant TAFE or AQF courses successfully completed by the applicant.
- (8) Levels of assumed knowledge specified for each award course or equivalent are normally considered as prerequisites for applicants for admission through the Mature Age Applicants Scheme.

32 Elite Athletes or Performers Scheme

- (1) The training that elite athletes and performers have to undertake, and their competitive and performance commitments, can detrimentally affect their secondary school studies. The purpose of the Elite Athletes and Performers Scheme is to address that detriment.
- (2) Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.
- (3) The Elite Athletes and Performers Scheme is available to domestic applicants who:
- (a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
 - (b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

- (4) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.
- (5) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.
- (6) The Elite Athletes Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite athlete, and will seek advice about each applicant from referees and appropriate experts.
- (7) The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.
- (8) The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.
- (9) Where the Elite Athletes and Performers Selection Committee endorses an assessment of an applicant, the Committee will forward the application to the relevant faculty for consideration.

34 Special Consideration for Admission Scheme

- (1) The purpose of the Special Consideration for Admission Scheme is to help applicants who have experienced serious disadvantage during secondary study, or a previous attempt at tertiary study, to gain admission to undergraduate courses.
- (2) Applicants who are eligible for admission under the Special Consideration for Admission Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the relevant cut-off for the award course.
- (3) The Special Consideration for Admission Scheme is available to applicants who:
 - (a) have successfully completed Year 12 or equivalent secondary education (including at a high school or a technical and further education college, or an equivalent educational institution); or
 - (b) have a record of previous tertiary study; and
 - (c) have suffered serious disadvantage during the course of those studies.

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

- (1) Admission decisions must be made in accordance with the [Coursework Rule](#) and this policy.
- (2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicant's academic merit.
- (3) For admission to undergraduate award courses, applicants' academic merit is to be measured principally by their secondary or tertiary results.

- (4) The University may make more than one round of offers to applicants for an award course. The ATAR cut off points may be different for different rounds of offers.

Note: See also clause 2.5 of the [Coursework Rule](#) and clause 7 of this policy.

36 Conditional offers

- (1) An offer of admission to an award course may be made subject to specified conditions.
- (2) Examples of conditions that might be imposed include conditions relating to:
- (a) health screening of the applicant;
 - (b) criminal record checks;
 - (c) child protection checks;
 - (d) verification of the applicant's academic record;
 - (e) visa requirements;
 - (f) English language requirements; and
 - (g) completion of prior study.

37 Accepting an offer

- (1) An offer of admission to an award course can be accepted only in the manner described in the offer.
- (2) An applicant is not considered to be admitted to an award course at the University until they have completed, to the satisfaction of the University, all requirements for enrolment in the course.
- (3) An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:
- (a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;
 - (b) a place is available in the course;
 - (c) all available places are offered on the basis of merit; and
 - (d) the offer is made and accepted before the commencement of teaching in the new course.

PART 9 DEFERRAL

38 Deferred admission by commencing undergraduate applicants

- (1) An applicant offered a place in an award course may defer admission to that course, but only as provided in this Part.

- (2) The University may permit an applicant to defer admission provided that the offer of admission has not lapsed or been withdrawn by the University due to the applicant's actions prior or subsequent to the offer being made.
- (3) Subject to subclause (4) below, the maximum period of deferral is one year.
- (4) The Associate Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.
- (5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.
- (6) The Associate Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10 CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

- (1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and:
 - (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
 - (b) there are places available in the course;the applicant will be transferred to a Commonwealth supported place.
- (2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and either or both of the requirements in subclauses 39(1)(a) and (b) are not met, the applicant's offer of admission will be cancelled and withdrawn.
- (3) If an international undergraduate student changes from international to domestic status prior to the census date for their course and:
 - (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
 - (b) there are places available in the course;the applicant will be transferred to a Commonwealth supported place.
- (4) If an international undergraduate student changes from international to domestic status prior to the census date for their course and either or both of the requirements in clauses 39(3)(a) and (b) are not met, the applicant will be transferred to a domestic fee-paying place.
- (5) If an international undergraduate student changes from international to domestic status after the census date for their course and:
 - (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
 - (b) there are places available in the course;the applicant will continue as an international fee paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

- (6) If an international undergraduate student changes from international to domestic status after the census date for their course and either or both of the requirements in clauses 39(5)(a) and (b) are not met, the applicant will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.
- (7) Subject to this clause, if an international postgraduate applicant changes from international to domestic status prior to enrolling in their course, the applicant will be transferred to a domestic fee-paying place.
- (8) If an international postgraduate student changes from international to domestic status before the census date for their course, the student will be transferred to a domestic fee-paying place.
- (9) If an international postgraduate student changes from international to domestic status after the census date for their course, the student will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.
- (10) International students who are transferred to a domestic fee-paying place are permitted to compete for any available Commonwealth supported places in subsequent semesters.
- (11) International applicants for the Doctor of Medicine will not be transferred to a domestic fee-paying place in accordance with subclause (7).

PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

- (1) The University recognises that students commence courses with different levels, areas and forms 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) Entry to the University's courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.
- (4) Credit will not be granted:
- (a) for units of study completed more than:
 - (i) 10 years ago; or
 - (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;prior to admission to candidature in the course that the credit is applied to;
 - (b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;
 - (c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;
 - (d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
 - (e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.
- (5) When granting credit, an Associate Dean may impose requirements on a student with respect to:
- (a) progression to more advanced units of study within a particular course; and
 - (b) time limits for completion of the course.
- (6) Regardless of any credit granted, a student must meet any pre-requisite or co-requisite requirements for an award course, unless the unit of study co-ordinator gives the student a waiver for those requirements.
- (7) Regardless of any credit granted, a student must achieve and demonstrate the learning outcomes for the award course.

Note: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

- (1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete their award course, in recognition of:
- (a) a prior qualification in the same discipline as the award course;
 - (b) a prior qualification in a cognate discipline deemed by the 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 joint 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.

PART 12 ENROLMENT IN AND UNDERTAKING UNITS OF STUDY

47 Units of study

- (1) In this Part, 'table of units' means a table of the units of study, as set out in the award course resolutions.
- (2) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.
- (3) A student must pass a unit of study to acquire the credit points for that unit of study.
- (4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.
- (5) Subject to this policy, a student completes a unit of study if the student:
 - (a) participates in the learning experiences for the unit of study;
 - (b) meets the standards required by the University for academic honesty;
 - (c) meets all examination, assessment and attendance requirements for the unit of study; and
 - (d) demonstrates learning outcomes for the unit of study to a standard equivalent to a pass level or higher.
- (6) A program director may, subject to the award course resolutions and with the approval of the relevant program director in the faculty in which the unit of study is offered, permit a student to enrol in and obtain credit for a unit of study that is not listed in the table of units for the course.

48 Students must enrol in units of study

- (1) Subject to this policy, each student must, for each semester, enrol in units of study offered in their award course.
- (2) The enrolments must be consistent with the requirements of this policy, the faculty resolutions and the award course resolutions.

Note: See also Part 13.

49 Assumed knowledge

- (1) The University assumes that students enrolling in some first year units of study have successfully acquired a certain level of knowledge, expressed in terms of program studies and performance achieved in the HSC or equivalent.
- (2) The Academic Board may, on the recommendation of the relevant faculty, specify assumed knowledge and recommended study areas for undergraduate courses.
- (3) Students who have not acquired the assumed knowledge may enrol in any unit of study in their award course, but should undertake any recommended supplementary work before the unit of study commences.

Note: For the current list of assumed knowledge and recommended study areas for undergraduate courses, see the [Academic Board standards website](#).

50 Prerequisite and co-requisite requirements

- (1) Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.
- (2) Subject to subclause 46(2), a student may not enrol in a unit of study unless they have met the prerequisite requirements for the unit of study.
- (3) Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrolls in or has already completed the co-requisite unit of study.

Note: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.

51 Enrolment restrictions

- (1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:
 - (a) enrol in a unit of study that they have already completed towards the requirements for an award course;
 - (b) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;
 - (c) enrol in units of study additional to award course requirements;
 - (d) enrol in units of study with a total credit point value exceeding
 - (i) for enrolments in any one semester – 30 credit points;
 - (ii) for enrolments in the Summer School – 12 credit points;for enrolments in the Winter School – six credit points; or enrol in a prohibited unit of study.

Note: The award course resolutions may prescribe a lower credit point value limit.

Note: The Associate Dean will specify prohibited units of study in the table of units.

- (2) A student who is permitted, in accordance with subclause (1)(a), to re-enrol in a unit of study may receive a higher or lower grade, but not additional credit points.

52 Repeating a unit of study

- (1) Unless granted an exemption by the unit of study co-ordinator, a student who repeats a unit of study must:
 - (a) participate in the learning experiences provided for the unit of study; and
 - (b) meet all the examination, assessment and attendance requirements for the unit of study.

- (2) Except with the permission of the unit of study co-ordinator, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

53 Concurrent enrolment

- (1) A student may not enrol in more than one award course at any level, except:
 - (a) with the permission of the relevant Associate Deans; or
 - (b) as part of an approved combined degree or double degree program.

Note: This includes courses offered by other institutions.
- (2) The same unit of study cannot be counted towards the requirements for two different courses, except:
 - (a) for combined degrees;
 - (b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and
 - (c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

- (1) A student may, with the permission of the program director, enrol in a unit or units of study at another university or institution and have those units of study credited to the student's award course.
- (2) The program director may impose conditions on any cross-institutional study approved in accordance with subclause (1).

55 Attendance

- (1) A faculty may specify the attendance and participation requirements for its courses and units of study.
- (2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:
 - (a) attendance at and participation in lectures, seminars and tutorials; and
 - (b) participation in practical work.
- (3) A program director may specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or award course.
- (4) A unit of study co-ordinator may, having regard to the student's previous studies, exempt a student from a requirement mentioned in subclause (1).

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

- (1) Subject to this clause, a student may discontinue their enrolment in an award course or in one or more units of study.
- (2) A student's enrolment in the course or the relevant units of study will be treated as discontinued from the date of discontinuation, unless they produce evidence that there was good reason why the application could not be made at an earlier time.
- (3) A student who discontinues enrolment in a course during their first year of enrolment in the course will not be permitted to re-enrol in that course unless:
 - (a) the Associate Dean granted prior permission to re-enrol; or
 - (b) the student is later re-selected for admission to the course.
- (4) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause (2).
- (5) A student who discontinues enrolment in a unit of study is to be awarded a grade set out in Schedule 1.

57 Suspension of enrolment by student

- (1) All provisions of this clause are subject to restrictions imposed by the [Education Services for Overseas Students Act 2000](#) on student visa holders.
- (2) An undergraduate student 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.

67 Special consideration due to illness, injury or misadventure

- (1) Generally, an illness, injury or misadventure will be taken into account when considering a student's performance in a course or unit of study.
- (2) Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a semester or at the time of an examination. It is an academic judgement which depends on the nature of the illness, misadventure or injury and its impact in relation to assessment or examination.

- (3) Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness, injury or misadventure on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.
- (4) Special consideration is also available to non-award students.
- (5) Students who are granted special consideration must nonetheless be required to demonstrate achievement of designated learning outcomes.
- (6) *Rescinded.*
- (7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.
- (8) All requests for special consideration must be genuine and made in good faith.
 - (a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.
 - (b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.
- (9) A request for special consideration does not guarantee that the request will be granted.
- (10) Special consideration must not be granted for:
 - (a) balancing workloads from other units of study, disciplines or faculties;
 - (b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or
 - (c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.
- (11) Special consideration granted to one or more students should not disadvantage other students.

68 Students with a disability

- (1) Students with a permanent or temporary disability who have registered with the University's Disability Services, and have satisfied the University's requirements for supporting documentation, may be eligible for reasonable adjustments and or accessible examination and assessment arrangements.

Note: See the University's Disability Services [website](#).

- (2) Disability Services will determine the student's eligibility for adjustments and inform the student and faculty of the required reasonable adjustments.
- (3) Students wishing to apply for accessible examination and assessment conditions must make their application through Disability Services within specified timeframes.
- (4) Accessible examination and assessment conditions include, but are not limited to:
 - (a) extra time for reading, writing, resting or toilet breaks;
 - (b) use of a scribe;
 - (c) examination papers in alternative formats;
 - (d) use of assistive technology;

- (e) ergonomic furniture;
- (f) using a designated room and experienced supervisors;
- (g) using a separate room with a scribe or assistive technology;
- (h) rescheduling and or spacing of examinations into the deferred examination period.

69 Special arrangements for assessments

- (1) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:
 - (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
 - (b) compulsory legal absence (such as jury duty or court summons);
 - (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
 - (d) birth or adoption of a child;
 - (e) Australian defence force or emergency service commitments (including Army Reserve);
 - (f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.
- (2) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student's reasonable control, at the delegate's own discretion, on a case-by-case basis.
- (3) Special arrangements are intended to support the University's commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

70 Responsibilities for implementation of this Part

- (1) **The Academic Board** is responsible for:
 - (a) ensuring that assessment practices comply with this policy; and
 - (b) ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.
- (2) **The Executive Director, Student Administrative Services** is responsible for:
 - (a) overseeing the release of results to students; and
 - (b) overseeing the conduct of examinations.

- (3) **Deans and Associate Deans** are responsible for:
 - (a) ensuring that this policy is contextualised and implemented in all programs and units for which the faculty is responsible;
 - (b) ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and
 - (c) appointing a responsible head where the teaching of a unit of study is shared by more than one department.
- (4) **Heads of Schools and Deputy Heads of Schools** are responsible for:
 - (a) appointing principal examiners; and
 - (b) appointing program directors.
- (5) **Program directors** are responsible for:
 - (a) developing and overseeing an assessment strategy for the students' program or major that is consistent with this policy and any associated procedures;
 - (b) fostering a whole of program or major approach to assessment;
 - (c) ensuring program or major learning outcomes and standards are made clear to students;
 - (d) monitoring overall assessment loads for both staff and students;
 - (e) ensuring program or major learning outcomes are assessed at appropriate points throughout the degree;
 - (f) ensuring that assessment tasks reflect increasing levels of complexity across the program or major; and
 - (g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.
- (6) **Unit of study co-ordinators and or principal examiners** are responsible for:
 - (a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;
 - (b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
 - (c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
 - (d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.
- (7) **Unit of study lecturers and tutors** are responsible for:
 - (a) assessing student work fairly, consistently and in a timely manner;
 - (b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and
 - (c) advising students in relation to expectations relevant to specific assessment tasks.
- (8) **Students** are responsible for:

- (a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;
- (b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);
- (c) actively engaging with and acting on feedback provided;
- (d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and
- (e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

PART 15 PROGRESSION

71 Progression requirements

Note: A student enrolled in an award course must meet the progression requirements and all the course requirements for an award course within the time limits for the course.

See Part 4 of the [Coursework Rule](#).

Subject to this policy, a faculty will prescribe in the faculty resolutions or the award course resolutions the progression requirements for coursework award courses in that faculty.

72 Statement of intent

- (1) The University is committed to early identification and support of students who are not meeting progression requirements, and may therefore be at risk of exclusion from their award course.
- (2) Associate Deans will assist and promote the progression of students who are not meeting progression requirements by:
 - (a) regularly and effectively advising students of progression requirements;
 - (b) identifying and alerting students who are not meeting progression requirements;
 - (c) providing assistance to students who are not meeting progression requirements; and
 - (d) tracking the progress of students after they are identified as not meeting progression requirements.
- (3) Associate Deans will ensure that they have clear and transparent internal processes for handling students who are not meeting progression requirements, consistent with this policy.

73 Monitoring progression

- (1) Associate Deans will monitor each student's progression, including through reports generated by the student record keeping system.
- (2) When monitoring each student's progression, the Associate Dean may take into account:
 - (a) whether the student has attended compulsory teaching and assessment components of a unit of study;
 - (b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and
 - (c) whether there are significant variations in the student's academic performance.
- (3) Where the attendance record of a student is deemed by the Associate Dean to be unsatisfactory, that information will be recorded in the student record keeping system.

73A Early intervention strategies

- (1) Students who believe 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, relevant Associate Deans will identify the students in courses offered by their faculty who are not meeting academic progression requirements.
- (2) A student will be identified as not meeting academic progression requirements in a semester if:
 - (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;
 - (b) the student's semester average mark 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; andthe student's average mark for all the units of study in which they were enrolled for the semester was less than the required average mark;
 - (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 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 82will be sent a warning letter and a Staying on Track survey by the faculty.
- (3) The letter will advise each student:
 - (a) that they have been identified as not meeting academic progression requirements;
 - (b) why they have been identified as not meeting academic progression requirements;
 - (c) that they are advised to:
 - (i) complete a Staying on Track survey; and

- (ii) attend a Staying on Track information session, if they have not already done so;
 - (d) that they are required to consult an academic adviser in their faculty; and
 - (e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.
- (4) The Staying on Track survey will:
 - (a) assist students to identify and explain why they are having difficulties meeting academic progression requirements; and
 - (b) require students to consult with their year adviser or Associate Dean, who will ask them to provide information about any support services they have consulted or other remedial action they have taken since they were first identified as not meeting academic progression requirements.
- (5) The Associate Dean will record whether the student has consulted an academic adviser.

Note: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.

78 Stage 3 - Being asked to show good cause

- (1) The relevant Associate Dean may require a student who has not met the progression requirements or other standards set out in applicable faculty local provisions to show good cause why they should be allowed to re-enrol.
- (2) For the purposes of this policy, 'good cause' means:
 - (a) circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and
 - (b) reasonable prospects of meeting progression requirements in the following semester.
- (3) Students will be asked to show good cause where:
 - (a) they are enrolled in an award course whose normal full-time duration is two years or less, and they have been identified as not meeting progression requirements for that award course twice, without an intervening period of satisfactory progress as prescribed in clause 82;
 - (b) they are enrolled in an award course whose normal full-time duration is more than two years, and they have been identified as not meeting progression requirements for that award course three times, without an intervening period of satisfactory progress as prescribed in clause 82; or
 - (c) they have twice failed the same compulsory or barrier unit of study, field work, clinical work, practicum or other professional experience.
- (4) A student may be asked to show good cause more than once.
- (5) A student who is asked to show good cause will be invited to provide written reasons why they should be permitted to re-enrol in their award course.
- (6) A student's response to a request to show good cause should:
 - (a) outline the circumstances that have negatively affected the student's study performance;

- (b) explain the specific effects or impacts of those circumstances;
 - (c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student's study performance in the future;
 - (d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and
 - (e) attach any relevant documentary evidence.
- (7) In all cases the onus is on the student to provide the Associate Dean with satisfactory evidence to establish good cause.
- (8) The Associate Dean will provide reasons for their decision, which will be recorded on the student's progression profile.

Note: Documentary evidence for subclause (6)(e) may include medical certificates, police reports, statutory declarations or academic transcripts. The Associate Dean may take into account relevant aspects of a student's record in other courses or units of study within the University, and relevant aspects of academic studies at other institutions, provided that the student presents this information to the Associate Dean.

Note: A response to a request to show good cause is not a substitute for a special consideration or special arrangement application, which should be lodged as appropriate in accordance with this policy.

79 Permission to re-enrol

- (1) The Associate Dean will permit a student who has shown good cause to re-enrol.
- (2) Subject to clause 82, a student who is permitted to re-enrol will remain at Stage 3 of the process set out in this Part.

80 Actions that may be taken where a student does not show good cause

- (1) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:
 - (a) exclude the student from the relevant course; or
 - (b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
 - (i) passing a unit or units of study within a specified time;
 - (ii) exclusion from a unit or units of study; and
 - (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.
- (2) The Associate Dean may not exclude a student who subsequently does not meet any restrictions on enrolment imposed under subclause (1)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the [University of Sydney \(Student Appeals against Academic Decisions\) Rule 2006](#).

81 Applying for re-admission after exclusion for failure to meet progression requirements

- (1) A person who has been excluded from an award course may apply for re-admission to the award course after at least two years.
- (2) Re-admission will not be permitted without the approval of the Associate Dean.
- (3) With the written approval of the Associate Dean, a person who is re-admitted to their award course may be given credit for any work completed elsewhere in the University or at another institution during a period of exclusion.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the [University of Sydney \(Student Appeals against Academic Decisions\) Rule 2006](#).

Note: For information on applying for admission to other courses at the University after exclusion, see clause 11.

82 Reversion

- (1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, their name will be removed from the academic progression register.
- (2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, they will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the Associate Dean's discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

- (1) The Associate Dean may require a student to show good cause why they should be permitted to re-enrol in a unit of study that they have failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.
- (2) The Associate Dean may require a student who:
 - (a) has had their candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and
 - (b) has subsequently been admitted or re-admitted to an award course at the University;to show good cause why they should be permitted to re-enrol in a year of candidature or a unit of study that they have failed or discontinued in the year immediately following the admission or re-admission.
- (3) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:

- (a) exclude the student from the relevant course; or
 - (b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
 - (i) completion of a unit or units of study within a specified time;
 - (ii) exclusion from a unit or units of study; and
 - (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.
- (4) The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under subclause (3)(b) without allowing the student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the [University of Sydney \(Student Appeals against Academic Decisions\) Rule 2006](#).

PART 17 AWARD COURSE REQUIREMENTS

- Note:** To qualify for the award of a degree, diploma or certificate, a student must:
- complete the award course requirements prescribed in any relevant faculty resolutions and the award course resolutions; and
 - satisfy the requirements of the [Coursework Rule](#) and any applicable policy

See clause 5.1 of the [Coursework Rule](#).

Note: See clause 102(3) for commencement dates of clauses 83A to 83C inclusive.

Note: See also clauses 18(1)–(10) of the [Learning and Teaching Policy 2015](#).

83A Award course requirements for all Bachelor degrees

- (1) The Bachelor degree:
 - (a) offers liberal, professional or specialist learning and education; and
 - (b) builds on prior secondary or tertiary study.
- (2) All Bachelor award courses must meet:
 - (a) the requirements for either:
 - (i) a Liberal Studies Bachelor degree; or
 - (ii) a Professional or Specialist Bachelor's degree;and
 - (b) the applicable award course resolutions.

83B Award course requirements for the Liberal Studies Bachelor degree

- (1) Any Liberal Studies Bachelor degree will have a requirement of 144 credit points of study as specified in the award course resolutions, including the requirement to complete:
 - (a) core units of study as specified, to a maximum of 24 credit points;
 - (b) a major or a program from the list specified;
 - (c) a minimum of 12 credit points of elective units from the open learning environment; and
 - (d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.
- (2) Every Liberal Studies Bachelor degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.
- (3) Every Liberal Studies Bachelor degree must offer the opportunity for students to complete:
 - (a) a second major in place of the minor required in subclause 83B(1)(d) above from a shared pool of majors common to Liberal Studies Bachelor degrees;
 - (b) a program from a pool of the degree's list of available programs;
 - (c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);
 - (d) elective modules from the open learning environment;
 - (e) in addition to the Liberal Studies Bachelor degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.

83C Award course requirements for the Professional or Specialist Bachelor degree

- (1) Any Professional or Specialist Bachelor degree must:
 - (a) have a requirement of not less than 144 credit points of study as specified in the award course resolutions;
 - (b) support the development of the graduate qualities; and
 - (c) require all students to demonstrate those qualities.
- (2) Professional or Specialist Bachelor degrees may offer the opportunity for students to complete, in addition to the Professional or Specialist Bachelor degree, a Bachelor of Advanced Studies.

84 Masters by coursework

The Masters by coursework degree:

- (a) is a program of either or both of advanced learning and professional training;

- (b) builds on prior undergraduate study; and
- (c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

- (1) All Advanced Learning Masters degrees and appropriate Professional or Specialist Masters degrees culminate in a capstone experience.
- (2) The capstone experience:
 - (a) is a unit of study designed to provide students with an opportunity to:
 - (i) draw together the learning that has taken place during the award course;
 - (ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
 - (iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;
 - (b) will be integrative, foster student autonomy and, where appropriate, a 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.
- (4) The course resolutions for each Research Pathway Masters degree must:
 - (a) require a maximum of 96 credit points; and
 - (b) include:
 - (i) a research project of 24 – 36 credit points;
 - (ii) advanced coursework which develops knowledge and research skills in the discipline of the specialisation at 4000- and – 5000 level;
 - (iii) a minimum of 72 credit points at or above -4000 level;
 - (iv) a minimum of 36 credit points at or above -5000 level;
 - (v) a minimum of 6 credit points and a maximum of 12 credit points from the open learning environment at -5000 level.
- (5) The course resolutions for a Research Pathway Masters degree may also provide for a maximum of 24 credit points at or above -3000 level for students admitted without an undergraduate major or specialisation as provided in subclause 87A(3)(c).

Note: For further discussion of levels, see the [Learning and Teaching Policy 2015](#).

88 Award course requirements for the Graduate Diploma

- (1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.

- (2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.
- (3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
 - (a) an identifier that is unique within the faculty; and
 - (b) is used in the title of all components of the embedded program.
- (4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the award course resolutions.
- (5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
 - (a) core units of study as specified in the award course resolutions; and
 - (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

- (1) The Graduate Certificate is an advanced program of study building on:
 - (a) prior undergraduate study; or
 - (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.
- (2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.
- (3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
 - (a) an identifier that is unique within the faculty; and
 - (b) is used in the title of all components of the embedded program.
- (4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the award course resolutions.
- (5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
 - (a) core units of study as specified in the award course resolutions; and
 - (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

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 credit point level; and
 - (e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

- (4) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
- (a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
 - (b) a research project of 24-26 credit points; and
 - (c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

Note: For further discussion of levels, see the [Learning and Teaching Policy 2015](#).

91C Award course requirements for Professional or Specialist vertically-integrated Bachelor and Masters degrees

- (1) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
- (a) a total of 216 credit points;
 - (b) 72 credit points from the Master of Advanced Studies (discipline) degree, including:
 - (i) a project of 12 -36 credit points;
 - (ii) a minimum of 72 credit points at or above -4000 level;
 - (iii) a minimum of 36 credit points at or above -5000 level; and
 - (iv) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.
- (2) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
- (a) a total of 240 credit points;
 - (b) 48 credit points from the Master of Advanced Studies (discipline) degree, including:
 - (i) a project of 12- 36 credit points;
 - (ii) a minimum of 48 credit points at or above – 4000 level; and
 - (iii) a minimum of 36 credit points at or above – 5000 level; and
 - (iv) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

Note: For further discussion of levels, see the [Learning and Teaching Policy 2015](#).

PART 18 AWARDS

Note: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.

Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

See clause 6.1 of the [Coursework Rule](#).

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-timeexcept in accordance with the award course resolutions.
- (5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Associate Dean.

94 Principles for the award of honours

The principles for the University's offering degrees with honours are:

- (a) the award of honours is reserved to indicate special proficiency;
- (b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;
- (c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;
- (d) honours awards are in classes, to recognise and reward outstanding academic ability;

- (e) an honours course:
 - (i) will provide the foundations of research training within the relevant discipline; and
 - (ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and
- (f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

- (1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and award course resolutions.
- (2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:
 - (a) for appended honours and for honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies - by an honours mark; or
 - (b) for integrated honours - by a grade average calculated across at least 48 credit points of study.
- (3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

- (1) This clause applies to:
 - (a) an appended honours course; and
 - (b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.
- (2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

Item	A student who achieves an honours mark in the range ...	will be awarded honours ...
1	$80 \leq \text{honours mark} \leq 100$	First Class
2	$75 \leq \text{honours mark} < 80$	Second Class / Division 1
3	$70 \leq \text{honours mark} < 75$	Second Class / Division 2
4	$65 \leq \text{honours mark} < 70$	Third Class

- (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.

Item	A student who achieves an honours mark in the range ...	will be awarded honours ...
1	$75 \leq \text{honours mark} \leq 100$	First Class
2	$70 \leq \text{honours mark} < 75$	Second Class / Division 1
3	$65 \leq \text{honours mark} < 70$	Second Class / Division 2
4	$50 \leq \text{honours mark} < 65$	Third Class

- (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:
- calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and
 - 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.

Item	A student who achieves an honours mark in the range ...	will be awarded honours ...
1	$80 \leq \text{honours mark} \leq 100$	First Class
2	$75 \leq \text{honours mark} < 80$	Second Class / Division 1
3	$70 \leq \text{honours mark} < 75$	Second Class / Division 2
4	$65 \leq \text{honours mark} < 70$	Third Class

- (8) A student who achieves a mark of less than 65 is not awarded honours.
- (9) The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student's candidature will award honours on the basis of the mark determined by the faculty administering the honours course.
- (10) Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the title of the award shall be the name of the combined degree followed by the honours component, consistently with the following examples:
- Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy);
 - Bachelor of Science / Bachelor of Advanced Studies (Mathematics) (Philosophy Honours);
 - 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.

	Grade	Description	Mark Range	Use	Use in WAM	Impact on Progression/ at risk status
1	AF	Absent fail	Range from 0 to 49	<p>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.</p> <p>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.</p> <p>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.</p>	Included in WAM	To Count as Fail
2	CA	Credit (Aegrotat)	Range from 65 to less than 75	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.	Included in WAM	To count as Credit
3	CN	Cancelled	No mark	To be used when an enrolment is cancelled.	Not included in WAM	No impact on progression or at risk status
4	CR	Credit	Range from 65 to less than 75	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.	Included in WAM	To count as Credit
5	DA	Distinction (Aegrotat)	Range from 75 to less than 85	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.	Included in WAM	To count as Distinction
6	DF	Discontinue - fail	No mark	Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation	Not included in WAM	To count as fail

				of classes for the unit of study and where a faculty has not determined that a grade of DC is warranted.		
7	DI	Distinction	Range from 75 to less than 85	To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.	Included in WAM	To count as Distinction
8	DC	Discontinued not to count as failure	No mark	Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may determine that the result of DC is warranted after this date if the student has made out a special case based on illness or misadventure (see clause 14(13)(a)(v) of the Assessment Procedures 2011).	Not included in WAM	Not to count as fail
9	FA	Fail	Range from 0 to less than 50	To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.	Included in WAM	To count as fail
10	FR*	Failed Requirements	No mark	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.	Not included in WAM	To count as fail
11	HA	High Distinction (Aegrotat)	Range from 85 to 100 inclusive	To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.	Included in WAM	To count as High Distinction
12	HD	High distinction	Range from 85 to 100 inclusive	To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.	Included in WAM	To count as High Distinction
13	IC	Incomplete	No mark	This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result.	Not included in WAM	No impact on progression

				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.		
14	PA	Pass (Aegrotat)	Range from 50 to less than 65	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.	Included	To count as pass
15	PS	Pass	Range from 50 to less than 65	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.	Included	To count as pass
16	SA*	Satisfied Requirements (Aegrotat)	No mark	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.	Not included	To count as pass
17	RI	Result incomplete	No mark	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.	Not included	Not included
18	SR*	Satisfied requirements	No mark	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.	Not included	To count as pass
19	UC	Unit of Study Continuing	No mark	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.	Not included	Progression status to be assessed at the last semester of the unit of study
20	WD	Withdrawn	No mark	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.	Not included	No impact on progression

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: 24 July 2019 (commencing 25 July 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

Provision	Amendment	Commencing
Various	Updated incorrect hyperlinks and numbering (administrative change only)	12 February 2015
92A	Clause added	16 February 2015
78 (Note)	Corrected reference to incorrect clause	16 February 2015
39	Corrected to ensure compliance with <i>Education Services for Overseas Students Act 2000</i>	13 April 2015
12A	Clause added	25 May 2015
Various	Correction of numbering errors (administrative change only)	12 June 2015
5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78	Amendments to a range of clauses as requested by Admissions and the Student Centre	1 July 2015
101	Amendment to align this clause with the ESOS National Code	16 September 2015
38	Deferment replaced by Deferral.	1 January 2016
5(1), 41 (Note 27), 42, 43, 43A, 43B, 67, 69	Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.	1 January 2016
25	Amendment to include reference to Dux Entry Scheme	1 January 2016
5, 28(4), 68(1), Related documents	Amended references and hyperlinks to other documents	1 January 2016
5, 66A	Addition of clause and definition for simple extensions	11 April 2016
38, 39, 43A, 57, 60, 101, Schedule 1	Amendments to other clauses as requested by Admissions and the Student Centre	11 April 2016
101 (8) (a), 101 (8) (b)	Administrative amendment, correction of typographical amendment.	3 May 2016
Various	Correction of typographical errors and clause references (administrative amendments only).	25 July 2016

Provision	Amendment	Commencing
Notes	Numbering of notes removed.	25 July 2016
6	<p>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree;</p> <p>Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study;</p> <p>Definitions deleted: graduate attributes;</p>	25 July 2016
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) .	References to course changed to award course.	25 July 2016
20(2); 65(2); 85(2)(c).	References to graduate attributes changed to graduate qualities.	25 July 2016
26A(1); 26A(2)	References to Dux Entry Scheme changed to Future Leaders Scheme.	25 July 2016
26A(3)	Subclause deleted.	25 July 2016
44(1)	Cross reference to clauses 42 and 43 deleted.	25 July 2016
44(7) note	Reference to Senate resolutions changed to award course resolutions.	25 July 2016
Part 17 note	Note added.	25 July 2016
83A; 83B; 83C	New clauses added.	25 July 2016
93(3)	New subclause (3) added, remaining subclauses renumbered.	25 July 2016
97A	New clause added.	25 July 2016

Provision	Amendment	Commencing
99(2)	Subclause deleted and replaced.	25 July 2016
99(4)	Subclause deleted and replaced.	25 July 2016
102(3)	New subclause added.	25 July 2016
97	Amendments related to the award of 3 rd Class Honours	1 January 2017
33	Deleted	1 January 2017
Schedule 1	Administrative amendment to remove reference to obsolete grades.	1 January 2017
60(1)(b)	Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.	2 March 2017
Schedule 1	Administrative amendment – minor typographical error	18 July 2017
4(2); 21(3) note; Notes	Administrative amendment - updated references to <i>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</i>	18 September 2017
5(1)	Administrative amendment - updated hyperlink to <i>University of Sydney Act 1989</i>	18 September 2017
21(9) note; 49(3)	Administrative amendment – updated hyperlink to Academic Board Standards website	18 September 2017
5(1)	Deleted reference to <i>University of Sydney By-law 1999 (as amended)</i>	18 September 2017
26A(2)(a)	Administrative amendment – replacing “NSW” with “relevant state or territory”	18 September 2017
Notes	Administrative amendment – replaced “ <i>University of Sydney By-law</i> ” with <i>University of Sydney (Student Discipline) Rule 2016</i>	18 September 2017
7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c) 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii); 28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) –	Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016	1 January 2018

Provision	Amendment	Commencing
(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)	Consequential amendments arising from organisational design change	1 January 2018
12A(2); 92A	Replacing Deputy Vice-Chancellor (Registrar) with Registrar – for consistency within document	1 January 2018
24(2)	Insert “Chair of the” before Graduate Studies Committee	1 January 2018
6; 83A(2)(a)(i); 83B; 83B(1) – (3); 83C; 83C(1)-(2)	Replacing “Degree” with “degree”	1 January 2018
2; 3; 6; 7note; 8(a); 9(3); 24(1)(a)(1)- (ii); 24(1)(b); 24(4)(b); 26(b); 35(4) note; 41(2); 41(1); 47(5); 71: 100 notes	Replacing “Policy” with “policy”	1 January 2018

Provision	Amendment	Commencing
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); 83(1)-(3); 100 notes; 101(3)(b); <u>Schedule 2</u> 2(3)(a); 2(4)(a); 4(2)(a); 4(3)(c); 5(2)(a); 6(2)(a)	Replacing “he or she” with “they” or “their” and matching associated verbs – gender equity requirements.	1 January 2018
6	Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree”	1 January 2018
6	New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”	1 January 2018
6	Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”	1 January 2018
30(9) note	note moved from after 30(10) to after 30(9)	1 January 2018
58(3)	“automatically terminated” now reads “terminated automatically”	1 January 2018
60(1)(b)	“as defined in the <i>Learning and Teaching Policy 2015</i> ” deleted	1 January 2018
79(2)	Delete “outlined” after process and replace with “set out”	1 January 2018
Part 17 note	Clause reference now reads “see also clauses 18(1)-(10) of the <i>Learning and Teaching Policy 2015</i> ”	1 January 2018
87A; 91A; 91B; 91C	New clauses inserted	1 January 2018

Provision	Amendment	Commencing
90(4)	Delete “will”; replace with “must not”	1 January 2018
92(2)-(3)	Clauses deleted	1 January 2018
92(2)	New clause added to replace clauses 92(2)-(3)	1 January 2018
5	early intervention strategy definition amended and English Language Proficiency Standards definition added	1 January 2019
9A, 14A	Amendments to provide clarity of admission standards	1 January 2019
21; 21A; 21B;	Amendments to English Language Requirements – Undergraduate Courses – update links	1 January 2019
23; 23A; 24	Amendments to English Language Requirements – Postgraduate Courses	1 January 2019
57	Amendment to provide clarity of suspension of enrolment	1 January 2019
73A	Amendment to early intervention strategies	1 January 2019
5	Removed definition of Registrar	24 March 2019
6;10(5);12A(2)	Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)	24 March 2019
70(2)	Removed reference to Registrar and replaced with Executive Director, Student Administrative Services	24 March 2019
92A	Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)	24 March 2019
3	Added note regarding ‘Masters Degrees’ and added definition and note for the Sydney Professional Certificate	1 July 2019
5	Expanded definition of Award Course and Coursework Award Course to include the Sydney Professional Certificate; updated definitions of Exchange Student and Study Abroad Student	1 July 2019
15A	Added eligibility criteria for a Sydney Professional Certificate	1 July 2019
16; 17	Amended to address the status of the Sydney Professional Certificate as an admission qualification	1 July 2019
21; 21A; 23; 23A	Administrative amendments to standardise reference to the English Language Proficiency Standards and correct hyperlinks	1 July 2019



Provision	Amendment	Commencing
31(4)	Administrative correction of clause numbering	1 July 2019
44(5)	Added credit available from a Sydney Professional Certificate	1 July 2019
89A	Added award course requirements for a Sydney Professional Certificate	1 July 2019
97A	Added examples of naming conventions for honours qualifications within combined degrees that include the Bachelor of Advanced Studies	1 July 2019
25(3)	Addition of 'the Broadway Scheme' after Gadigal Program	24 July 2019