

ACADEMIC BOARD 9 JUNE 2020

Chair: Associate Professor Tony Masters

Manager Governance: Alyssa White
University Secretariat | Office of the Vice-Chancellor
Administration Building (F23)

T 8627 6905

E alyssa.white@sydney.edu.au

<https://sydney.edu.au/about-us/governance-and-structure/governance/academic-board.html>

NOTICE OF MEETING

Meeting 03/2020 of the Academic Board will be held from **1:00pm – 3:00pm** on **Tuesday 9 June 2020** by Zoom. Members who are unable to attend are asked to notify Alyssa White at the above address.

The agenda for this meeting is below.

Alyssa White
Manager Governance (Senate & Academic Board)

AGENDA

☆	This symbol indicates items that have been starred for discussion at the meeting. All unstarred items are to be resolved as recommended.			
		Presenter	Paper	Timing
☆ 1	WELCOME AND APOLOGIES	Chair		1:00pm
☆ 2	PROCEDURAL MATTERS			1:05pm
	2.1 Starring of Items and adoption of unstarred items	Chair	<i>verbal</i>	
	2.2 Minutes of Previous Meeting	Chair	<i>attached</i>	
	2.3 Business Arising	Chair	<i>verbal</i>	
☆ 3	STRATEGIC ITEMS OF BUSINESS			
	3.1 Progress towards launching a University sustainability strategy	Senior Deputy Vice-Chancellor	<i>attached</i>	1.10pm
	3.2 Online by design – initiatives over the intersemester break to support educators	Deputy Vice-Chancellor (Education) & Pro Vice-Chancellor (Educational Innovation)	<i>attached</i>	1.35pm
☆ 4	REPORT OF THE CHAIR			2.00pm
	4.1 General Report	Chair	<i>attached</i>	
	4.2 Student members' report	Students	<i>verbal</i>	
	4.3 Honours and Distinctions	Chair	<i>attached</i>	

☆ 5	REPORT OF THE VICE-CHANCELLOR	Vice-Chancellor	<i>confidential circulation</i>	2.20pm
☆ 6	QUESTION TIME Questions to the Vice-Chancellor and Chair of the Academic Board.	Vice-Chancellor & Principal / Chair	<i>verbal</i>	2.40pm
7	REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE 7.1 Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020 7.2 Update to Prefatory Paragraph in Course Resolutions 7.3 Proposed Creative Arts Special Admission Scheme and consequential amendments to the Coursework Policy 2014	Chair, ASPC	<i>attached</i>	
8	REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE 8.1 <u>University of Sydney Business School:</u> Bachelor of Advanced Studies Advanced Coursework 8.2 <u>University of Sydney Business School:</u> Bachelor of Commerce Table A 8.3 <u>Faculty of Science:</u> Science Honours 8.4 <u>Faculty of Science:</u> Bachelor of Animal and Veterinary Bioscience Table 2 (Animal Health and Disease major) 8.5 <u>Faculty of Science:</u> Bachelor of Liberal Arts and Science, unit of study table 8.6 <u>Faculty of Science:</u> Science Table 1 majors, Chemistry and Medicinal Chemistry 8.7 <u>Faculty of Arts and Social Sciences:</u> Advanced Coursework pathway of the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) 8.8 <u>Faculty of Arts and Social Sciences:</u> Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies Table D and Table S 8.9 <u>Faculty of Science:</u> Bachelor of Science Table A and S 8.10 <u>Faculty of Science:</u> Bachelor of Advanced Studies Table A 8.11 <u>Sydney Conservatorium of Music:</u> Bachelor of Music 8.12 <u>Sydney Conservatorium of Music:</u> Bachelor of Music/Bachelor of Advanced Studies (Performance)	Chair, USC	<i>attached</i>	

- 8.13 Sydney Conservatorium of Music: Bachelor of Music/Bachelor of Advanced Studies (Composition)
- 8.14 Sydney Conservatorium of Music: Music Major in Table S
- 8.15 Faculty of Arts and Social Sciences & Sydney Conservatorium of Music: Creative Arts Special Admission Scheme

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Chair, GSC

attached

- 9.1 School of Architecture, Design and Planning: Master of Architectural Science (and embedded degrees)
- 9.2 School of Architecture, Design and Planning: Master of Design (and embedded degrees)
- 9.3 School of Architecture, Design and Planning: Master of Urbanism (and embedded degrees)
- 9.4 Faculty of Engineering: Master of Engineering (Intelligent Information Engineering)
- 9.5 Faculty of Engineering: Master of Engineering
- 9.6 Faculty of Engineering: Master of Transport (and embedded degrees)
- 9.7 Faculty of Medicine and Health: Master of Clinical Epidemiology (and embedded degrees)
- 9.8 Faculty of Medicine and Health: Master of Health Policy (and embedded degrees)
- 9.9 Faculty of Medicine and Health: Master of Medicine/Master of Science in Medicine (and embedded degrees)
- 9.10 Faculty of Medicine and Health: Master of Medicine/Master of Science in Medicine (Infection and Immunity) (and embedded degrees)
- 9.11 Faculty of Medicine and Health: Graduate Certificate in Infection and Immunity
- 9.12 Faculty of Medicine and Health: Master of Surgery (and embedded degrees)
- 9.13 Faculty of Science: Graduate Certificate in Science (History and Philosophy of Science)
- 9.14 Faculty of Science: Graduate Diploma in Psychology
- 9.15 Faculty of Science: Master of Environmental Science and Master of Environmental Science and Law (and embedded degrees)
- 9.16 Faculty of Science: Master of Mathematical Sciences (and embedded degrees)
- 9.17 Faculty of Science: Doctor of Veterinary Medicine (DVM), Semester Schedule for 2021

Item 4.1
refers

9.18	<u>Faculty of Medicine and Health: School of Public Health Unit Variations</u>		
9.19	<u>Faculty of Medicine and Health: Master of Philosophy (Medicine and Health)</u>		
9.20	<u>Deputy Vice-Chancellor (Education) Portfolio: Quality review process for Table R</u>		
9.21	<u>Deputy Vice-Chancellor (Education) Portfolio: Finalised Table R for 2021</u>		
9.22	<u>Deputy Vice-Chancellor (Education) Portfolio: Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020</u>		Item 7.1 refers
10	REPORT OF THE ACADEMIC QUALITY COMMITTEE	Chair, AQC	<i>attached</i>
10.1	Terms of Reference – HDR Examinations Subcommittee		
10.2	Course Review – Bachelor of Education		
10.3	Request to delay the review of the Master of Business Administration (MBA) (and embedded courses)		
10.4	Updating the Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020		Item 7.1 refers
11	GENERAL BUSINESS		
11.1	Update to Transitional Provisions in Course Resolutions	Manager Governance (Senate & Academic Board)	<i>attached</i>
11.2	Report of the Board of Interdisciplinary Studies: Table S, Table D, and Table O Units	Provost and Deputy Vice-Chancellor	<i>attached</i>
11.3	<u>University of Sydney Business School: Request for variation to Semester 2 teaching dates</u>	Dean, University of Sydney Business School	<i>attached</i>
11.4	<u>The University of Sydney Law School: Request for Variation to Semester 2 Dates</u>	Head of School and Dean, University of Sydney Law School	<i>attached</i>
11.5	<u>Faculty of Medicine and Health: Principles and school variations for taking COVID-19 into account for honours students</u>	Associate Dean Education, Faculty of Medicine & Health	<i>attached</i>
11.6	Any other business		<i>verbal</i>

Next meeting: 1:00 pm – 3:00 pm, **Tuesday 21 July 2020**
via Zoom



ACADEMIC BOARD MINUTES

1.30 pm, Tuesday 5 May 2020 by video conference.

Members Present: A/Prof Tony Masters (Chair, Academic Board); Dr Michael Spence AC (Vice-Chancellor and Principal); Prof Jane Hanrahan (Chair, Academic Standards & Policy Committee); A/Prof Wendy Davis (Chair, Academic Quality Committee); A/Prof Michael Kertesz (Chair, Graduate Studies Committee); A/Prof Tihomir Ancev (Arts & Social Sciences (Economics)); James Ardouin (Student Representative Council, UG nominee); Prof Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Dr Vasilki Betihavas (Medicine & Health (Nursing School)); Dr Francois Blanciak (Architecture, Design & Planning); Prof Simon Bronitt (Dean, Law); Dr Stephen Clibborn (University of Sydney Business School); Dr Susan Coulson (Health Sciences); A/Prof Steven Cumming (Health Sciences); Prof Glen Davis (Health Sciences) from 2.30 pm; Liam Donohoe (President, Student Representative Council); A/Prof Haryana Dhillon (Science (Psychology)); Shervin Jivani (PG Student, Architecture, Design & Planning); Narjis Fatima (PG Student, Science); Prof Alan Fekete (Engineering (Computer Science)); Prof Stephen Garton (Senior Deputy Vice-Chancellor); Dr Tom Goldfinch (Engineering (Civil)); Prof Mark Gorrell (Medicine & Health (Centenary Institute)); Shruti Goradia (UG Student, Medicine & Health); Katarina Grobler (UG Student, Conservatorium); A/Prof Thomas Grewal (Medicine & Health (Pharmacy)); Trent Hammond (HDR Student, Medicine & Health); Tiffany Hanna (UG Student, Health Sciences); Prof Jason Harris (Law); Dr Daniela Helbig (Science, History & Philosophy of Science); Dr Grant Hooper (Law); Dr Syeda Zakia Hossain (Health Sciences); Cameron Howlett (PG Student, University of Sydney Business School); Dr Stephen Clibborn (University of Sydney Business School); Dr Wenye Hu (Architecture, Design & Planning); Ziyang Huang (Student Representative Council nominee); Prof Duncan Ivison (Deputy Vice-Chancellor (Research)); Shervin Jivani (PG Student, Architecture, Design & Planning); Prof Cheryl Jones (Heads of School Committee representative, Medicine & Health); A/Professor Craig Jin (Engineering, Electrical & Information Engineering); Patty Kamvounias (University of Sydney Business School); James Kite (Medicine & Health (Medical Sciences)); A/Prof Ghena Krayem (Law); A/Prof Sarah Lewis (Health Sciences); A/Prof Sandra Loschke (Architecture, Design & Planning); A/Prof John Lynch (Conservatorium); Minran Liu (Co-President, Sydney University Postgraduate Representative Association); Dr Slade Matthews (Medicine & Health (Medical School)); A/Prof Lynda Matthews (Health Sciences); Sayan Mitra (PG Student, Science); Dr Stephen Mould (Conservatorium (Conducting)); Prof Barbara Messerle (Provost and Deputy Vice-Chancellor); Dr Carolyn McKay (Law); Elaine McFadzean (Faculty Academic Services Committee nominee); Shurui Miao (Sydney University Postgraduate Representative Association nominee); Dr Cat Moir (Arts & Social Sciences (Languages and Culture)); A/Prof Rebekah Moles (Medicine & Health (Pharmacy)); A/Prof Lenka Munoz (Chair, Undergraduate Studies Committee); Dr Shanika Nanayakkara (Medicine & Health (Dental School)); Duy Nguyen (HDR Student, Engineering); A/Prof John O'Byrne (Science (Physics)); Dr James Parkinson (Science (Mathematics & Statistics)); Prof Philippa Pattison (Deputy Vice-Chancellor (Education)); Prof Lisa Jackson Pulver AM (Deputy Vice-Chancellor (Indigenous Strategy and Services)); Dr Fernanda Penaloza (Arts & Social Sciences (Languages and Cultures)); A/Prof Stephanie Phillips (Medicine & Health (Adventist Hospital Clinical School)); Dr Anne Mai-Prochnow (Engineering (Chemical & Biomolecular Engineering)); A/Prof Helen Proctor (Arts & Social Sciences (Education & Social Work)); Prof Susanna Scarparo (Pro-Vice Chancellor (Student Life)); Dr Carl Schneider (Medicine & Health (Pharmacy)); Dr Yash Shrivastava (Engineering, Electrical & Information Engineering); Prof Nicholas Smith (Arts & Social Sciences (Philosophical & Historical Enquiry)); Prof Heiko Spallek (Heads of School Committee representative, Medicine & Health); Dr Gareth Vio (Engineering (Aeronautical, Mechanical & Mechatronic Engineering)); Dr Olaf Werder (Arts & Social Sciences (Languages and Media)); A/Prof Andrew Wait (Arts & Social Sciences (Economics)); A/Prof Tim Wilkinson (Engineering (Civil)); Prof Greg Whitwell (Dean, University of Sydney Business School); Xinheng Wu (Nominee, Sydney University Postgraduate Representative (SUPRA)); Dr Narelle Yeo (Conservatorium); Prof Iain Young (Dean, Science); Prof Sarah Young (Medicine & Health (Medical Sciences)); A/Prof Jingdong Yuan (Arts & Social Sciences (Social and Political Sciences)); and Xiner Yuan (Sydney University Postgraduate Representative Association nominee).

Apologies: A/Prof Helen Agus (Science (Life & Environmental Sciences)); Yanning Bai (Co-President, SUPRA); Tegan Cox (Faculty Academic Services Committee representative, Brain and Mind Centre); A/Prof Leo Davies (Medicine & Health (Medical School)); Courtney Diggins (UG Student, Engineering); Prof Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Dr Astrid Frotjold (Medicine & Health (Nursing and Midwifery)); Lina Goh (HDR Student, Health Sciences); Prof Paul Groundwater (Medicine & Health (Pharmacy)); Dr Christopher Hartney (Arts & Social Sciences (Literature, Art & Media)); Ziyang Huang (Student Representative Council nominee); Prof Annamarie Jagose (Dean, Arts & Social Sciences); Michael Kallidis (UG

Student, Conservatorium); Hamidreza Kahlaee (Science, Life & Environmental Sciences); Dane Lui (UG Student, University of Sydney Business School); Lisa McIntosh (Director, University Libraries); Dane Luo (UG Student, University of Sydney Business School); Dr Claudia Keitel (Science (Life & Environmental Sciences)); Prof Eric Knight (Pro-Vice Chancellor (Research- Enterprise and Engagement)); A/Prof Angela Knox (University of Sydney Business School); Shurui Miao (Sydney University Postgraduate Representative Association nominee); Prof Richard Miles (Pro Vice-Chancellor (Education – Enterprise and Engagement)); A/Prof Stuart Lane (Medicine & Health (Nepean Clinical School)); Brendon Nelson (Director, Student Administrative Services); Rengen Parlane (PG Student, Medicine & Health); A/Prof Maurice Peat (University of Sydney Business School); Dr Vijayasarithi Ramanathan (Medicine & Health (Westmead Clinical School)); Prof Anna Reid (Dean, Conservatorium); Prof Laurent Rivory (Pro-Vice-Chancellor (Research)); A/Prof Siegbert Schmid (Science (Chemistry)); A/Prof Peter Sinclair (Health Sciences); Adrienne Sach, (Nominee, Faculty General Managers Committee); Dr Sanet Du Toit (Health Sciences); Prof Robyn Ward (Dean, Medicine & Health); Prof Peter Wilson (Arts & Social Sciences (Philosophical & Historical Enquiry)); Prof Bronwyn Winter (Arts & Social Sciences (Languages and Culture)); A/Prof Derek Wyman (Science (Geosciences)); Anthony Yammine (HDR Student, Medicine & Health); Prof Willy Zwaenepoel (Dean, Engineering); and Dr Sanaa Zaki (Science (Veterinary Science)).

Attendees: Kate Calhau (Executive Assistant to Chair, Academic Board); Emma Bowen (Faculty General Manager, Science); Christine Brickenstein (Manager, Curriculum and Quality (Arts & Social Sciences)); Glenys Eddy (Committee Officer); Prof Ross Coleman (Director Graduate Research); A/Prof Chris Evans (Associate Professor of Practice, National Centre for Cultural Competence); Dr Hayley Fisher (Academic Director, Post-Bachelor Education); Edwina Grose (Director, Student Operations); Kerrie Henderson (University Policy Manager); Katie Humphries (Committee Officer); Andrew Horne (Policy and Projects Officer (Education Portfolio)); Christine Lacey (Senior Policy and Projects Officer (Education Portfolio)); A/Prof Peter McCallum (Registrar and Academic Director (Education)), David Pacey (Secretary to Senate); Prof Alan Pettigrew (Senate Fellow and Chair of Senate People and Culture Committee); Tim Payne (Director of Higher Education Policy & Projects); Kate Small (Deputy Chief of Staff); Cory Thomas (Committee Officer); Rachel Weiss (University Quality Manager); Alyssa White (Manager Governance (Senate & Academic Board)); Kim Withers (Committee Officer); and Lucinda Wright (Governance Support Officer).

UNCONFIRMED MINUTES

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

☆ 1 WELCOME AND APOLOGIES

Note for the Record

The Chair opened the meeting of the Academic Board by welcoming members to the first Academic Board meeting held via Zoom by video conference

The Chair advised members of the protocol for the online meeting; and ways in which to ask questions of the Chair, Vice-Chancellor and guest presenters.

☆ 2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items

Resolution AB2020/2-1

The Academic Board resolved to note that no additional items had been starred.

2.2 Minutes of Previous Meeting

Resolution AB2020/2-2

The Academic Board confirmed the minutes of the previous meeting held on 3 March 2020 as a true and accurate record with a minor typographical correction.

2.3 Business Arising

There was no business arising.

2.4 Academic Board Academic Quality Committee Membership 2020

Resolution AB2020/2-3

The Academic Board resolved to approve the appointment of Dr Vladimir Gorbach as the Sydney Conservatorium of Music member to the Academic Board Academic Quality Committee.

Action: AB 2020/2-1

Chair of Academic Quality Committee to note that the Academic Board approved the appointment of Dr Vladimir Gorbach as the Sydney Conservatorium of Music member on the Academic Quality Committee.

☆ 3 STRATEGIC ITEMS OF BUSINESS

3.1 Appointment of the Vice-Chancellor – Process and Timeline

Resolution AB2020/2-4

The Academic Board noted the report for Appointment of Vice-Chancellor – Process and Timeline.

Note for the Record

The Secretary to Senate, David Pacey, briefly outlined the process for the appointment of a new Vice-Chancellor. The Board noted that the position had been advertised on 4 May 2020 and that information was available on the University [intranet site](#).

The Secretary to Senate invited, Senate Fellow and Chair of Senate People and Culture Committee, Professor Alan Pettigrew, to detail the recruitment process for the new Vice-Chancellor.

Professor Pettigrew advised the Board that a selection committee had been established as a temporary Committee of Senate and that the Committee is authorised to act on behalf of Senate to conduct the recruitment process for the new Vice-Chancellor. Board members noted that the Senate will make the final decision on the appointment of the Vice-Chancellor following consideration of advice and recommendation from the Selection Committee.

Professor Pettigrew advised that Perrett Laver had been appointed as the specialist search firm for the position. Perrett Laver, a leading international executive search firm has assisted in the appointment of Vice-Chancellors at leading institutions both internationally and nationally. The Chancellor will Chair the Committee, which includes ex-officio staff members, academic members, a student member, and an external Vice-Chancellor. The timeline for the selection process is likely to be impacted by COVID-19; particularly in terms of restrictions on international travel should the committee receive international applicants.

The Board noted that focus group sessions including alumni, students, academic staff, professional staff, staff unions, researchers, donors and college principals had taken place and the feedback from these sessions informed the recruitment documents currently available on the University's intranet. A query was raised about the composition of the Vice-Chancellors Selection and Professor Pettigrew advised that the search firm as well as feedback guided the Committee's composition from the Senate and University community. Staff members were encouraged to provide feedback about their desired qualities in the next Vice-Chancellor by completing the [online survey](#). The feedback will complement the data already received through the focus groups sessions and help inform the Committee and Senate in the selection process.

Board members provided feedback into the composition of the Vice Chancellor Selection Committee. Members were encouraged to complete the online survey as this is an opportunity for all staff and students to provide feedback. The Chair of the Academic Board reiterated that all information collected from the survey would be considered by the Committee and Senate.

Action: AB 2020/2-2

Secretary to Senate to note the feedback of the Academic Board on the report Appointment of Vice-Chancellor Process and Timeline.

3.2 Strategic Update: Australian Government COVID-19 higher education relief measures

Resolution AB2020/2-5

The Academic Board noted the update provided on the Australian Government COVID-19 higher education relief measures.

Note for the Record

The Deputy Vice-Chancellor (Education), advised the Board members that the current situation and advice received from the Federal Government is very fluid, with new information and announcements made by the Government as it responds to emerging issues in the COVID19 landscape.

The Deputy Vice-Chancellor (Education), advised the Board that the Higher Education Relief Package, announced in early April included a suite of measures. The package for higher education providers aims to deliver a base level of funding certainty for the remainder of 2020 and provide some fee and regulatory relief, as well as allowing greater flexibility over the use of Commonwealth Grant Scheme (CGS) funding.

The Board noted that an important aspect of the announcement was the guarantee that the University would continue to receive the CGS funding at forecasted levels and that the University would have an opportunity to offer courses to support people to retrain or upskill during COVID-19. The DVC (Education), invited Dr Hayley Fisher, Academic Director, Post-Bachelor Education who championed the work with faculties to identify suitable courses to provide details about the Graduate Certificates to be offered by the University.

Dr Fisher explained that the scheme is intended for displaced workers allowing students to gain practical skills and knowledge in areas of national priority. The demand will be monitored carefully for the courses which are heavily discounted. Dr Fisher advised the Board that the faculties and other business units had worked hard to engage with the scheme in a beneficial way while respecting the workloads of staff at an extremely difficult time. The identified potential Graduate Certificate courses range from information technology, english studies, urban and regional planning, agriculture environment and environmental Science as well as a graduate certificate in infection and immunity.

Discussion occurred including questions about the application of the Student Services and Amenities Fee (SSAF). The DVC (Education), advised that the SSAF will be charged for these courses and that eligibility details will be available from the website at the [Job Seeker webpage](#).

The Chair thanked The DVC (Education), Professor Philippa Pattison and Dr Hayley Fisher for their work and time afforded to this initiative.

Action: AB 2020/2-3

Deputy Vice-Chancellor (Education) to note the feedback of the Academic Board on the Australian Government COVID-19 higher education relief measures.

☆ 4 **REPORT OF THE CHAIR**

4.1 General Report

Resolution AB2020/2-6

The Academic Board resolved to:

1. note the report from the Chair;
2. note the Academic Board 2019 Annual Report;
3. note the Chair's approval of credit for non-award study;
4. note the following Executive Approvals made by the Chair:
 - a. approval granted for a proposal from the Registrar and Academic Director (Education) for changes to Special Consideration and Special Arrangements due to Coronavirus (COVID 19) Crisis;
 - b. approval granted for a proposal from the Faculty of Medicine and Health to change admissions processes for 2020-2021 for the Doctor of Medicine (MD) and the Doctor of Dental Medicine (DMD); and
 - c. approval granted for changes to the course resolutions for the Doctor of Medicine (MD) in line with the change to admissions processes; and

5. authorise the Chair, Academic Board to act executively with the full delegation of the Academic Board, its committees and subcommittees, with consultation on any such matters to take place with the Chairs of the Academic Board's Committees, and all decision made to be reported to the Board at its next meeting.

Note for the record

The Chair brought to the attention of the Board, the 50th anniversary of the shooting at Kent State University in Ohio USA on 4 May 1970. The Board noted that the tragedy was like no other campus shooting in that it was a response to an expression of freedom of speech/academic freedom.

The Chair also advised the Board members of the passing of Lord Robert "Bob" May, Baron May of Oxford, who died aged 84 on 28 April. He was an Australian scientist who was Chief Scientific Adviser to the UK Government, and a professor at the University of Sydney. Bob May originally trained as a physicist, becoming a Professor of Theoretical Physics at the University of Sydney in 1969 before changing disciplines and becoming a Professor of Zoology at Princeton University and then settling in Oxford in 1988.

The Board noted that there was a number of matters listed in the Chair's written report approved out of session using the Executive Approval authority. The Chair advised that these approvals occurred following consultation with Chairs of Academic Board Committees who provided invaluable assistance with approval. The Chair extended a vote of thanks to the Chairs for their ongoing support and sound advice.

The Board approved the Chair requests for an extension of the authority to Executive Approval submissions of an urgent nature due to the impact of COVID-19.

As well as the Executive Approvals, the Board noted that on Wednesday 8 April the Chair approved the retrospective granting of 6 credit points of capstone credit to a postgraduate student for study undertaken in a non-award program, the United Nations Global Voices Program. The approval specified credit be towards the capstone requirements of the student's degree, the Master of Digital Communication and Culture.

Action: AB 2020/2-4

Registrar and Academic Director (Education) to note the Chair of Academic Board's executive approval of the changes to Special Consideration and Special Arrangements due to the COVID 19 crisis.

Action: AB 2020/2-5

Executive Dean and the Faculty General Manager, Faculty of Medicine and Health, to note the Chair of Academic Board's executive approval of the proposal from the Faculty of Medicine and Health to change the admissions processes for 2020 – 2021 for the Doctor of Medicine (MD) and the Doctor of Dental Medicine (DMD).

Action: AB 2020/2-6

Executive Dean and the Faculty General Manager, Faculty of Medicine and Health, to note the Chair of Academic Board's executive approval of the proposal from the Faculty of Medicine and Health to change the course resolutions for the Doctor of Medicine in line with the changes to the admissions requirements.

Action: AB 2020/2-7

Secretariat to promulgate a report of the executive approvals to relevant AB Committees.

4.2 Student Members Report

Resolution AB2020/2-7

The Academic Board resolved to note the report of the student members of the Academic Board.

Note for the Record

The President of the SRC updated Board members on recent service delivery activities including providing ongoing support for students with tenancy, accommodation, Centrelink and enrolment concerns. The Board noted the SRC members' concerns for International Students who are currently ineligible to apply for the Federal government assistant schemes. The SRC

meetings have been conducted on Zoom and the Honi Soit newspaper continues to be published.

The SRC has been supporting students' needs through a series of mutual aid initiatives. Collaborating with the Exodus Foundation and other wholesale food providers, food hampers were prepared and delivered to students. The Board noted that the SRC had recently recruited a Paralegal officer who will assist with visa and immigration matters and applications for extension. SRC is also working on a Constitutional and Regulatory Reform review project and will turn its attention the student elections and how they will be conducted in the present landscape. The President advised that feedback had been provided to the University Executive and through committees on matters including; WAM adjustment, financial assistance for students, special consideration, feedback on policy and many other initiatives. Members have also participated in the International Workers' Day or May Day activities to lobby for support for workers.

The SUPRA update was provided by Minran Liu, Co-President who informed the Board, that due to the COVID-19 restrictions the 50th Anniversary celebration planned for SUPRA had been cancelled. The student advocacy and services continue to operate however; face-to-face consultations are being replaced with telephone or zoom consultations. SUPRA is working with University and providing feedback on various student focused matters including policy amendment matters affecting the cohort. SUPRA is also reminding its members to adhere to the University's advice to take health and safety measure seriously during the pandemic.

4.3 Honours and Distinctions

Resolution AB2020/2-8

The Academic Board noted the report of the Chair of the Academic Board on Honours and Distinctions.

Note for the Record

The Chair took the opportunity to thank all staff for the exceptional service and acknowledged the remarkable work done by all staff over the past few weeks. The Chair stated that the fact that the University was placed first in Australia and second in the World in the Times Higher Education Impact Rankings based on the United Nation's Sustainable Development Goals, was a testament to the quality of work completed by academic and professional staff alike.

The Chair also informed the Board that the Chancellor was re-elected unanimously by the Senate for a third term. The Chair advised that a message from the Academic Board, congratulating the Chancellor would be passed on

Action: AB 2020/2-8

Chair of Academic Board to write to the Chancellor on behalf of the Board to congratulate the Chancellor on her recent re-election.

☆ 5 REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL

Resolution AB2020/2-9

The Academic Board resolved to note the Vice-Chancellor's report.

Note for the Record

The Vice-Chancellor echoed the Chair's appreciation and thanks for the strength and dedication that people have shown in responding to what has been an unusual and demanding time.

The Vice-Chancellor advised he was pleased with the feedback from the student community indicating that teaching online had worked well in Semester 1. The Board noted that conversations about a return to face-to-face teaching and the development of principles to support a return had begun. The Vice-Chancellor said, whilst a timeline for the return to the campus is unclear, it is now opportune to consider the kind of institution we want to be as we emerge from this crisis.

The Vice-Chancellor explained that the impact of COVID-19 on Semester 1 student numbers, and its likely impact on our Semester 2 intake, means that the University now faces a total budget shortfall of \$470 million. Dealing with a shortfall of this scale will not be easy. Planning is underway to find the necessary savings across the budgets for 2020 and 2021. In finding these savings, The Vice-

Chancellor informed the Board members that the guiding principle would be to minimise job loss as much as possible as talented staff will be critical to the University's recovery effort. The University is also committed to fulfilling its obligations under the University's Enterprise Agreement including the 2.1% annual salary increase for those covered by it. The Board also noted that the cost saving measures currently in place will be extended.

The Vice-Chancellor concluded by saying that sustaining the University through this period and into recovery will depend on our ability to meet our savings targets, and the student revenue we are able to generate in Semester 2 and in Semester 1 next year. Needless to say, the next couple of years will be about surviving the COVID-19 crisis, but at the same time beginning a pre strategic conversation around some of those big questions that we think will shape the University's response post COVID-19 and position the University well for the future.

☆ 6 **QUESTION TIME**

Note for the Record

Academic Board members sought information on a variety of matters including the commencement date for Semester 2, matters pertaining to online teaching in Semester 2 and the planned return to the campus. The Vice-Chancellor explained that the University Executive will be meeting in the near future to make decisions about Semester 2 arrangements and that matters involving returning to work on campus will be dependent on a number of matters including both the Federal and State government's advice.

7 **REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE**

Resolution AB2020/2-10

The Academic Board resolved to note the report from the meeting of the Academic Standards and Policy Committee (ASPC) held on 24 March 2020.

7.1 **Annual Report of Student Appeals Body 2019**

Resolution AB2020/2-11

The Academic Board resolved to approve the Annual Report of the Student Appeals Body (2019) for submission to the University of Sydney Senate.

Action: AB 2020/2-9

Chair of Academic Board to present the Annual Report of the Student Appeals Body (2019) to the University of Sydney Senate.

7.2 **Annual Report of Student Misconduct 2019**

Resolution AB2020/2-12

The Academic Board resolved to approve the Annual Report of Student Misconduct (2019) for submission to the University of Sydney Senate.

Action: AB 2020/2-10

Chair of Academic Board to present the Annual Report of Student Misconduct (2019) to the University of Sydney Senate.

7.3 **University of Sydney Student Discipline Rule 2016**

Resolution AB2020/2-13

The Academic Board resolved to approve the amendments to the University of Sydney (Student Discipline) Rule 2016 for approval by the University of Sydney Senate.

Action: AB 2020/2-11

Chair of Academic Board to recommend that the University of Sydney Senate approve the amendments to the University of Sydney (Student Discipline) Rule 2016.

7.4 **Higher Degree by Research Supervision – Policy, Procedures, and Guidelines**

Resolution AB2020/2-14

The Academic Board resolved to:

1. approve the Higher Degree by Research Supervision Policy 2020;
2. approve the Higher Degree by Research Supervision Procedures 2020; and

3. endorse the Higher Degree by Research Guidelines for Quality Supervision 2020.

Action: AB 2020/2-12

Chair of Academic Board to promulgate the:

- a) the Higher Degree by Research Supervision Policy 2020;
- b) the Higher Degree by Research Supervision Procedures 2020; and
- c) note the Higher Degree by Research Guidelines for Quality Supervision 2020.

7.5 Senate Resolutions

Resolution AB2020/2-15

The Academic Board resolved to approve and recommend that the University of Sydney Senate approve the amendments to the Senate Resolutions for the:

- a. Faculty of Arts of Social Sciences;
- b. Faculty of Science;
- c. Faculty of Medicine and Health;
- d. Faculty of Engineering;
- e. Sydney Conservatorium of Music;
- f. Sydney Law School;
- g. Sydney Business School;
- h. Sydney School of Architecture, Design and Planning; and
- i. Board of Interdisciplinary Studies

Action: AB 2020/2-13

Chair of Academic Board to recommend that the University of Sydney Senate approve the amendments to the Senate Resolutions for the:

- a. Faculty of Arts of Social Sciences;
- b. Faculty of Science;
- c. Faculty of Medicine and Health;
- d. Faculty of Engineering;
- e. Sydney Conservatorium of Music;
- f. Sydney Law School;
- g. Sydney Business School;
- h. Sydney School of Architecture, Design and Planning.

7.6 Academic Board Standing Orders

Resolution AB2020/2-16

The Academic Board resolved to approve and adopt the amendments to the Academic Board Standing Orders and recommend that the Committees of the Academic Board adopt the Standing Orders.

Action: AB 2020/2-14

Secretariat to promulgate Academic Standing Orders to the Committees of the Academic Board.

7.7 University Policy Manager Co-op Membership

Resolution AB2020/2-17

The Academic Board resolved to approve the co-option of the University Policy Manager, Office of General Counsel, to the Academic Standards and Policy Committee.

Action: AB 2020/2-15

Chair, Academic Standards and Policy Committee to note the approval of the co-option of the University Policy Manager to the Academic Standards and Policy Committee.

7.8 Terms of Reference – Academic Standards and Policy Committee

Resolution AB2020/2-18

The Academic Board resolved to approve the amended Terms of Reference of the Academic Standards and Policy Committee.

Action: AB 2020/2-16

Chair, Academic Standards and Policy Committee to note the approval of the amended Terms of Reference of the Academic Standards and Policy Committee.

7.9 Research Training Program Scholarships Policy 2018

Resolution AB2020/2-19

The Academic Board resolved to approve the amendments to the Research Training Program Scholarships Policy 2018.

Action: AB 2020/2-17

Chair of Academic Board to recommend that the University of Sydney Senate approve the amendments to the Research Training Program Scholarships Policy 2018.

8

REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2020/2-20

The Academic Board resolved to note the report from the meeting of the Undergraduate Studies Committee held on 17 March 2020 and 7 April 2020.

8.1 School of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours)/ Master of Architecture

Resolution AB2020/2-21

The Academic Board resolved to approve the proposal from the School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours)/Master of Architecture the subsequent amendments to the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-18

Dean and School General Manager, School of Architecture, Design and Planning to note the Academic Board's approval of the proposal from the School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours)/Master of Architecture and the subsequent amendments to the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

8.2 Faculty of Engineering: Bachelor of Engineering (Honours) and associated degrees

Resolution AB2020/2-22

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering (Honours); Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Design in Architecture; Bachelor of Engineering Honours and Bachelor of Laws; Bachelor of Engineering Honours and Bachelor of Project Management; Bachelor of Engineering Honours and Bachelor of Science and the subsequent amendments to the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-19

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal to amend the Bachelor of Engineering (Honours); Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Design in Architecture; Bachelor of Engineering Honours and Bachelor of Laws; Bachelor of Engineering Honours and Bachelor of Project Management; Bachelor of Engineering Honours and Bachelor of Science and the subsequent amendments to the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

8.3 Faculty of Medicine and Health: Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) Honours

Resolution AB2020/2-23

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied

Science (Occupational Therapy) (Honours) and the subsequent amendments of the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-20

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to amend the Bachelor of Applied Science (Occupational Therapy) and Bachelor of Applied Science (Occupational Therapy) (Honours) and the subsequent amendments of the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

8.4 Faculty of Science: Table 1 Science

Resolution AB2020/2-24

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science (Advanced); Bachelor of Medical Science; Bachelor of Liberal Arts and Science; Bachelor of Psychology; Bachelor of Commerce/Bachelor of Science; Bachelor of Education (Secondary)/Bachelor of Science; Bachelor of Engineering/Bachelor of Medical Science; Bachelor of Engineering (Honours)/Bachelor of Science; Bachelor of Information Technology/Bachelor of Medical Science; Bachelor of Information Technology/Bachelor of Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Master of Nursing; Bachelor of Science (Advanced)/Doctor of Dental Medicine; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science (Advanced)/Doctor of Medicine; Bachelor of Science/Doctor of Medicine and the subsequent amendments of the units of study tables arising from this proposal, with effect from 1 January 2021.

Action: AB 2020/2-21

Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal to amend the Bachelor of Science; Bachelor of Science (Advanced); Bachelor of Medical Science; Bachelor of Liberal Arts and Science; Bachelor of Psychology; Bachelor of Commerce/Bachelor of Science; Bachelor of Education (Secondary)/Bachelor of Science; Bachelor of Engineering/Bachelor of Medical Science; Bachelor of Engineering (Honours)/Bachelor of Science; Bachelor of Information Technology/Bachelor of Medical Science; Bachelor of Information Technology/Bachelor of Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Master of Nursing; Bachelor of Science (Advanced)/Doctor of Dental Medicine; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science (Advanced)/Doctor of Medicine; Bachelor of Science/Doctor of Medicine and the subsequent amendments of the units of study tables arising from this proposal, with effect from 1 January 2021.

8.5 Faculty of Science: Bachelor of Science, amendment to degree core

Resolution AB2020/2-25

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Commerce/Bachelor of Science; Bachelor of Education (Secondary)/Bachelor of Science; Bachelor of Engineering Honours/Bachelor of Science; Bachelor of Information Technology/Bachelor of Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Master of Nursing; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science/Doctor of Medicine; Bachelor of Science/Doctor of Medicine and the subsequent amendments to the units of study tables arising from this proposal, with effect from 1 January 2021.

Action: AB 2020/2-22

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Bachelor of Science; Bachelor of Commerce/Bachelor of Science; Bachelor of Education (Secondary)/Bachelor of Science; Bachelor of Engineering Honours/Bachelor of Science; Bachelor of Information Technology/Bachelor of Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Master of Nursing; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science/Doctor of Medicine;

Bachelor of Science/Doctor of Medicine and the subsequent amendments to the units of study tables arising from this proposal, with effect from 1 January 2021.

8.6 Faculty of Science: Physics (Honours) tables

Resolution AB2020/2-26

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Advanced Studies (Honours) and the subsequent amendments to the units of study tables arising from this proposal, with effect from 1 January 2021.

Action: AB 2020/2-23

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Bachelor of Science/Bachelor of Advanced Studies and Bachelor of Advanced Studies (Honours) and the subsequent amendments to the units of study tables arising from this proposal, with effect from 1 January 2021.

8.7 Sydney Conservatorium of Music: Bachelor of Music

Resolution AB2020/2-27

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and the subsequent amendments of the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-24

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Bachelor of Music and the subsequent amendments of the units of study tables arising from the proposal, with effect from 1 January 2021.

8.8 Sydney Conservatorium of Music: Bachelor of Music (Honours)

Resolution AB2020/2-28

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and the subsequent amendments of the Honours units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-25

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Bachelor of Music and the subsequent amendments of the Honours units of study tables arising from the proposal, with effect from 1 January 2021.

8.9 Sydney Conservatorium of Music: Bachelor of Music (Music Education)

Resolution AB2020/2-29

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music (Music Education) and the subsequent amendments of the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-26

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Bachelor of Music (Music Education) and the subsequent amendments of the course resolutions and units of study tables arising from the proposal, with effect from 1 January 2021.

8.10 Sydney Conservatorium of Music: Bachelor of Music (Performance)

Resolution AB2020/2-30

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music (Performance) and the subsequent amendments of the Principal Study and Ensemble units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-27

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Bachelor of Music (Performance) and the subsequent amendments of the Principal Study and Ensemble units of study tables arising from the proposal, with effect from 1 January 2021.

8.11 Sydney Conservatorium of Music: Bachelor of Music, Bachelor of Music (Performance) and Bachelor of Music (Composition)

Resolution AB2020/2-31

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music, Bachelor of Music (Performance) and Bachelor of Music (Composition) and the subsequent amendments of the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-28

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Bachelor of Music, Bachelor of Music (Performance) and Bachelor of Music (Composition) and the subsequent amendments of the units of study tables arising from the proposal, with effect from 1 January 2021.

8.12 Sydney Conservatorium of Music: Digital Music Table S Major and Minor

Resolution AB2020/2-32

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to introduce a major and minor in Digital Music into the Shared Pool (Table S) and the subsequent amendments of the units of study tables arising from the proposal, with effect from 1 January 2022.

Action: AB 2020/2-29

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to introduce a major and minor in Digital Music into the Shared Pool (Table S) and the subsequent amendments of the units of study tables arising from the proposal, with effect from 1 January 2022.

8.13 Faculty of Science: Bachelor of Science, Table A and Table S Majors

Resolution AB2020/2-33

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Doctor of Medicine; Bachelor of Engineering Honours/Bachelor of Science; Bachelor of Advanced Computing/Bachelor of Science; Bachelor of Science/Master of Nursing; Bachelor of Psychology; Bachelor of Liberal Arts and Sciences; Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga

Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-30

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Science/Master of Nutrition and Dietetics; Bachelor of Science/Master of Mathematical Sciences; Bachelor of Science/Bachelor of Laws; Bachelor of Science/Doctor of Dental Medicine; Bachelor of Science/Doctor of Medicine; Bachelor of Engineering Honours/Bachelor of Science; Bachelor of Advanced Computing/Bachelor of Science; Bachelor of Science/Master of Nursing; Bachelor of Psychology; Bachelor of Liberal Arts and Sciences; Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

8.14 Faculty of Science: Bachelor of Science/Bachelor of Advanced Studies, Agriculture; Animal and Veterinary Bioscience; and Food and Agribusiness streams

Resolution AB2020/2-34

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies (Agriculture); the Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Bioscience); the Bachelor of Science/Bachelor of Advanced Studies (Food and Agribusiness) and the subsequent amendments of the units of study table arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-31

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Bachelor of Science/Bachelor of Advanced Studies (Agriculture); the Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Bioscience); the Bachelor of Science/Bachelor of Advanced Studies (Food and Agribusiness) and the subsequent amendments of the units of study table arising from the proposal, with effect from 1 January 2021.

8.15 Faculty of Arts and Social Sciences: Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies, amendments to Arts and Social Sciences majors and minors (Table A and Table S)

Resolution AB2020/2-35

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies by introducing a core component in the Table A and Table S majors/minors: American Studies major/minor; Ancient History major/minor; Anthropology major/minor; Archaeology major/minor; Art History major/minor; Asian Studies major/minor; Cultural Studies major/minor; Econometrics major/minor; Economic Policy major/minor; English major/minor; Environmental, Agricultural and Resource Economics major/minor; European Studies major/minor; Gender Studies major/minor; International and Comparative Literary Studies major/minor; Jewish Civilisation, Thought and Culture major/minor; Political Economy major/minor; Socio-legal Studies major/minor and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-32

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies by introducing a core component in the Table A and Table S majors/minors: American Studies major/minor; Ancient History major/minor; Anthropology major/minor; Archaeology major/minor; Art History major/minor; Asian Studies major/minor; Cultural Studies major/minor; Econometrics major/minor; Economic Policy major/minor; English major/minor; Environmental, Agricultural and Resource Economics major/minor; European Studies major/minor; Gender Studies major/minor; International and Comparative Literary Studies major/minor; Jewish Civilisation, Thought and Culture major/minor; Political Economy major/minor; Socio-legal Studies major/minor and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021.

8.16 Faculty of Arts and Social Sciences: Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies

Resolution AB2020/2-36

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend Bachelor of Economics and for the Bachelor of Economics and Bachelor of Advanced Studies and the subsequent amendments of course resolutions and units of study tables arising from the proposal, with effect from 1 January 2022.

Action: AB 2020/2-33

Dean and Faculty General Manager, Faculty of Arts and Social Science to note the Academic Board's approval of the proposal to amend the Bachelor of Economics and for the Bachelor of Economics and Bachelor of Advanced Studies and the subsequent amendments of course resolutions and units of study tables arising from the proposal, with effect from 1 January 2022.

8.17 School of Architecture, Design and Planning: Bachelor of Design Computing and Bachelor of Design Computing/Bachelor of Advanced Studies

Resolution AB2020/2-37

The Academic Board resolved to approve the proposal from the School of Architecture, Design and Planning to amend the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and the subsequent amendments of the course resolutions and units of study table arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-34

Dean and School General Manager, School of Architecture, Design and Planning to note the Academic Board's approval of the proposal to amend the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and the subsequent amendments of the course resolutions and units of study table arising from the proposal, with effect from 1 January, 2021.

9

REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2020/2-38

That the Academic Board note the report from the meetings of the Graduate Studies Committee held on 17 March 2020 and 7 April 2020.

9.1 Faculty of Engineering: Master of Complex Systems

Resolution AB2020/2-39

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Master of Complex Systems and the subsequent amendments to the course resolutions and the table of units of study arising from the proposal; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from Semester 1, 2021.

Action: AB 2020/2-35

Dean and Faculty General Manager, Faculty of Engineering to note the Academic Board's approval of the proposal to amend the Master of Complex Systems and the subsequent amendments to the course resolutions and the table of units of study arising from the proposal; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from Semester 1, 2021.

Secretary's note: This approval is subject to the completion of minor amendments requested by the Office of the General Counsel, these being: that the reference to 'Coursework Rule' in clause 3 of the course resolutions be replaced with a reference to the 'Coursework Policy'; and that the faculty review the inconsistency between subclause 6(3)(a) and subclause 6(3)(b) and add the reference to 'quantitative discipline' into subclause 6(3)(b).

9.2 Faculty of Medicine and Health: Master of Dental Public Health

Resolution AB2020/2-40

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to introduce the Master of Dental Public Health and the subsequent introduction of course resolutions and unit of study tables arising from the proposal; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/2-36

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to introduce the Master of Dental Public Health and the subsequent introduction of course resolutions and unit of study tables arising from the proposal; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

9.3 Faculty of Medicine and Health: Master of Biomedical Science, Graduate Diploma in Biomedical Science, Graduate Certificate in Biomedical Science

Resolution AB2020/2-41

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to introduce the Master of Biomedical Science, Graduate Diploma in Biomedical Science, Graduate Certificate in Biomedical Science and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/2-37

Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board's approval of the proposal to introduce the Master of Biomedical Science, Graduate Diploma in Biomedical Science, Graduate Certificate in Biomedical Science and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

9.4 Faculty of Engineering: Master of Professional Engineering, the Master of Professional Engineering (Accelerated) and the Master of Engineering

Resolution AB2020/2-42

The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Master of Professional Engineering (Biomedical), the Master of Professional Engineering (Accelerated) (Biomedical), and the Master of Engineering and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-38

Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board's approval of the proposal to amend the Master of Professional Engineering (Biomedical), the Master of Professional Engineering (Accelerated) (Biomedical), and the Master of Engineering and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.5 School of Architecture, Design and Planning: Master of Architecture and Bachelor of Design in Architecture (Honours)/Master of Architecture

Resolution AB2020/2-43

The Academic Board resolved to approve the proposal from the University of Sydney School of Architecture, Design and Planning to amend the Master of Architecture and the Bachelor of Design in Architecture (Honours)/Master of Architecture and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-39

Dean and School General Manager, School of Architecture, Design and Planning to note the Academic Board's approval of the proposal to amend the Master of Architecture and the Bachelor of Design in Architecture (Honours)/Master of Architecture and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

9.6 School of Architecture, Design and Planning: Master of Design (Design Innovation) (Strategic Design), Master of Design (Design Innovation) and Master of Design (Strategic Design)

Resolution AB2020/2-44

The Academic Board resolved to approve the proposal from the School of Architecture, Design and Planning to amend the Master of Design (Design Innovation) (Strategic Design), Master of Design (Design Innovation) and Master of Design (Strategic Design) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-40

Dean and School General Manager, School of Architecture, Design and Planning to note the Academic Board's approval of the proposal to amend the Master of Design (Design Innovation) (Strategic Design), Master of Design (Design Innovation) and Master of Design (Strategic Design) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

9.7 University of Sydney Business School: Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management, Graduate Certificate in Logistics and Supply Chain Management

Resolution AB2020/2-45

The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management, Graduate Certificate in Logistics and Supply Chain Management and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-41

Dean and School General Manager, School of Business to note the Academic Board's approval of the proposal to amend the Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management, Graduate Certificate in Logistics and Supply Chain Management and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

9.8 Faculty of Medicine and Health: Master of Bioethics, Graduate Certificate in Bioethics and Graduate Diploma in Bioethics

Resolution AB2020/2-46

The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Bioethics, Graduate Certificate in Bioethics, Graduate Diploma in Bioethics and the subsequent amendments to the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2021.

Action: AB 2020/2-42

Dean and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board's approval of the proposal to amend the Master of Bioethics, Graduate Certificate in Bioethics, Graduate Diploma in Bioethics and the subsequent amendments to the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2021.

9.9 Faculty of Science: Master of Agriculture and Environment; Graduate Diploma in Agriculture and Environment; and Graduate Certificate in Agriculture and Environment

Resolution AB2020/2-47

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Master of Agriculture and Environment, the Graduate Diploma in Agriculture and Environment, and the Graduate Certificate in Agriculture and Environment and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-43

Dean and School General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Master of Agriculture and Environment, the Graduate Diploma in Agriculture and Environment, and the Graduate Certificate in Agriculture and Environment and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

Secretary's note: This approval is subject to the completion of a minor amendment to the course resolutions requested by the Office of the General Counsel, that the reference in clause 3 to the 'Coursework Rule' be replaced with 'Coursework Policy'.

9.10 Faculty of Science: Master of Environmental Science, Graduate Diploma in Environmental Science, Graduate Certificate in Environmental Science, Master of Environment Science and Law, Master of Medical Physics and Graduate Diploma in Medical Physics.

Resolution AB2020/2-48

The Academic Board resolved to approve the course learning outcomes from the Faculty of Science for the:

- i. Master of Environmental Science
- ii. Graduate Diploma in Environmental Science;
- iii. Graduate Certificate in Environmental Science;
- iv. Master of Environmental Science and Law;
- v. Master of Medical Physics; and
- vi. Graduate Diploma in Medical Physics, with immediate effect.

Action: AB 2020/2-44

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the course learning outcomes for the: Master of Environmental Science, Graduate Diploma in Environmental Science, Graduate Certificate in Environmental Science, Master of Environment Science and Law, Master of Medical Physics and Graduate Diploma in Medical Physics, with immediate effect.

9.11 Faculty of Science: Master of Veterinary Clinical Studies

Resolution AB2020/2-49

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Master of Veterinary Clinical Studies and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

Action: AB 2020/2-45

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Master of Veterinary Clinical Studies and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

Secretary's note: This approval is subject to the completion of an update requested by the Office of the General Counsel that the prefatory paragraph in the course resolutions be revised as follows:

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- *the Resolutions of the Faculty;*
- *the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and*
- *the Research Code of Conduct 2013; and the Research Data Management Policy 2014.*

Additionally, the coursework components of this award course are subject to:

- *the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');*
- *the Coursework Policy 2014;*
- *the Academic Honesty in Coursework Policy 2015; and*
- *the Academic Honesty Procedures 2016.*

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

9.12 Faculty of Science: Doctor of Veterinary Medicine

Resolution AB2020/2-50

The Academic Board resolved to approve the proposal from the Faculty of Science to create Doctor of Veterinary Medicine (DVM) placement sessions, with effect from 1 January 2021.

Action: AB 2020/2-46

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to create Doctor of Veterinary Medicine (DVM) placement sessions, with effect from 1 January 2021.

9.13 Faculty of Science: Master of Philosophy

Resolution AB2020/2-51

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Master of Philosophy and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-47

Dean and Faculty General Manager, Faculty of Science to note the Academic Board's approval of the proposal to amend the Master of Philosophy and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Secretary's note: This approval is subject to the completion of minor amendments requested by the Office of the General Counsel, these being: that the incomplete sentence in subclause 7(1) be revised to add "Each student will" at the beginning of the subclause; and that the word "general" in clause 18 be removed so that "in a general accordance" reads instead as "in accordance".

9.14 Sydney Conservatorium of Music: Master of Music (Composition), Master of Music (Music Education), Master of Music (Musicology) and Master of Music (Performance)

Resolution AB2020/2-52

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Master of Music (Composition), the Master of Music (Music Education), the Master of Music (Musicology), the Master of Music (Performance) and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-48

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Master of Music (Composition), the

Master of Music (Music Education), the Master of Music (Musicology), the Master of Music (Performance) and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Secretary's note: This approval is subject to the completion of minor amendments requested by the Office of the General Counsel to revise the prefatory paragraph in the course resolutions as follows:

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- *the Resolutions of the Faculty;*
- *the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and*
- *the Research Code of Conduct 2013; and the Research Data Management Policy 2014.*

Additionally, the coursework components of this award course are subject to:

- *the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');*
- *the Coursework Policy 2014;*
- *the Academic Honesty in Coursework Policy 2015; and*
- *the Academic Honesty Procedures 2016.*

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

9.15 Sydney Conservatorium of Music: Doctor of Musical Arts

Resolution AB2020/2-53

The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to amend the Doctor of Musical Arts and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/2-49

Dean and School General Manager, Sydney Conservatorium of Music to note the Academic Board's approval of the proposal to amend the Doctor of Musical Arts and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Secretary's note: This approval is subject to the completion of minor amendments requested by the Office of the General Counsel to revise the prefatory paragraph in the course resolutions as follows:

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- *the Resolutions of the Faculty;*
- *the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and*
- *the Research Code of Conduct 2013; and the Research Data Management Policy 2014.*

Additionally, the coursework components of this award course are subject to:

- *the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');*
- *the Coursework Policy 2014;*
- *the Academic Honesty in Coursework Policy 2015; and*
- *the Academic Honesty Procedures 2016.*

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

9.16 Faculty of Arts and Social Sciences: Master of Philosophy

Resolution AB2020/2-54

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Philosophy in Education, and Master of Philosophy in Social Work and the subsequent amendments to the course resolutions and unit of study tables arising from this proposal; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.

Action: AB 2020/2-50

Dean and Faculty General Manager, Faculty of Arts and Social Sciences to note the Academic Board's approval of the proposal to amend the Master of Philosophy in Education, and Master of Philosophy in Social Work and the subsequent amendments to the course resolutions and unit of study tables arising from this proposal.

Action: AB 2020/2-51

Chair of Academic Board to recommend that Senate approve the amendments to the Senate Resolutions for the Master of Philosophy in Education, and Master of Philosophy in Social Work, with effect from 1 January 2021

Secretary's note: This approval is subject to the completion of minor amendments requested by the Office of the General Counsel to revise the prefatory paragraph in the course resolutions as follows:

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- *the Resolutions of the Faculty;*
- *the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and*
- *the Research Code of Conduct 2013; and the Research Data Management Policy 2014.*

Additionally, the coursework components of this award course are subject to:

- *the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');*
- *the Coursework Policy 2014;*
- *the Academic Honesty in Coursework Policy 2015; and*
- *the Academic Honesty Procedures 2016.*

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

9.17 Faculty of Arts and Social Sciences: Doctor of Arts / Doctor of Social Sciences

Resolution AB2020/2-55

The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Doctor of Arts and Doctor of Social Sciences; and approve the amendments to the course resolutions arising from this proposal, with effect from 1 January 2021.

Action: AB 2020/2-52

Dean and Faculty General Manager, Faculty of Arts and Social Sciences to note the Academic Board's approval of the proposal to amend the Doctor of Arts and Doctor of Social Sciences; and approve the amendments to the course resolutions arising from this proposal, with effect from 1 January 2021.

Secretary's note: This approval is subject to the completion of minor amendments requested by the Office of the General Counsel to revise the prefatory paragraph in the course resolutions as follows:

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- *the Resolutions of the Faculty;*
- *the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and*
- *the Research Code of Conduct 2013; and the Research Data Management Policy 2014.*

Additionally, the coursework components of this award course are subject to:

- *the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');*
- *the Coursework Policy 2014;*
- *the Academic Honesty in Coursework Policy 2015; and*
- *the Academic Honesty Procedures 2016.*

10

REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB2020/2-56

The Academic Board noted the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 24 March 2020.

10.1 Terms of Reference – Academic Quality Committee

Resolution AB2020/2-57

The Academic Board resolved to approve the amended Terms of Reference – Academic Quality Committee.

Action: AB 2020/2-53

Chair, Academic Quality Committee to note the Academic Board's approval of the Terms of Reference for Academic Quality Committee.

10.2 Request for delay to review Master of Business Administration (MBA) (and embedded courses)

Resolution AB2020/2-58

The Academic Board resolved to approve the deferral of the Master of Business Administration (MBA) course review from 2020 to 2021.

Action: AB 2020/2-54

Dean and School General Manager to note Academic Board's approval to defer the Master of Business Administration (MBA) course review from 2020 to 2021.

10.3 Co-opt memberships of AQC

Resolution AB2020/2-59

The Academic Board resolved to note the approval of the co-opting of additional members to the Academic Quality Committee.

Action: AB 2020/2-55

Chair, Academic Quality Committee to note the Academic Board's approval of the Terms of Reference for Academic Quality Committee approval of the co-opting of members to the Academic Quality Committee.

10.4 Master of Education – Follow-up Review Report

Resolution AB2020/2-60

The Academic Board resolved to note the course review from the Faculty of Arts and Social Sciences for the Master of Education.

11 GENERAL BUSINESS

11.1 Alternative English Tests During the COVID –19

Resolution AB2020/2-61

The Academic Board resolved to approve a temporary extension of current IELTS/TOEFL tests to be valid for 3 years instead of 2 years, and to allow unconditional offers to students based on TOEFL Home Edition and IELTS indicator as the alternative tests during the COVID-19 period where official English tests IELTS/TOEFL are not run in many countries.

Action: AB 2020/2-56

Deputy Vice-Chancellor (Education) to note the Academic Board's approval of a temporary extension of current IELTS/TOEFL tests to be valid for 3 years instead of 2 years, and to allow unconditional offers to students based on TOEFL Home Edition and IELTS indicator as the alternative tests during the COVID-19 period where official English tests IELTS/TOEFL are not run in many countries.

11.2 Academic Board Submission Templates

Resolution AB2020/2-62

The Academic Board resolved to approve the:

1. AB Committee Submission Cover Sheet – Generic
2. AB Committee Submission Cover Sheet – Policy Change

as the preferred submission format for relevant future submissions for 2020, and as the requirement format from 2021 onwards.

Action: AB 2020/2-57

Secretariat to promulgate the Academic Board Submission Cover sheets; AB Committee Submission Cover Sheet (Generic) and AB Committee Submission Cover Sheet (Policy Change), to Committee Officers of Academic Board Committees and Subcommittees for relevant future submissions.

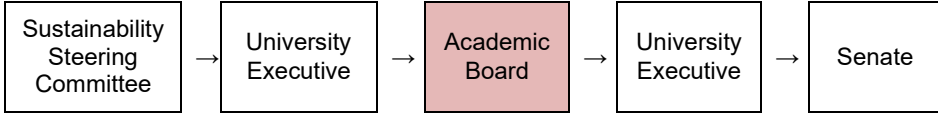
Meeting concluded at 3.05 pm

Next meeting 9 June 2020, 1.30 pm

The agenda pack for this meeting is available from: [Academic Board Website](#)

Submission To	Academic Board
Date	9 June 2020
Item No	3.1

Non-Confidential

Paper title	Progress towards launching a University sustainability strategy
Recommendation	That the Academic Board note progress towards developing a sustainability strategy for the University
Presenter	Professor Stephen Garton, Senior Deputy Vice-Chancellor
Consultation pipeline	 <pre> graph LR SSC[Sustainability Steering Committee] --> UE1[University Executive] UE1 --> AB[Academic Board] AB --> UE2[University Executive] UE2 --> Senate[Senate] </pre>

EXECUTIVE SUMMARY

Work to develop a sustainability strategy for the University – covering our research, education and operations – started in March 2019. Strategy inputs collected in 2019 identified a widespread appetite from University leadership to the broader staff and student community for such a strategy, and revealed notable consistency in where staff and students think we should focus our efforts.

A draft strategy, due to go to Senate in July, is currently being finalised. It lays out how the University can adjust to, and ultimately be a model for, sustainability best practice in the 2020s and beyond. As we integrate the desire articulated at all levels of the University in 2019 for a more sustainable campus with the realities of climate-change, and the more recent post-bushfire and COVID-19-impacted environment, doing nothing – or going back to ‘business as usual’ – is seen by many in the university community as simply not possible. Comprehensive universities such as Sydney have a moral imperative to enable progress towards sustainable outcomes. This goes to the heart of our social license to operate: the proposed strategy helps us become what our staff and students have asked us to become – a model of doing what’s right for its own sake.

The strategy should be a platform for moving to such a model, where our everyday practice, informed by our research, illustrates how we can and should be living in this new world. It is mindful both of the footprint our campuses make on the planet, but also how we enable our 70,000+ students and staff to have a positive impact in a disrupted world so that we can contribute holistically to the development of a positive, vibrant and sustainable future that enables urban, rural and regional Australia to thrive in the long term.

2019: GATHERING INPUTS TO INFORM STRATEGY DEVELOPMENT

In March 2019, the University Executive (UE) endorsed the commencement of a project to develop a University-wide sustainability strategy. Throughout 2019, a project team gathered a series of inputs to inform the strategy. This included:

- ‘top down’ work through a review of and benchmarking against domestic and international peers, a thorough current state assessment of the University, and leadership engagement
- a ‘bottom up’ engagement process with our staff and students that has had at its core an advisory group chaired by Professor David Schlosberg, Professor of Environmental Politics¹.

The advisory group of approximately 30 academics, professional staff and students, were supplemented by others in domain-specific subgroups focusing on areas such as energy, waste, and food etc, and was tasked with the co-creation of a vision and guiding principles to underpin the development of the strategy, which were supported by UE in late 2019.

¹ Professor Schlosberg is also a member of the steering committee advising the project team and which provided regular updates to the University Executive. Other steering committee members include Stephen Phillips (Vice-Principal (Operations) and executive sponsor of the project); Professor Stephen Garton (Senior Deputy Vice-Chancellor); Rebecca Murray (Vice-Principal (Strategy)); Professor Robyn Dowling (Head of School and Dean, Sydney School of Architecture, Design and Planning); Dr Jeremy Hammond (Director, Strategic Ventures); Wayne Andrews (Chief Financial Officer); Greg Robinson (Director, University Infrastructure); Susan Turner (Director, Central Operations Services).

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Sustainability vision

The University of Sydney will build and inspire communities to create a culture of sustainability both locally and globally. In our responsibility to care for Country on which our campuses lie, we will enact change. Putting our research and education into practice, we will enrich and transform lives now and for future generations

The work of the advisory group flowed into broader engagement with students and staff over two phases:

1. In August 2019, the University's leadership team, students, and academic and professional staff were asked to rank sustainability priority areas for the University, and for them as individuals. More than 1100 people responded, with the results revealing a consistent sense of sustainability priorities across leadership, students and staff, with the following focus areas being ranked as the top five: waste and recycling; energy and emissions; built environment; ethical procurement; water.
2. A second phase of broad engagement took place in October and November 2019, shifting the focus from *where* students and staff thought the University should focus its efforts in the first instance, to surfacing ideas about *how* we should do this. This involved engagement through a series of virtual ideas walls, as well as 'table talk' sessions designed in conjunction with the Sydney Policy Lab and Sydney Environment Institute and attended by more than 160 staff and students, as well as alumni and local community members across multiple campuses.

2020: FRAMING A DRAFT STRATEGY IN A RAPIDLY CHANGING CONTEXT

The insights from the 2019 work have been used to develop a draft strategy that responds to the vision and guidance established by the advisory group and backed by UE. Our work this year has taken place in a rapidly changing context, with the COVID-19 pandemic following the bushfires of the Australian summer. In addition, our ethical requirement and compliance obligation to address the challenge of 'modern slavery' is also being incorporated into the larger strategy and governance structures we are exploring in the area of sustainability.

On the one hand, these crises underpin the need for a University-wide sustainability strategy that enables greater alignment across our research, education and operations: when the pandemic ends, we will still be faced with the climate crisis that brought us the summer bushfires, and that crisis will not be so easily overcome. On the other hand, the financial impact on the University of COVID-19 means it will not be possible for the University to invest in infrastructure change in the immediate future in a way that was originally envisaged in 2019.

The strategy as drafted focuses intent and actions through three strategic pillars.

1. **Enriching lives through research and education**
The University will be a place that drives social and environmental change and where sustainability is integrated into our campus life by implementing world-leading research and education in our everyday practice.
2. **Enabling resilient places and a responsible footprint**
Our community of more than 70,000 staff and students is the size of a small city, and our campuses spread from the metropolitan to the remote. We acknowledge our significant impact on the Country where our campuses reside, and accept the moral and social obligation to leave a responsible footprint where we tread.
3. **Empowering good governance and coordination**
Lessons from our peers show that institutional support for sustainability is crucial. Such support is inherent in the creation and launch of this strategy; an enduring commitment to incorporating sustainability through our research, education and operations to enact change will be critical to its success.

These three pillars are underpinned by a foundational pillar: Caring for Country: through our work on the strategy we must always be mindful that our campuses stand on land shaped for thousands of years by the knowledge and practice of our First Peoples' cultures and environmental practices.

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In light of the impact of COVID-19, we have proposed to UE a staged approach to implementation. As we prepare to return to campus and adapt to a changed world, the pandemic gives us the opportunity to focus first on a key platform for the success of the sustainability strategy: cultural and behavioural change. As such, early work post-launch would include:

- commencement of activity to **progress research and education initiatives**, for example
 - o development of a living lab approach to showcase University research that involves academic and professional staff and students
 - o broadening consultations around possible education initiatives, including potential for ICPUs/OLEs and multidisciplinary major/minor in sustainability
- **communicating and commencing work on operations-related targets** under the 'Resilient Places/Responsible Footprint' pillar that would primarily be achieved through campaign-style activity (eg on waste management, responsible procurement, travel), and launching a review of the University's approach to financial investments
- other work to **support strategy governance and coordination** such as
 - o finessing a proposed governance and operating model
 - o develop new supporting policy.

Through this work we can continue the campus-wide conversations on culture shift for sustainability and opportunities to translate our academic work into our operational practices: these cost very little but will be bolstered by the institutional support enabled by launching the strategy. As we progress those conversations, COVID-19 has shown us that big changes are feasible in short-periods of time – for example we now know how possible it is to change work and travel habits.

The University's immediate cashflow challenges will prevent early major investment in the strategy in a way that might have been envisaged pre-COVID-19. Nonetheless, we have significant momentum in the research and education space that will drive meaningful outcomes in the immediate future. It is planned to consider the phasing of proposed investments once the impact of COVID-19 becomes clearer following Semester 1 2021. Investments envisaged under the draft strategy have two crucial goals: they are the right thing to do for our staff, students, and community in the face of current environmental crises, and they are also about enabling long-term efficiency and cost-effectiveness to enable ongoing savings. By investing during the life of this strategy, the University would realise both financial benefits (eg through savings on energy, water, and waste) and also non-financial benefits through impacts on student and staff engagement, external reputation, *THE* impact ranking, and domestic student recruitment.

NEXT STEPS

The University Executive has endorsed the progression and rollout of the strategy in 2020. The draft is being finalised and is planned to return to UE for endorsement in June before going to Senate in July.

Approver	Professor Stephen Garton (Senior Deputy Vice-Chancellor)
Executive sponsor	Stephen Phillips (Vice-Principal (Operations))
Authors	Michael Gibson, Ben Wilson (Senior Advisors, Strategy Portfolio)

**Non-Confidential**

Submission To	Academic Board
Date	9 June 2020
Item No	3.2

Reviewer/Approver	Pip Pattison, DVCE Education
Paper title	Online by design – initiatives over the intersemester break to support educators
Recommendation	That the Academic Board note the activities that will run between semester 1 and semester 2 to support staff in teaching and supporting students in online and in blended mode in 2020.
Consultation Pipeline	UE Education Committee → UE → Academic Board
Resource Implications	All of the activities are provided by the Education Portfolio and are available to all staff.

Executive Summary

It is likely that there will be a slow relaxation of social distancing during the rest of 2020 and, so, we should be designing semester 2 with lectures, large group activities and assessments to be fully online. By taking what we have learnt from semester 1 and utilising best practice from elsewhere, we have the opportunity to make another significant step in online learning as an institution - towards an approach that is designed for the online environment and builds on its advantages.

During the break between semesters, an intensive “Winter School” will be run twice. These will combine modified Modular Professional Learning Framework (MPLF) modules to equip staff with the tools to redesign their curriculum, delivery, student support and engagement, and assessment approaches. They will be delivered by Educational Innovation with assistance from experienced teachers from across the institution. They will emphasise how sound pedagogical principles (i.e. good teaching) are key to successful student outcomes and how key technologies can assist.

Semester 1 has seen a number of innovative teaching and student support activities across the campus. Vibrant conversations on Yammer, Twitter and on platforms such as Teaching@Sydney have captured some of these. However, to both celebrate these and to ensure best practice is shared across the institution, a one-day symposium will be held prior to the MPLF intensives, as a joint venture between Educational Innovation, Student Life and the faculties/schools.

To assist online teaching for semester 2, Educational Innovation are also offering up to 45 minutes with expert videographers to produce short professional videos for units of study – typically about 5 minutes in length. These videos might be used, for example to welcome students and introduce the purpose of the unit and its teachers. These videos will be recorded in a teaching space on main campus where appropriate social distancing can be maintained. There will be an opportunity to discuss the script with an educational designers prior to filming and a teleprompter will be available for pre-prepared scripts. The video team will edit the video promptly with an estimated turnaround of 1 week. This service is designed to complement the DIY studio and other techniques for chunking lecture and instructional media covered in the MPLF and COVID resources.

Background / Context

The University's shift to fully online learning in semester was swift. This semester, our teachers first had to learn how to teach in a mixed mode, with some students learning face-to-face and some remotely from overseas. They then had to adapt to teaching completely online, mostly from off-campus locations. Teachers adapted remarkably quickly with rapid adoption of synchronous and asynchronous approaches to teaching and the redesign of assessment to fit the constraints of the online environment.

Whilst the changes have been forced upon us, staff and students have rapidly learnt what works and what doesn't and what the limitations and strengths of our educational technologies are. The disruption has been profound and, whilst it will be wonderful to engage and interact with students on campus again, it is clear that



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the flexibility and affordances that online learning bring are here to stay. Staff and students will expect more flexible learning and assessment approaches and will expect to engage with fully collaborative and experiential learning styles when they are on campus.

By necessity, the rapid shift in semester 1 led us to mostly replicate our face-to-face approaches in the online environment - using Zoom live lectures and proctored exams, for example. These place enormous strain and stresses on staff, students and our technologies at a time when there are many other concerns on people's minds.

Implementation

MPLF Intensives

Two 2½ day intensives, two modules per day, Monday-Wednesday. These will run **Monday-Wednesday on 13-15th July** and **Monday-Wednesday on 27-29th July**.

For each intensive, synchronous online adaptations of the current MPLF modules* (labelled "M##X") of the following with COVID-specific approaches:

- Preparation
 - o Designing for online: wayfinding and welcoming
 - o M02 'Building positive learning environments' (asynchronous)
 - o 'Open Site' – available from mid-late June
- Day 1
 - o M03X Inclusivity and diversity: building an accessible, inclusive and engaging learning community online
 - o M05X Assessment and feedback for learning: delivering and completing assessments online for students and teachers, including alternative assessment approaches, integrity, marking and feedback, exams, and efficiencies
 - o
- Day 2
 - o M08X Engaging students in lectures and large classes: effective design and delivery of online lectures to maximise interactivity and engagement, both asynchronously and synchronously (live)
 - o M14X Online tools for interactive and collaborative learning: technology-enhanced approaches to engaging students, facilitating groupwork, student-generated multimedia assignments, and being human in live-streamed classes.
- Day 3
 - o M13X Designing for blended and online learning: the 'design' module to bring the other modules together, adapted for remote learning
 - o In the afternoon – 4 hours of bookable consults with a team of EI educational designers and academic developers (to help wrap up and apply)
- Followup: Open Door, early in semester 2, tentatively weeks 2 and 4, for synchronous online teaching.

Symposium

A one-day symposium will be held prior to the MPLF intensives, on **Wednesday, 8th July**. The purpose of the symposium is to share lessons from the emergency pivot to remote learning and student support across the University, so that colleagues can learn from what worked and what needs improvement. This may be loosely themed against our six principles of effective teaching in the COVID context, namely (i) building teacher-student relationships, (ii) fostering sense of belonging and community, (iii) having clear communications and expectations, (iv) measuring and supporting engagement, (v) effective content delivery, and (vi) meaningful assessment, feedback, and academic integrity. We are currently identifying colleagues to present on units or student support initiatives that exemplify these practices and welcome expressions of interest – please

* <https://canvas.sydney.edu.au/courses/16284>



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contact educational.innovation@sydney.edu.au. The current thinking is that the symposium would feature 4 components:

- Showcase of innovative and effective teaching approaches, with speaker Q&A.
- Showcase of effective student support approaches.
- A student panel, with Q&A.
- A panel of educational leaders from institutions, with Q&A.

Production of short professional videos

To assist in online teaching delivery, educators will be able to book up to 45 minutes with the Educational Innovation video team to produce a short professional video, of typically 5 minutes, for students. These videos might typically be used to welcome students at the start of a unit. These videos will be recorded in a teaching space on main campus where appropriate social distancing can be maintained. There will be an opportunity to discuss scripts with an educational designers prior to filming and a teleprompter will be available for pre-prepared scripts. The video team will edit the video promptly with an estimated turnaround of 1 week. Any extra media, such as photographs or images, can be included provided beforehand with the script and detailed instructions.

Examples of the types of video that can be produced in this way include:

- [Law Faculty Welcome to International Students 2020](#)
- [Patient Reported Outcomes Measurement – CEPI5308](#)
- [Innovation Through Design MOOC](#)

Communication

These initiatives will be disseminated through UE and UE Education, as well as Staff News, Yammer and the intranet. In addition details of all three initiatives were published in [Teaching@Sydney](#) along with registration details.

Author	Adam Bridgeman, PVC, Educational Innovation
Requests for further information	Requests for further information may be directed to Adam Bridgeman, PVC Educational Innovation.

Submission To	Academic Board
Date	9 June 2020
Item No	4.1

Non-Confidential

Proposal Title	Report from the Chair, Academic Board
Recommendation	That the Academic Board note the report from the Chair and note the following Executive Approvals made by the Chair: 1. a delay during the COVID-19 pandemic of the implementation of the updated UAC schedules for Hong Kong; 2. the reversion to the previously used UAC schedule; 3. an amendment adding Schedule 3 the <i>Coursework Policy 2014</i> calculation of the Converted Wam (C Wam) and grades that contribute to it; 4. the addition of definitions of WAM and CWAM to the definitions in the <i>Coursework Policy 2014</i>; 5. the addition of new clause 55 (5) to the <i>Coursework Policy 2014</i> specifying attendance may include participation in online learning activities and assessment either in real time, website interaction or delayed delivery; 6. the addition of a new clause 77 (4) Monitoring Progression to the <i>Coursework Policy 2014</i> specifying that until the end of 2020 or before if rescinded by the Academic Board, an Associate Dean will not find a student's attendance unsatisfactory for progression purposes on the grounds of not attending face-to-face learning activities or assessment; 7. an additional clause 8 (19) to the <i>Assessment Procedures 2011</i> specifying arrangements for other online time-based exams until the end of 2020; 8. the amendment in the <i>Assessment Procedures 2011</i> clause 8 (10) and 8 (18) (e) replacing 'university trained examiners' with 'university approved examiners' to allow for training by third parties; 9. suspending the operation of subclause 13(6) of the <i>Learning and Teaching Policy</i> until the end of 2020 or until such suspension is otherwise rescinded by the Academic Board; 10. approval of a revised calendar for Semester 2, 2020 for specific courses in Faculty of Medicine and Health as set out in Attachment 4; 11. the request from the Provost and DVC (Education) to adopt the following dates for semester 2 2020, which will run from 24 August, 2020 to 12 December, 2020 and will include 12 weeks of programmed learning and a study week and examination and assignment preparation period as specified below: a. A teaching period from 24 August 2020 to 20 November 2020; b. A mid-semester break from 5 October, 2020 to 9 October, 2020; c. A study week period from 23 November, 2020 to 27 November, 2020; d. An examination period from 30 November, 2020 to 12 December, 2020; and e. the retention of special semester date variations previously approved by the Academic Board and currently in force; 12. the following amendments to the <i>Assessment Procedure 2011</i>: a. in (3) change to definition of 'formal examination period', 'replacement examination period' and insertion of definition of 'study break (Stu-Vac)' to accommodate the changes. The existing understanding of these is preserved but reference to specific weeks has been removed to accommodate the 12-week semester in Semester 2, 2020; b. in 8 (16) adjustment to clause on study break (Stu-Vac) removing references to specific weeks; and

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	c. in 10 (10) adjustment to clause pertaining to the situation when replacement exams need to be used in the case of evacuation or abandonment of an exam, to ensure there still remains a valid replacement exam for students who are successful in being granted special consideration; 13. the approval of two alternative English tests for students from mainland China – Password and Linguaskill – as evidence of a student's English language level for entry to unconditional offers (to University degree programs) and conditional offers (to pathway courses at the Centre for English Teaching), until high-stakes testing centres reopen in mainland China; and 14. the approval of a proposal from the Faculty of Medicine and Health to amend the Bachelor of Nursing (Post-registration) Course Resolutions, with effect 1 July 2020;
Proposal Presenter	Chair, Academic Board
Consultation Pipeline	Academic Board → Senate

EXECUTIVE SUMMARY

Report from the Chair

Since our previous meeting of the Board, just five short weeks ago, the COVID-19 pandemic has continued to dominate the professional and personal lives of University staff and students. The flexibility and resilience displayed by staff and students, particularly as we are now in the exam period for Semester 1 continues to impress. My own observation, teaching on-line to second year Chemistry students last week, is that on-line presentation can provide opportunities for increased engagement. A university is often described as a community of scholars. Developing, maintaining and enhancing that community is a challenge at present, but students and teaching staff have been often innovatively exploiting Zoom, Microsoft Teams and other online platforms to connect with each other during this time. Sharing those experiences is important. With that in mind, Profs Pip Pattinson and Adam Bridgeman are reflecting today on the learnings from the lockdown period and the opportunities and challenges going forward.

Our previous meeting of the Academic Board was the first meeting of the Board to occur online. I would like to thank everyone for their participation, particularly those who responded to our feedback survey. Members of the Board may be interested to hear that the comments we received were very positive, and many respondents said that the online forum made participation easier, especially for those staff members who are not based on main campus. The Board will continue to meet via Zoom for the foreseeable future, as there is not a venue on campus large enough to allow us to meet in person while complying with the Federal Government's physical distancing requirements.

Welcome to the new University Librarian

I would like to formally welcome to the Board Philip Kent, who is the new University Librarian. The library is an essential part of the University, and we are grateful to have Philip's input on the Board.

Vice-Chancellor's Selection Committee

As reported in the previous meeting of the Board, the process for recruiting the new Vice-Chancellor has begun. The survey collecting staff and student responses closed on 29 May with over 300 responses received. Feedback will be passed on to the selection committee. Further updates will be provided to the Board as they become available.

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Change to Semester 2 dates

As documented in the Executive Approvals section below, on 8 May I approved on behalf of the Board the changes to dates for Semester 2 2020 that were endorsed by UE on 7 May. Semester 2 2020 will now begin on 24 August, and it will comprise twelve weeks of teaching, instead of the usual thirteen. Mid-semester break will begin on 5 October, and StuVac will begin on 23 November. The final week of exams will finish on 12 December. General information for students can be found on the internet here:

<https://www.sydney.edu.au/study/coronavirus-infection-university-of-sydney-advice/study-information.html#semester2>.

Planned return to working on campus

The University is beginning to consider a phased return to face-to-face activities on campus, with priority given to research and teaching. The plan will be implemented in line with the Federal Government's 'Roadmap to a COVIDSafe Australia', and further information for staff can be found on the Operations page of the intranet here: <https://intranet.sydney.edu.au/coronavirus/overview/operations.html>.

Converted WAM (CWAM)

As noted in the Executive Approvals table below, on 7 May I approved on behalf of the Board the inclusion of a Converted Weighted Average Mark (CWAM). The CWAM is intended as an additional method of calculating academic progress at the end of a student's degree. It will be calculated in the same way as the usual Weighted Average Mark (WAM), but will exclude marks from units studied in Semester 1 2020, when the impact of the COVID-19 pandemic developed after the commencement of the semester and in a way that was impossible to anticipate at the start of the semester.

Higher education sector government package for short courses

The University has prepared and identified a number of courses to take advantage of the Federal Government's Commonwealth Grant Scheme for short courses including changes to the Graduate Certificate in Infection and Immunity, and the Graduate Certificate in Agriculture and Environment which are pending the Board's approval. I'm sure the Board's thanks are extended to all staff involved in the implementation and delivery of these courses in such a short space of time.

National Sorry Day and Reconciliation Week

National Reconciliation Week began on 25 May and will conclude on 3 June and included National Sorry Day on 26 May. National Sorry Day is a day of remembrance and acknowledgement of the Stolen Generations of Aboriginal and Torres Strait Islander people who were forcibly removed from their families, communities, and country. The University marked these occasions in a number of ways:

1. 'Listened fearless', a National Sorry Day reflection podcast, was launched at lunchtime on 26 May. It is spoken by Associate Professor Megan Williams, the Research Lead and Assistant Director of the National Centre for Cultural Competence. The podcast can be accessed online here: https://www.sydney.edu.au/content/dam/corporate/podcasts/national-sorry-day-reflection_podcast.mp3
2. The annual Indigenous Veterans Ceremony was held on Friday 29 May at Hyde Park. The University's contribution this year was a visual cascade of pictures, videos and stories led by Liam Harte, the Director, Indigenous External Relationship Development (Acting). The multimedia installation can also be found on Yammer here: <https://sydney.instructuremedia.com/embed/6c550ac5-0ae7-4d6f-83a1-a8ed4a4dfe39>
3. Members of our Aboriginal and Torres Strait Islander community shared their stories throughout National Reconciliation Week on the University's Instagram page: https://www.instagram.com/stories/sydney_uni/2316435744477263675/
4. There were a number of online webinars, including those listed below:
 - a. [Wednesday 27 May: Uluru Statement from the Heart](#)
 - b. [Friday 29 May: Sydney Ideas 'In this together'](#)
 - c. [Tuesday 2 June: Culture Forum: Openness and Engagement](#)

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- d. [Wednesday 3 June: Demystifying the 'Acknowledgement to Country'](#)
5. Cornel Ozies, a valued staff member of the Indigenous Strategy and Services portfolio, a videographer and well-known Indigenous filmmaker, has had his latest film *Our Law* nominated for Best Documentary at the Sydney Film Festival. Cornel is an Indigenous man from the Kimberley region of Western Australia, who started his career as a video editor at his local TV station Goolarri in Broome. He has worked on major films, including *The Great Gatsby*, and created the ground-breaking film *Footprints*, a poignant introduction to the song lines lying beneath all Australians' feet. *Our Law*, written and directed by Cornel, is centred around Western Australia's first Indigenous-run Police Station. It follows two Noongar Police Officers who must learn Yarnangu Lore and culture and master the local Ngaanyatjarra language in order to effectively police one of the most remote beats in the world. In the words of Cornel, "*the film shows that to repair the broken relationship between Police and the Aboriginal community you just need a little respect and deep listening to build real human connections*". The trailer for *Our Law* can be found here: <https://www.youtube.com/watch?v=8SKrE5atIFs>

Culture Forums

I enjoyed the lively discussion by panellists in the Culture Forum on the University's cultural aspirations, which was hosted by Professor Tim Soutphommasane, Director, Culture Strategy, on 26 May. I know there were several staff members of the Academic Board who also joined this Zoom session, and who would, I hope, join me in encouraging staff to register for future forums where possible. If you were unable to attend you can see a video and transcript of the forum on Yammer here: <https://www.yammer.com/sydney.edu.au/#/threads/show?threadId=698912303185920>.

SAGE update

The Science in Australia Gender Equity (SAGE) program has been seeking a new self-assessment team (SAT) from within the University. Prof Renae Ryan and I will continue to be Co-Chairs of the SAT, and our colleagues from the Culture Strategy office have been contacting applicants for the team and finalising the selections to the new SAT, in preparation for assembling the SAT in the coming weeks. More information can be found on the SAGE intranet page here: <https://intranet.sydney.edu.au/strategy-governance/culture/diversity-and-inclusion/sage.html>.

I also attended the Zoom webinar on the Effects of COVID-19 on Diverse Communities on 12 May. This was hosted by Annie Fenwicke, SAGE Program Manager, and involved staff representatives from a number of networks across the University, including the Women at Sydney, Disability at Work, Aboriginal and Torres Strait Islander, Mosaic, Pride and Parents and Carers networks. The event was an important reminder that different individuals and communities within the University have faced different pressures due to the pandemic. A video and transcript can be found here: <https://web.microsoftstream.com/video/335ab5c7-fddc-444a-8822-c9dfc0ca8a8a>.

Collection of COVID-19 content by the University Library

Although the word 'unprecedented' has perhaps been overused in describing the COVID-19 pandemic, it is certainly true that we are living through times of great social, cultural and economic upheaval. To capture the historical significance of this period, the Library is accepting donations of content related to COVID-19 and the University. More information is available on the Library website here: <https://library.sydney.edu.au/collections/COVID-19-content-collection.html>.

National Chairs and Secretaries of Academic Boards and Senates informal Zoom meeting

On Friday 8 May, the university hosted an informal Zoom meeting of the Australian Chairs and Secretaries of Academic Boards and Senates group. The meeting was a chance for chairs, secretaries, and other interested staff nationwide to discuss the different institutional responses to the COVID-19 pandemic and the challenges this has posed across the sector. Topics that were discussed included the short courses offered under the Commonwealth Grant Scheme, preliminary analysis on digital delivery, approaches to the fast-tracking of executive approvals, and risk management.

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Executive Approvals by Chair

In terms of executive approvals relating to urgent changes, the following actions were taken by the Chair out of session:

Date	Action Approved
4 May 2020	UAC Admission Schedules The Chair, Academic Board approved on behalf of Academic Board 1. a delay during the COVID-19 pandemic of the implementation of the updated UAC schedules for Hong Kong; and 2. the reversion to the previously used UAC schedule. Details are provided in Attachment 1
7 May 2020	Converted WAM (CWAM), clarify online participation as attendance and introduce open book exams during formal exam period The Chair, Academic Board approved on behalf of Academic Board 1. an amendment adding Schedule 3 the <i>Coursework Policy 2014</i> calculation of the Converted Wam (C Wam) and grades that contribute to it; 2. the addition of definitions of WAM and CWAM to the definitions in the <i>Coursework Policy 2014</i>; 3. the addition of new clause 55 (5) to the <i>Coursework Policy 2014</i> specifying attendance may include participation in online learning activities and assessment either in real time, website interaction or delayed delivery; 4. the addition of a new clause 77 (4) Monitoring Progression to the <i>Coursework Policy 2014</i> specifying that until the end of 2020 or before if rescinded by the Academic Board, an Associate Dean will not find a student's attendance unsatisfactory for progression purposes on the grounds of not attending face-to-face learning activities or assessment; 5. an additional clause 8 (19) to the <i>Assessment Procedures 2011</i> specifying arrangements for other online time-based exams until the end of 2020; and 6. the amendment in the <i>Assessment Procedures 2011</i> clause 8 (10) and 8 (18) (e) replacing 'university trained examiners' with 'university approved examiners' to allow for training by third parties; Details are provided in Attachment 2
12 May 2020	Approval of changes to dates for Semester 2 2020 The Chair, Academic Board approved on behalf of Academic Board: 1. suspending the operation of subclause 13(6) of the <i>Learning and Teaching Policy</i> until the end of 2020 or until such suspension is otherwise rescinded by the Academic Board; 2. the request from the Provost and DVC (Education) to adopt the following dates for semester 2 2020, which will run from 24 August, 2020 to 12 December, 2020 and will include 12 weeks of programmed learning and a study week and examination and assignment preparation period as specified below: a. A teaching period from 24 August 2020 to 20 November 2020; b. A mid-semester break from 5 October, 2020 to 9 October, 2020; c. A study week period from 23 November, 2020 to 27 November, 2020; d. An examination period from 30 November, 2020 to 12 December, 2020; and e. the retention of special semester date variations previously approved by the Academic Board and currently in force; and 3. the following amendments to the <i>Assessment Procedure 2011</i>:

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Date	Action Approved
	a. in (3) change to definition of 'formal examination period', 'replacement examination period' and insertion of definition of 'study break (Stu-Vac)' to accommodate the changes. The existing understanding of these is preserved but reference to specific weeks has been removed to accommodate the 12-week semester in Semester 2, 2020; b. in 8 (16) adjustment to clause on study break (Stu-Vac) removing references to specific weeks; and c. in 10 (10) adjustment to clause pertaining to the situation when replacement exams need to be used in the case of evacuation or abandonment of an exam, to ensure there still remains a valid replacement exam for students who are successful in being granted special consideration. Details are provided in Attachment 3
25 May 2020	Approved a proposal from the Faculty of Medicine and Health to revise the calendar for Semester 2, 2020 The Chair, Academic Board approved on behalf of the Academic Board a revised calendar for Semester 2, 2020 for specific courses in Faculty of Medicine and Health as set out in Attachment 4. Details are provided in Attachment 4
29 May 2020	Temporary Acceptance of Alternative English Language Entry Test for USyd Admission for students from Mainland China The Chair, Academic Board approved on behalf of Academic Board two alternative English tests for students from mainland China – Password and Linguaskill – as evidence of a student's English language level for entry to unconditional offers (to University degree programs) and conditional offers (to pathway courses at the Centre for English Teaching), until high-stakes testing centres reopen in mainland China. Details are provided in Attachment 5.
1 June 2020	FMH Bachelor of Nursing (Post-registration) Course Resolution The Chair, Academic Board approved on behalf of Academic Board the Faculty of Medicine and Health's proposal for amendments to the Bachelor of Nursing (Post-registration) Course Resolutions, with effect 1 July 2020. Details are provided in Attachment 6.

As the following policies and standard have been amended several times for Academic Board members ease of reading and in order to ensure accuracy and clear transparency of changes the final versions of the following policies including all executively approved changes are available for Academic Board:

- Coursework Policy 2014 **Attachment 7**
- Learning & Teaching Policy 2019 **Attachment 8**
- Assessment Procedures 2011 **Attachment 9**

ATTACHMENTS

Attachment 1 UAC Admission Schedules

Attachment 2 Converted WAM (CWAM), clarify online participation as attendance and introduce open book exams during formal exam period

Attachment 3 Approval of changes to dates for Semester 2 2020

Attachment 4 Proposal from the Faculty of Medicine and Health to revise the calendar for Semester 2, 2020

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- Attachment 5** Temporary Acceptance of Alternative English Language Entry Test for USyd Admission for students from Mainland China
- Attachment 6** FMH Bachelor of Nursing (Post-registration) Course Resolution
- Attachment 7** Coursework Policy 2014
- Attachment 8** Learning & Teaching Policy 2019
- Attachment 9** Assessment Procedures 2011



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Author	Scott Ward (Admissions Manager, UAC)
Reviewer/Approver	Wencong Chai (Director, Admissions) Shane Griffin - Executive Director, Student Recruitment and Admissions
Paper title	Amendment to - New UAC Schedules for 2020
Purpose	To determine changes to admissions schedules for 2020 onwards

RECOMMENDATION

That the committee approve the adoption and rejection of schedules as set out in Item 1.

ITEM 1: S4102: HONG KONG DIPLOMA OF SECONDARY EDUCATION

Recommendation:

Schedule S4102 be accepted for domestic use for 2020 admissions and applied to International admissions for **2022** admissions.

EXECUTIVE SUMMARY

Each year the Universities Admissions Centre undertakes analysis of a number of the schedules used to assess applicants with overseas qualifications and recommends a number of changes and new schedules where appropriate.

As a response to the COVID-19 issue Admissions is now seeking to amend the implementation date for the new Hong Kong Diploma Schedule- which will effectively delay its use for an additional year.

OPTIONS

The following Item was approved by the ASC and AB late last year. Admissions is amending a implementation date for International applicants from 2021 to 2022 in recognition that this change will limit the number of applicants with this qualification receiving offers in a market decimated by the COVID-19 crisis.

ITEM 1: S4102: HONG KONG DIPLOMA OF SECONDARY EDUCATION

This is a revision to schedule S4102 for the Hong Kong Diploma of Secondary Education (HKDSE). The schedule was created in 2012 and has not been reviewed since.

On the previous schedule, the top two grades, level 5** and level 5* were given the same point value (6) towards the aggregate. With more information provided by the HKEAA regarding the number of students with grades of 5* and 5**, the current schedule has been able to further differentiate these exceptional students. This means that students with very high ranks (high 90s) on the previous schedule would see a minor decrease in their ranks on the new schedule.

Because the schedule was derived using distribution data on an aggregate of the best five subjects achieved by the student, we are using the same method in calculating the aggregate for this schedule. This deviates from the previous schedule in two ways:

- The best five subjects (from either Category A or B) are counted, rather than four core subjects plus the best Category A elective subject
- Category B subjects are allowed to contribute to the aggregate.



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The impact of these changes would be small. As noted in the background section, the majority of HKDSE candidates (around 78%) take one to two electives along with their core subjects. This means their best five subjects would include most, if not all, of the four core subjects.

Recommendation:

Schedule S4102 be accepted for domestic use for 2020 admissions and applied to International admissions for **2022** admissions.

ATTACHMENTS

ATTACHMENT 1 – *UAC CAPS meeting papers – New Schedule Review, Hong Kong Secondary Diploma*

COMMON ASSESSMENT PROCEDURES SUB-COMMITTEE (CAPS) AGENDA ITEM 3.02



Date 17 May 2019

Title	S4102: Hong Kong Diploma of Secondary Education – Review of
Author	Research, Statistics & Development Unit

1. Desired outcome

- ☐ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☒ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Aim

This is a revision to schedule S4102 for the Hong Kong Diploma of Secondary Education (HKDSE). The schedule was created in 2012 and has not been reviewed since.

3. Background

The HKDSE was first introduced in 2012, for the dual purpose of assessing the attainment Hong Kong students at the completion of their three-year senior secondary studies, and for university entrance. The Hong Kong Examinations and Assessment Authority (HKEAA) is responsible for the administering the HKDSE.

To attain the HKDSE, students are required to study four core subjects (Chinese Language, English Language, Mathematics compulsory part and Liberal Studies) and at least one elective. The elective subjects may come from three categories:

- Category A: “New Senior Secondary” subjects such as History, Economics, Biology, Chemistry, Physics, ICT, Music, Visual Arts, Business, Accounting and Financial Studies. The four core subjects are also considered to be Category A.
- Category B: “Applied Learning” subjects including Creative Studies, Media and Communication, Applied Science, etc.
- Category C: “Other Language” subjects such as French, German, Japanese, Hindi, Urdu.

For mathematics, students may take an “extended part” in additional to the compulsory part.

For the 2019 HKDSE cohort, along with the 4 core subjects, 8.6% of students took one elective, 69.7% took two electives, and 18.6% took three.¹ Most students select electives from Category A. The participation in Category B and C subjects is low in comparison, possibly due to these subjects not being widely offered in schools. For 2019, just under 4,000 candidates are studying a Category B subject – this equates to around 7% of the HKDSE candidature. An even smaller number of students,

around 400 (< 1% of the HKDSE candidature) are studying a Category C subject. This pattern of subject selection is relatively stable across recent years for the HKDSE.

Overall, just over 56,000 students have registered for the HKDSE in 2019. This is made up of approximately 48,000 school candidates and 8,000 private candidates.

4. Scope

2017 Admissions	2018 Admissions	2019 Admissions
56	60	50

5. Comparability of qualification

AEI-NOOSR	Comparable to Australian Senior Secondary Certificate of Education (Year 12 award).
UK-NARIC	Comparable to the overall GCE Advanced level / Scottish Advanced Higher standard
UCAS	Acceptable as group qualifications satisfying general entrance requirements to UK Higher Education Providers.

6. Grading of Results

The assessment of the subjects in the HKDSE is standards-referenced, with descriptors available for each level of attainment². For Category A subjects, results are graded on a scale from 1 (lowest) to 5 (highest), with two further levels: 5* and 5** to indicate students who have attained the most exceptional results. Results of a standard lower than level 1 are deemed “U”, or “unclassified”. In 2018, around 1.2% of Category A results were awarded with 5**, and 3.5% were awarded with 5*, with 4.7% of results being U³.

Category B subjects are graded on 3 levels: “Attained”, “Attained with Distinction (I)” and “Attained with Distinction (II)”. “Unattained” results are not reported on the certificate. Category C subjects are examined on Advanced Subsidiary (AS) level papers from Cambridge Assessment International Education. These results are graded from A (highest) to E (lowest).

The admission requirements for the nine universities in Hong Kong are remarkably consistent. All require students to achieve a minimum result pattern of 3322 (3 in Chinese and English, and 2 in Mathematics compulsory part and Liberal Studies). The universities differ in the requirements concerning electives. Top tier universities (e.g., University of Hong Kong, The Chinese University of Hong Kong, The Hong Kong Polytechnic University) require 2 electives at Level 3, or 1 elective plus

² http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SRR_A4booklet_Mar2018.pdf

³ http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat18_1_.pdf

Maths extended module at level 3. The least requirement consists of the 3322-result pattern for the core subjects, and a level 2 for any one elective subject.

7. Method for developing schedule S4102

The HKEAA publishes extensive statistics on the students taking the HKDSE and their result distributions. Population statistics are also available from the Census and Statistics Department of Hong Kong⁴.

Due to the availability of data, the approach taken was to first determine the participation rate of the HKDSE in 2018, and then use the one-parameter cubic-spine model (Harrison & Hyndman, 2015⁵) to assign ranks in accordance to the grade distribution of the HKDSE cohort. In principle, this is the same procedure as allocating ATARs to students in any Australian jurisdiction (except Queensland).

Participation rate was calculated using the age distribution data on the HKDSE candidates, and population data from the Hong Kong census taken in 2016.

5a. Calculation of the participation rate

HKEAA provides a breakdown of the 2018 HKDSE candidate by age, for day-school candidates versus all candidates⁶. The distribution shows that 99% of day-school candidates fall within the age range of 16 to 20, while non-day-school candidates largely consist of mature-age students older than 20. In this respect, the age distribution of the HKDSE day-school candidature is similar to that of the NSW HSC candidature. For this reason, the day-school candidates' age distribution was used to derive the participation rate for the HKDSE.

Table 1. Derivation of the HKDSE participation rate, 2018.

	From census 2016 two years before (14 to 18 year- olds)	Day-school candidates	% of Day school candidates total (50642)	Day school candidates as % of 16-20 year-olds only	Equivalent proportion of age population
16	51792	70	0.1%	0.1%	72.2
17	61062	24522	48.4%	48.8%	29826.7
18	60675	19103	37.7%	38.1%	23088.2
19	63518	5017	9.9%	10.0%	6347.8
20	72516	1490	2.9%	3.0%	2152.3
Total	309563	50202	99.1%	100.0%	61487.2

The participation rate for the 2018 HKDSE is therefore $50202 / 61487.2 = 0.81646$, or roughly 82%.

⁴ <https://www.censtatd.gov.hk/hkstat/>

⁵ Harrison, K. J., & Hyndman, R. J. (2015). Modelling the participation function with a one-parameter family of cubic splines. Technical Report to ACTAC.

⁶ http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat18_4_.pdf

5b. Determining the grade distribution for HKDSE

HKEAA publishes several versions of grade distributions⁷. For example, one result distribution shows students who have attempted at least five of their Category A/B subjects, with figures provided for those who have five level 5**, five level 5* or above, and so on down to one level 1 or above. Another result distribution shows the spread of achievement of students who have attained level 2 or above in their best five Category A/B subjects, by “total grade points”. In this, grades are converted into a numeric scale: level 1 = 1, to level 5 = 5, level 5* = 6 and level 5** = 7⁸, then aggregated for each student. In almost all distribution tables, numbers are reported separately by “day school candidates” and “all candidates”, and by gender.

A decision was made regarding the form of distribution data to be used to create the schedule. In line with the calculation of the participation rate, the distribution data should be one based on day-school candidates only. In addition, the distribution data on an aggregate, or “total grade points” would translate more readily to a UAC-style schedule. Two distribution tables from HKEAA fit these criteria – Table 3c (ii) which shows the grade point distribution for students who have attained level 2 or better in at least 5 category A/B subjects, and Table 3e, which shows the grade point distribution for students who have attained the “3322” result pattern for their four core subjects⁹.

Although the “3322” results for core subjects is the minimum requirement for university admission in Hong Kong, this threshold would not be relevant for university admission in Australia. It is notable that only 42% of HKDSE students meet the “3322” standard. Applying this standard would be akin to saying that only the top 42% of NSW’s ATAR students are eligible for a university place – this is roughly equivalent to an NSW ATAR of 75.00 in 2018.

It was therefore decided that the grade point distribution based on students who have at least 5 category A/B subjects at level 2 or better (Table 3c ii) would approximate most closely to the distribution for the entire day-school candidature. In this table, the data shows that 155 (0.3%) of these students achieved an aggregate of 34 – 35. This is equivalent to four level 5** grades + one level 5* grade (34) to five level 5** grades (35).

Table 3k from HKEAA shows that there were exceptional students who scored 5** in more than five subjects. Indeed, the very top student scored 5** in eight subjects. Using information from Table 3k, it was therefore possible to further discriminate aggregates above 35. Combining both Table 3c (ii) and Table 3k produced the following aggregate distribution (Table 2).

⁷ http://www.hkeaa.edu.hk/en/HKDSE/assessment/exam_reports/exam_stat/

⁸ For Category B subjects, “Attained with Distinction (II)” = 4 points, “Attained with Distinction (I)” = 3 points, and “Attained” = 2 points. The two levels of distinction (I) and (II) were introduced in 2018. Previously it was only “Attained with Distinction” which was equated to 3 points. Category B Chinese in 2018 continued to be graded with only one level of distinction.

⁹ http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Exam_Report/Examination_Statistics/dseexamstat18_3_.pdf

Table 2. Aggregate distribution for the HKDSE, 2018.^{10 11}

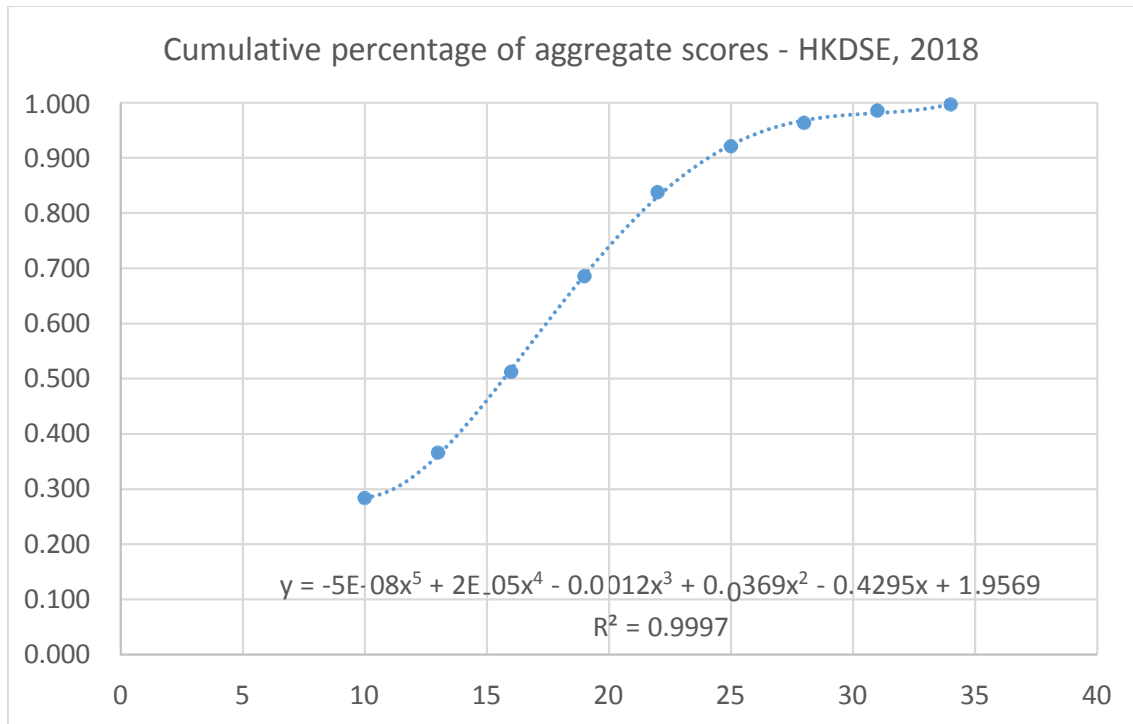
Aggregate (best five subjects from Category A/B)	Cumulative Frequency	Percentile (from top)
56*	1	1.000
49*	11	1.000
42*	39	0.999
35	87	0.998
34	155	0.997
31	708	0.986
28	1809	0.963
25	3881	0.921
22	7968	0.838
19	15443	0.686
16	23967	0.512
13	31148	0.366
10	35190	0.284
0	49133	0.000

A polynomial curve was fitted to the percentiles corresponding to aggregate scores from 10 to 34 (see Figure 1). This curve allowed us to establish the percentiles corresponding to the in-between aggregates which were not provided by HKEAA. The percentiles for aggregates from 1 to 9 were linearly interpolated.

Figure 1. Cumulative percentage for aggregate scores on the HKDSE, 2018.

¹⁰ For Category A subjects: level 5** = 7 points; level 5* = 6 points, level 5 = 5 points; level 4 = 4 points; level 3 = 3 points; level 2 = 2 points; level 1 = 1 point. For Category B subjects: attained with distinction (II) = 4 points; attained with distinction (I) = 3 points; attained = 2 points. For students doing an extended module for mathematics, the higher of the two results from mathematics compulsory part and the extended part was included in the aggregate. Thus, the compulsory and extended part of mathematics are counted as one subject.

¹¹ The students with an aggregate of 56, 49, and 42 would have had their best five subjects being level 5**. Their extra subjects are included here to show that at the top, students could be further differentiated as some students have attained level 5** in six, seven or even eight subjects.



The one-parameter cubic-spline model (Harrison & Hyndman, 2015) was used to determine the percentile at each ATAR band, for a participation rate of 0.81646 and a cohort size of 49133 (the number of HKDSE students who took at least five category A/B subjects).

Given that the aggregate scores on the HKDSE is on a coarse scale, the midpoint between two consecutive percentiles was taken before mapping to the percentiles prescribed by the one-parameter model. Once mapped, the schedule was created as shown in the next section.

8. Proposed Schedule

Aggregate Score	UAC Rank
> 35	99.95
35	99.90
34	99.80
33	99.70
32	99.55
31	99.20
30	98.55
29	97.90
28	97.25
27	96.55
26	95.65

25	94.45
24	93
23	91
22	88
21	85
20	81
19	77
18	72
17	67
16	63
15	58
14	54
13	50
12	46
11	44
10	42
9	39
8	37
7	34
6	31
5	28
< 5	4

Notes:

- The aggregate is calculated using the best five Category A/B subject. For Category A subjects: level 5** = 7 points, level 5* = 6 points; level 5 = 5 points, level 4 = 4 points, level 3 = 3 points, level 2 = 2 points, level 1 = 1 point, U = 0 point. For Category B subjects: attained with distinction (I) = 4 points, attained with distinction (II) = 3 points, attained = 2 points, unattained = 0. For pre-2018 Category B subjects and Category B Chinese: attained with distinction = 3 points, attained = 2 points, unattained = 0 points.
- Category C subjects cannot contribute to the aggregate.
- Mathematics compulsory part and mathematics extended part (Module 1 or 2) are treated as one subject. If the applicant presents both Mathematics compulsory and extended part, count the higher result towards the aggregate.
- For the core subjects Chinese Language and English Language, gradings are provided for the component levels. Ignore these component-level gradings and take the subject-level grading for the aggregate.
- If the aggregate computed from the best five subjects is 35 for the applicant, check if the applicant has an additional Category A subject that is level 5**. If yes, the rank is 99.95.
- UAC ranks below 94 have been rounded to the nearest integer.

9. Comparisons between previous and proposed schedule – examples

On the previous schedule, the top two grades, level 5** and level 5* were given the same point value (6) towards the aggregate. With more information provided by the HKEAA regarding the number of students with grades of 5* and 5**, the current schedule has been able to further differentiate these exceptional students. This means that students with very high ranks (high 90s) on the previous schedule would see a minor decrease in their ranks on the new schedule.

Because the schedule was derived using distribution data on an aggregate of the best five subjects achieved by the student, we are using the same method in calculating the aggregate for this schedule. This deviates from the previous schedule in two ways:

- The best five subjects (from either Category A or B) are counted, rather than four core subjects plus the best Category A elective subject
- Category B subjects are allowed to contribute to the aggregate.

The impact of these changes would be small. As noted in the background section, the majority of HKDSE candidates (around 78%) take one to two electives along with their core subjects. This means their best five subjects would include most, if not all, of the four core subjects.

Category B gradings have been benchmarked by HKEAA against the Category A grading scale¹², and results from category B subjects are considered as part of the admissions process by a number of universities in Hong Kong. Therefore, it is reasonable to allow Category B results to contribute to the aggregate. In any case, due to its small candidature (around 7% of the candidature takes a Category B subject), only a small number of applicants are expected to present a Category B result.

Example A (ua18 980057954):

Previous schedule = 99.95; Proposed schedule = 99.55.

Subject	Grade (level)
Chinese Language	5**
English Language	5*
Mathematics (compulsory and extended)	5* and 5*
Liberal Studies	5*
Chemistry	3
Geography	5**
Physics	5

All subjects are Category A. The best five results when converted to numerical equivalents are: Chinese (7), Geography (7), English (6), Mathematics (6 – count once), Liberal Studies (6). This gives an aggregate of 32 and an UAC rank of 99.55.

Example B (ua19 990024283):

Previous schedule = 92; Proposed schedule = 91.

Subject	Grade (level)
Chinese Language	2
English Language	4
Mathematics (compulsory and extended)	5* and 4

¹² http://www.hkeaa.edu.hk/DocLibrary/Media/Leaflets/HKDSE_SRR_A4booklet_Mar2018.pdf

Liberal Studies	4
Biology	5
Chemistry	4
Physics	4

Aggregate = 23.

Example C (ua19 990013753):

Previous schedule = 80; Proposed schedule = 77.

Subject	Grade (level)
Chinese Language	2
English Language	4
Mathematics (compulsory & extended)	4 and 1
Liberal Studies	3
Biology	4
Chemistry	4
Physics	3

Aggregate = 19.

Example D (ua19 990147162):

Previous schedule = 65; Proposed schedule = 63.

Subject	Grade (level)
Chinese Language	2
English Language	4
Mathematics (compulsory)	3
Liberal Studies	3
Biology	3
Chemistry	3
Physics	3

Aggregate = 16.

10. Recommendation

That Hong Kong Diploma of Secondary Education be assessed on revised schedule S4102 as per above.

COMMON ASSESSMENT PROCEDURES SUB-COMMITTEE (CAPS) AGENDA ITEM 3.03



Date 17 May 2019

Title	S9480: Taiwan General Scholastic Ability Test (GSAT) – Review of
Author	Research, Statistics & Development Unit

1. Desired outcome

- ☒ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☐ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Aim

This is a revision to schedule S9480 for the Taiwan General Scholastic Ability Test (GSAT) motivated by recent changes in testing requirements and new information showing that in combination with completion of Taiwanese senior secondary education GSAT results should be assessed as equivalent to Australian Year 12 and have a maximum UAC rank of 99.95. In the previous version of this schedule GSAT results were treated as equivalent to Australian Year 11 and had a maximum UAC rank of 84. The previous version of this schedule was created in 2013.

3. Background

Taiwan General Scholastic Ability Test (GSAT) was introduced in 2002 as part of reforms to university admissions and has evolved since. It is taken by Year 12 students in their final year of high school. GSAT is currently held in late January or early February while Taiwanese academic year concludes around the middle of the calendar year. Therefore, unlike the NSW HSC, GSAT measures student performance not at the end of Year 12 but a few months before. For the purpose of this schedule this difference in timing is assumed not to matter and both HSC and GSAT are assumed to indicate student performance at the conclusion of high school.

Up to 2018 all GSAT participants sat five exams: Chinese, English, Mathematics, Social Science, Natural Science. From 2019 the requirement for obtaining a GSAT result changed to completion of any four exams from the same set as previously. Previously GSAT certificates reported results with percentiles for individual exams and an overall result with its percentile. The new certificate will show results for all completed exams as previously but without the overall result or its percentile. Previously only distributions of the overall results were released. However, starting from 2018 separate distribution data is being released for all possible four-subject combinations:

- 1 - Chinese, English, Mathematics, Social Science
- 2 - Chinese, English, Mathematics, Natural Science
- 3 - Chinese, Mathematics, Social Science, Natural Science
- 4 - English, Mathematics, Social Science, Natural Science
- 5 - Chinese, English, Social Science, Natural Science

GSAT participants who sat five exams are included in distributions for each four-exam combination, these students are counted multiple times. Accordingly, this schedule treats the four-exam combinations individually when equating to ATAR through the one-parameter model¹. In 2019, the first year when the minimum requirement changed to completion of four exams, data suggests that despite this change most students still completed all five exams. The number of reported 2019 GSAT results for the four-exam combinations varies from 97,356 for Chinese, Mathematics, Social Science, Natural Science to 121,502 for Chinese, English, Mathematics, Social Science. This range in 2018 was 134,773 to 134,848, much narrower and comparable to 136,465 total GSAT applicants, these ranges suggest that the change in requiring only four exams had an effect, but, thus far, most students still complete five exams.

GSAT can be taken by Year 12 students attending academic high schools and vocational schools, studying for Senior High School Leaving Certificate and Vocational High School Leaving Certificate, respectively. Under home rule in Taiwan students who have completed the Vocational High School Leaving Certificate of Graduation and sat GSAT can apply to university. In practice, between 2015-2019 the percentage of GSAT test takers studying for Senior High School Leaving Certificate has been consistent at 91% with the remainder studying for Vocational High School Leaving Certificate² (for relevant numbers look in "Total Number of Applicants" section for each year). Plus, due to timing of GSAT tests it is possible that some students with a result may not obtain one of the leaving certificates.

Distribution of GSAT results is reported for the whole cohort of students who complete the test, including both those from academic high schools and vocational schools. The same result indicates the same level of demonstrated ability irrespective of which leaving certificate the student completes. In order to compare students fairly based on test results alone, and to follow the principle of home country rule for university admissions, this schedule assigns UAC Ranks to students with GSAT results and who complete either Senior High School Leaving Certificate or Vocational High School Leaving Certificate. This is possible because even though the two qualifications are not equivalent, the distribution of abilities for the two groups of students is anchored through GSAT results and in Taiwan majority of vocational school students do not apply for university admission.

The data shows that vocational schools students self-select for GSAT participation and university admissions at much lower rates than academic high school students. This fits the principle on which the one-parameter model is built, that at lower academic ability levels, a lower proportion of students obtain lower ATARs. This is reflected in Taiwan Ministry of Education (MOE) enrolment statistics showing that enrolments in academic high schools between 2015-2017 hovered close to 40% of all senior secondary enrolments³, but these students made up 91% of GSAT participants. Further comparing MOE enrolment data with GSAT participation by school type suggests that close to all students enrolled in academic high schools participate in GSAT while in vocational schools it is only a small fraction, on the order of six percent.

¹ Harrison, K. J., & Hyndman, R. J. (2015). Modelling the participation function with a one-parameter family of cubic splines. Technical Report to ACTAC. Description of one-parameter model that is now used by all Australian states to derive ATARs for ranked students.

² <http://www.ceec.edu.tw/AbilityExam/AbilityExamStat.htm> College Entrance Examination Centre (CEEC) Statistical data. NB: Taiwan uses the Republic of China or the Minguo calendar where 1912 is year 1, therefore, for example, academic year 107 is converted as 107+1911=2018.

³ <https://stats.moe.gov.tw/qframe.aspx?qno=MQA1AA2> Taiwan Ministry of Education Statistics.

4. Comparability of qualification

AEI-NOOSR	Comparable to Australian Senior Secondary Certificate of Education (Year 12 award).
UK-NARIC	Comparable to GCE Advanced Subsidiary (AS) level / Scottish Higher standard (Year 11 award).
UCAS (reviewed 2013)	Acceptable at grade C or better (pass and above) in lieu of GCSE on a subject for subject basis, except in English language (Year 11 award).
Nuffic (reviewed 2015)	Equivalent to Dutch HAVO diploma (Year 11 award or Year 12 with an ATAR score between 60 and 85) ^{4,5} .

GSAT is a national standardized evaluation of performance for students completing Taiwan Senior High School Certificate and its equivalence is evaluated through this qualification. The Taiwanese qualification is assessed by NARIC, UCAS and Nuffic as comparable to Year 11 and by AEI-NOOSR as comparable to Year 12. Comparing Taiwan's education to Year 11 standard is contradicted by AEI-NOOSR assessment, Taiwan's overall PISA⁶ performance being consistently above that of UK, Netherlands and Australia, and Taiwan's universities being ranked above other European countries with educational qualifications assessed by the same institutions as equivalent to year 12, and other educational indicators showing that Taiwan's education system is high performing. In making schedules, qualifications from countries with high performing education systems should only be compared to Australian Year 11 if the length of education required to complete them was the same, but this is not the case here as Taiwan Senior High School Certificate takes up the same duration as finishing Australian Year 12.

Some of the available assessments are dated, UCAS (reviewed 2013), Nuffic (reviewed 2015) and NARIC (review date not given). These assessments may be further influenced by technical biases arising from difficulties in evaluating different or non-European education systems. On the most basic level the Taiwanese qualification cannot be of a lower standard if students attaining it match or outperform those against whom they are compared.

In view that AEI-NOOSR assess the Taiwanese qualification as comparable to Australian Year 12, the contradictory evidence was reviewed during preparation of this schedule. The criteria NARIC, UCAS or Nuffic use in assessing comparability are not given for Taiwan and could not be reviewed for transferability to Australian qualifications.

Based on AEI-NOOSR assessment, Taiwan's strong performance in PISA, performance in International Mathematics Olympiad and university rankings this schedule will compare its national qualification to Australian Year 12, resulting in maximum GSAT UAC Rank of 99.95. The rest of this section provides details of the comparability review.

⁴ <https://www.nuffic.nl/documents/473/education-system-taiwan.pdf> see pg4

⁵ <https://www.nuffic.nl/documents/233/education-system-australia.pdf> see pg5

⁶ <http://www.oecd.org/pisa/>

The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) to evaluate educational systems by measuring performance of 15-year-old full time students. It aims to provide comparable data with a view to enable countries to improve their education policies and outcomes. The sampling procedures are quality assured and adjudicated.

The most recent fully published PISA results are for the 2015 assessment (results for the 2018 assessment will be released in December 2019). Taiwan consistently performs above Australia, UK, Netherlands and OECD (see Figures 1 to 3). On average, between 2006-2015, it outperforms all the comparison countries and OECD in math and science and is in the middle of the group in reading. In math it outperformed the comparison countries and OECD in every assessment year, in science every year except 2009 and in reading in 2012. PISA results show that, as a whole group, Taiwan's education system teaches its students to a level that matches or exceeds those from countries used to establish comparability of qualification.

To anchor performance of top students from Taiwan results from the International Mathematical Olympiads (IMO)⁷ were compared between Taiwan and the countries used to establish comparability of qualification. IMO is the oldest among the International Science Olympiads with the largest number of participating countries⁸ and has a well organized publicly available dataset of results⁹. Countries were compared through team results (see Figure 4). IMO results contain more overlap between compared countries, as can be expected when measuring performance of top students, and were fitted with quadratic polynomials to establish trends over time. Taiwan consistently outperforms UK, Australia and Netherlands at IMO, and is the best in this group in terms of average relative rank. Taiwan has highest ranks among the comparison countries for every year between 2006-2018, except for 2015.

QS World University Rankings for 2019¹⁰ for top 5 universities in each comparison country range between 72-257 for Taiwan, 52-122 for Netherlands, 24-48 for Australia and 5-18 for UK. On this measure Taiwan's range overlaps with Netherlands and is below that of Australia and UK. However, Taiwan's universities rank somewhat better than, for example, those of Spain or Italy, European countries with populations larger than Taiwan, with qualifications that NARIC and UAC compare to Year 12 standard. This comparison over the last several years leads to similar conclusions.

⁷ https://en.wikipedia.org/wiki/International_Mathematical_Olympiad

The International Mathematical Olympiad (IMO) occurs annually and is the oldest among International Science Olympiads. More than 100 countries participate representing over 90% of world's population. Countries choose teams of typically and no more than six-best high school students through national competitions. Individual and team results are published as absolute and percentile ranks. Percentile ranks are defined as individual or team rank divided by count of participating individuals or countries respectively.

⁸ https://en.wikipedia.org/wiki/International_Science_Olympiad

⁹ <https://www.imo-official.org/results.aspx> International Mathematical Olympiad results by country and year.

¹⁰ <https://www.topuniversities.com/university-rankings/world-university-rankings/2019> QS World University Rankings.

Figure 1: PISA mathematics results between 2006-2015

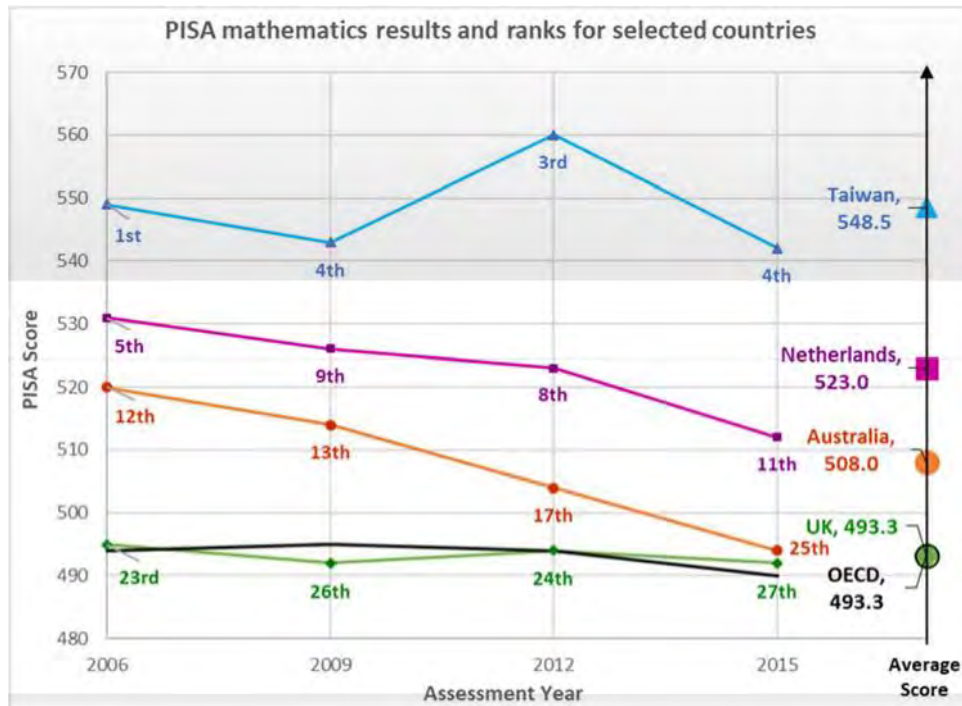


Figure 2: PISA science results between 2006-2015

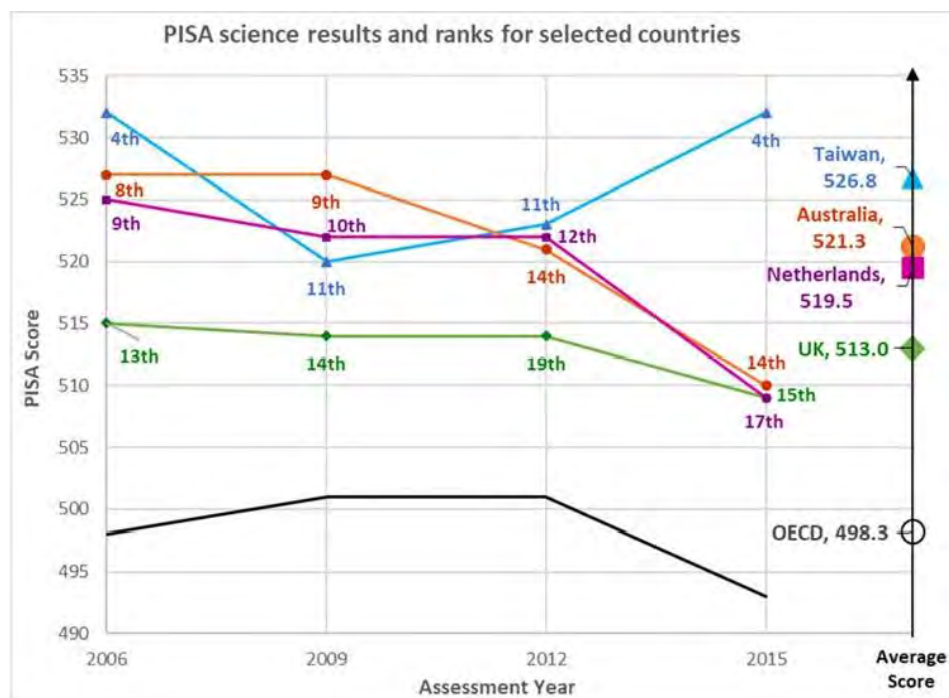


Figure 3: PISA reading results between 2006-2015

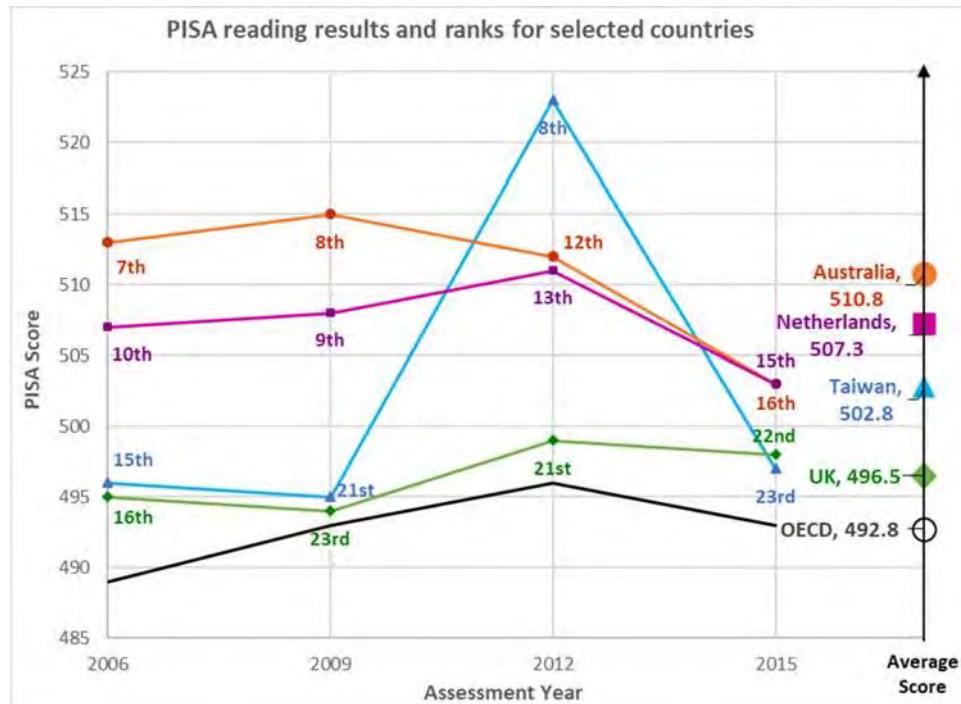
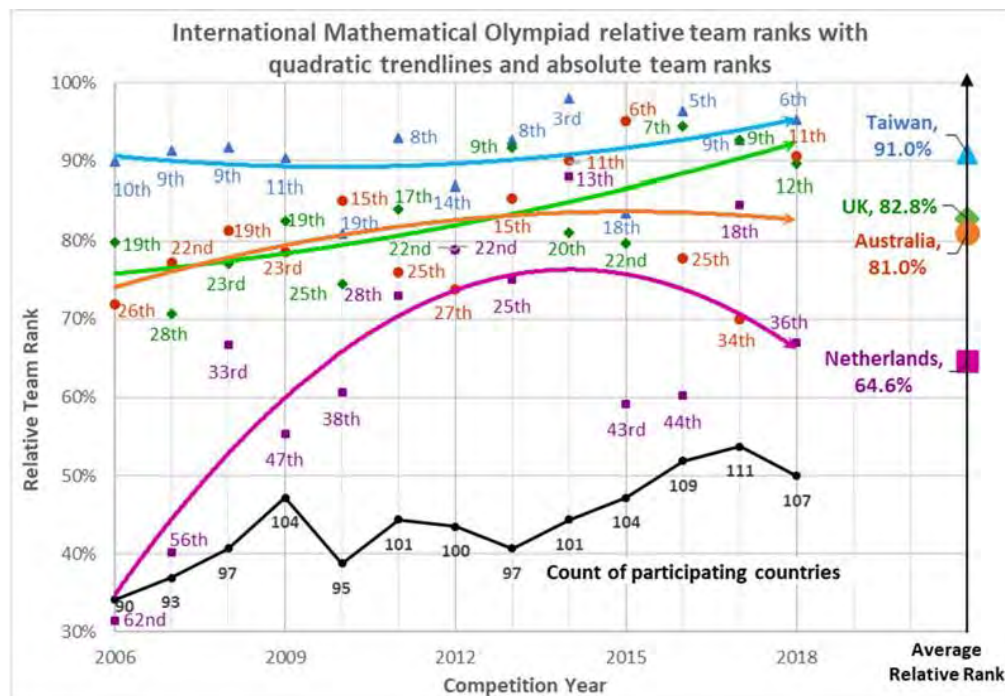


Figure 4: International Mathematical Olympiad team results between 2006-2018



4. Method for developing schedule S9480

To establish participation rate for GSAT, data from CEEC on count of test takers by age² (for relevant numbers look in “Total Number of Applicants” section for each year) and dataset 2.01 “Population by Age” from the “Statistical Yearbook of Interior”¹¹ were used to exactly reproduce the method for calculating ATAR participation rates. Participation rates were calculated for years 2012(101) to 2018(107) with the aim to establish a recent average participation rate, see Table 1 for example of how it was calculated for 2018. The most recent available GSAT data was for 2018.

Table 1: Derivation of Taiwan GSAT participation rate in 2018

GSAT 2018(107)	Age	Number	Percent	Taiwan population	Weighted Population
	16	64	0.05%	246,180	117.5
	17	81,943	61.13%	256,717	156,926.6
	18	46,904	34.99%	305,561	106,914.8
	19	3,651	2.72%	282,411	7,691.7
	20	1,489	1.11%	266,753	2,963.0
Total =		134,051			274,613.6
Participation rate =		48.81%			

GSAT participation rates calculated with the above method ranged from minimum 45.19% to maximum 48.81% between 2015-2018, and from 41.52% to 41.59% between 2012-2014. The jump in participation rate beginning in 2015 suggests a discontinuity in data. Due to this discontinuity only participation rates from 2015-2018 were averaged and rounded to one decimal place, resulting in 47.1% as input to the one-parameter model.

Distribution data on four-exam combination results is available since 2018, one year before change in requirements to a minimum of four exams. This schedule is based on weighted average data from 2018 and 2019 because the exams themselves have not changed and changes in exam participation thus far have been small. Averaging the data is desirable because it reduces year-to-year variability. This type of averaging and continuity in exam structure also allows assessment of GSAT results on this schedule from all years, including before 2018.

GSAT results are coarser in percentile resolution than ATARs and this leads to highest scores for four out of five possible exam combinations mapping to ranks of 99.90. Highest scores that have percentile widths less than 0.4%, i.e. less than 5 times the width of NSW ATAR of 99.95% to 1dp, are set to ranks of 99.95 on all schedules under UAC rule for anchoring highest results for coarser result distributions. The next highest results for coarser distributions, or highest results with widths greater than 0.5%, are mapped through mid-point to closest mid-point method without alteration. To emphasize, this anchoring only occurs for the single highest result to avoid limiting the best students from achieving ranks of 99.95.

¹¹ https://www.moi.gov.tw/files/site_stuff/321/2/year/year_en.html Statistical Yearbook of Interior published by Ministry of The Interior, R.O.C Taiwan is an assortment of population statistics.

Informed by the background described above, this schedule was developed in the following steps:

1. The one-parameter model was used to derive cumulative mid-point percentiles for each ATAR for a participation rate of 47.1% (see Figure 5).
2. Cumulative percentile distribution of GSAT results were weighted and averaged from 2018 and 2019 exams data for each four-exam combination (five combinations in total).
3. Cumulative percentiles at mid-points for each GSAT result were matched to the closest mid-point percentile from the one-parameter model, and the GSAT result equated to the corresponding ATAR. This process was carried out separately for each four-exam distribution (see Figure 6 and 7).

Figure 5: One-parameter model used in proposed schedule

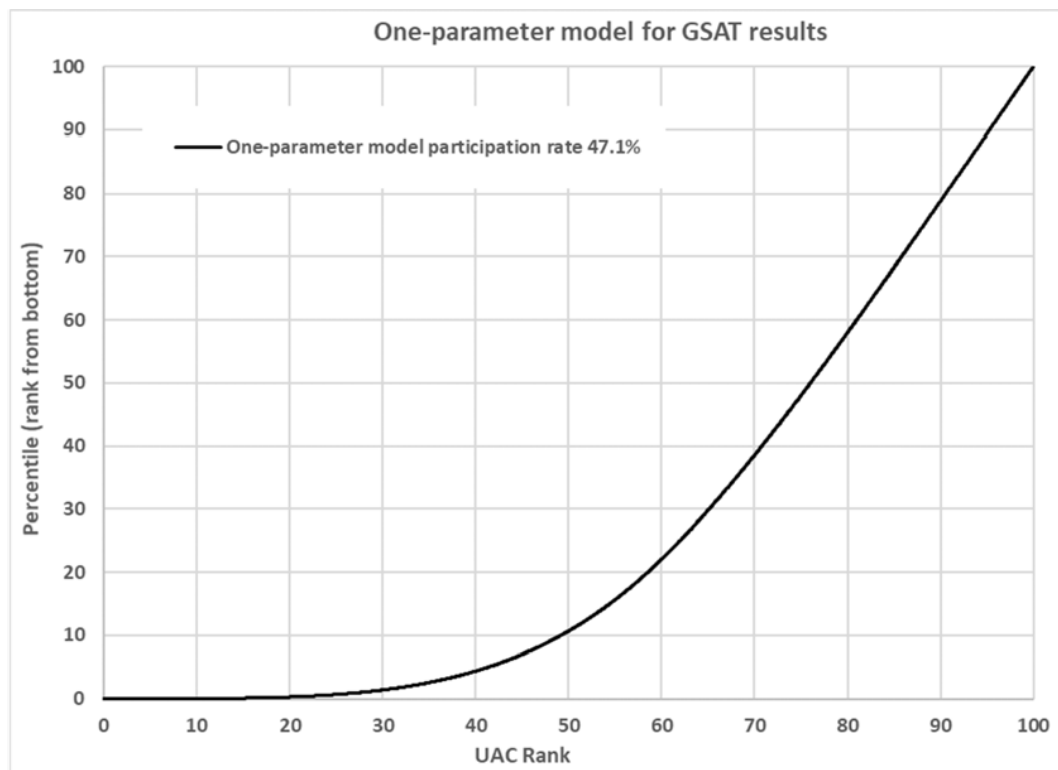


Figure 6: Taiwan GSAT schedule for every possible total score and each four-exam combination

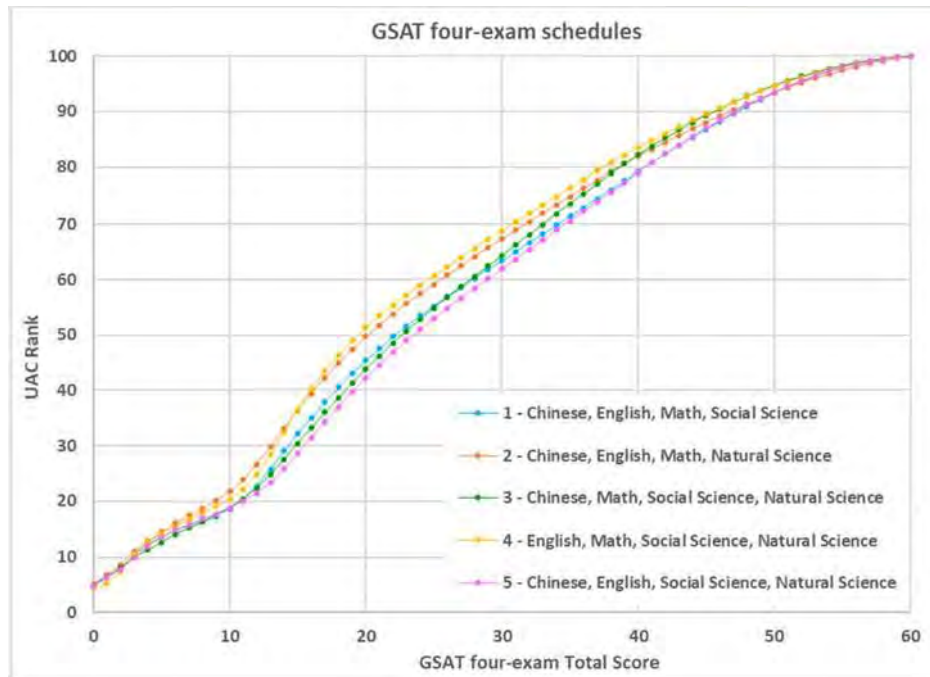
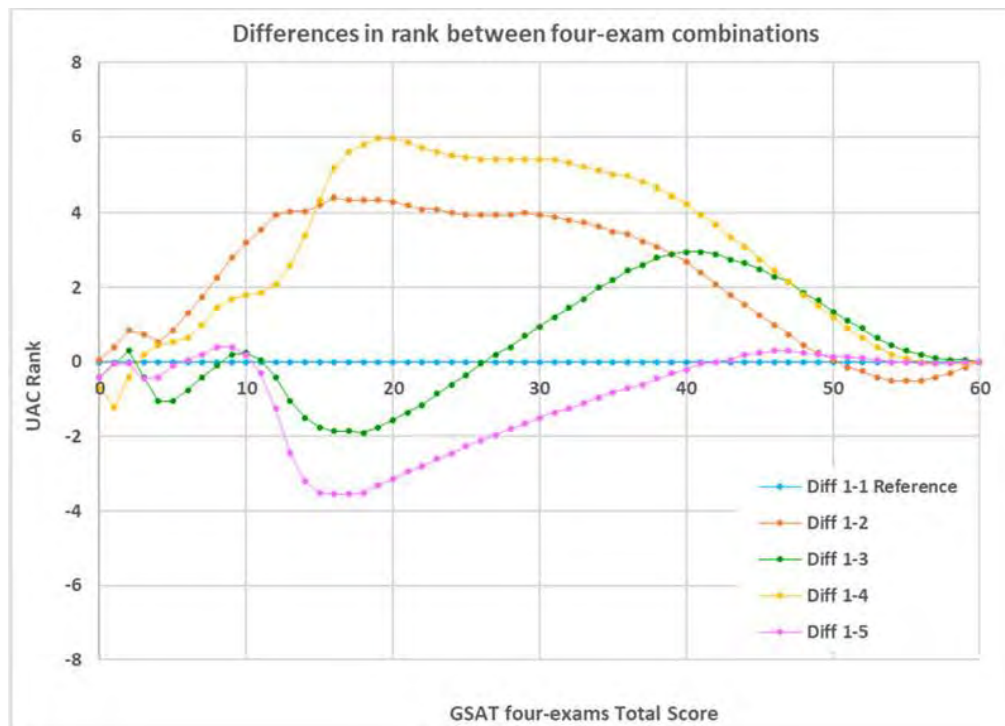


Figure 7: Differences in ranks between four-exam combinations at the same GSAT total scores



5. Proposed schedule

Total score for four-exams	UAC Rank				
	1 - Chinese, English, Mathematics, Social Science	2 - Chinese, English, Mathematics, Natural Science	3 - Chinese, Mathematics, Social Science, Natural Science	4 - English, Mathematics, Social Science, Natural Science	5 - Chinese, English, Social Science, Natural Science
60	99.95	99.95	99.95	99.95	99.95
59	99.75	99.60	99.80	99.70	99.75
58	99.50	99.20	99.55	99.45	99.45
57	99.10	98.70	99.20	99.05	99.05
56	98.60	98.10	98.80	98.60	98.55
55	97.95	97.45	98.25	98.05	97.95
54	97.25	96.75	97.70	97.45	97.25
53	96.40	96.00	97.05	96.80	96.45
52	95.45	95.20	96.35	96.10	95.55
51	94.45	94.30	95.55	95.35	94.60
50	93.35	93.40	94.70	94.55	93.50
49	92.15	92.40	93.80	93.65	92.35
48	90.90	91.35	92.75	92.70	91.15
47	89.55	90.30	91.70	91.70	89.85
46	88.20	89.20	90.50	90.65	88.50
45	86.80	88.05	89.30	89.55	87.05
44	85.35	86.90	88.00	88.45	85.55
43	83.90	85.70	86.65	87.25	83.95
42	82.35	84.45	85.25	86.05	82.35
41	80.80	83.20	83.75	84.75	80.75
40	79.25	81.95	82.20	83.50	79.05
39	77.70	80.60	80.60	82.15	77.40
38	76.15	79.25	78.95	80.80	75.70
37	74.60	77.85	77.20	79.40	74.00
36	73.00	76.45	75.45	77.95	72.30
35	71.45	74.95	73.65	76.45	70.65
34	69.85	73.50	71.85	74.95	68.90
33	68.25	72.00	69.95	73.45	67.15
32	66.65	70.45	68.10	71.95	65.40
31	65.00	68.90	66.20	70.40	63.65
30	63.40	67.35	64.35	68.80	61.90
29	61.80	65.80	62.50	67.20	60.15
28	60.20	64.15	60.60	65.60	58.40
27	58.55	62.50	58.75	63.95	56.60
26	56.90	60.85	56.85	62.30	54.80
25	55.20	59.15	54.85	60.65	52.95
24	53.45	57.45	52.85	58.95	51.00
23	51.60	55.70	50.75	57.20	49.00
22	49.70	53.80	48.55	55.40	46.90
21	47.60	51.80	46.25	53.45	44.65
20	45.40	49.70	43.85	51.35	42.25

19	43.05	47.40	41.30	49.00	39.75
18	40.60	44.95	38.70	46.40	37.10
17	37.90	42.25	36.05	43.50	34.35
16	35.05	39.45	33.20	40.20	31.50
15	32.15	36.35	30.40	36.50	28.65
14	29.05	33.10	27.55	32.45	25.85
13	25.80	29.85	24.75	28.40	23.35
12	22.75	26.70	22.35	24.85	21.50
11	20.35	23.90	20.40	22.20	20.05
10	18.55	21.75	18.80	20.35	18.75
9	17.30	20.10	17.50	19.00	17.70
8	16.45	18.70	16.35	17.90	16.85
7	15.70	17.45	15.30	16.70	15.90
6	14.85	16.15	14.10	15.50	14.90
5	13.70	14.55	12.65	14.25	13.60
4	12.35	12.90	11.30	12.80	11.95
3	10.35	11.10	9.95	10.55	9.90
2	7.85	8.70	8.15	7.45	7.80
1	6.40	6.80	6.35	5.20	6.35
0	5.10	5.15	4.70	4.40	4.70

Notes:

- To be assessed students must satisfy qualification comparability as evaluated for this schedule through demonstrating completion of Year 12 in High School. This can be done by showing either Senior High School or Senior Vocational High School leaving or graduation certificate stating completion of study.
- To be assessed students need to show a report or certificate with GSAT results. GSAT results after or before 2019 can be assessed.
- The GSAT certificate must show results for either four or five subjects.
- UAC Rank must be derived for each possible four-exam combination.
- Total scores for each four-exam combination are obtained by summing scaled scores for the component exams. For each total score look up UAC Rank for the appropriate four-exam combination.
- Final UAC Rank on this schedule is the highest one from those for four-exam combinations. Use the table below to avoid errors:

four-exam combination:	Total score for combination	UAC Rank
1 - Chinese, English, Mathematics, Social Science		
2 - Chinese, English, Mathematics, Natural Science		
3 - Chinese, Mathematics, Social Science, Natural Science		
4 - English, Mathematics, Social Science, Natural Science		
5 - Chinese, English, Social Science, Natural Science		

- UAC Ranks at or below 94 can be rounded to the nearest integer, but do not have to be as this schedule is based on highly full distribution data.

6. Comparisons between previous and proposed schedule – examples

The key point for comparing this with previous schedule is that the previous one had been created by comparing GSAT to a Year 11 qualification resulting in a highest UAC Rank of 84. This new schedule compares GSAT to a Year 12 qualification and has highest UAC Rank of 99.95, leading to significant increases in ranks.

Example A (ua18.980233320):

Previous schedule = 83; Proposed schedule = 98.60.

GSAT scaled scores: Chinese = 13; English = 15; Mathematics = 14; Social Science = 14; Natural Science = 13.

four-exam combination:	Total score for combination	UAC Rank
1 - Chinese, English, Mathematics, Social Science	13+15+14+14=56	98.60
2 - Chinese, English, Mathematics, Natural Science	13+15+14+13=55	97.45
3 - Chinese, Mathematics, Social Science, Natural Science	13+14+14+13=54	97.70
4 - English, Mathematics, Social Science, Natural Science	15+14+14+13=56	98.60
5 - Chinese, English, Social Science, Natural Science	13+15+14+13=55	97.95

The highest UAC Rank for any of the four-exam combinations is 98.60 and is the new schedule rank for this student.

Example B (ua19.990042509):

Previous schedule = 75; Proposed schedule = 96.45.

GSAT scaled scores: Chinese = 14; English = 15; Mathematics = 6; Social Science = 14; Natural Science = 10.

four-exam combination:	Total score for combination	UAC Rank
1 - Chinese, English, Mathematics, Social Science	14+15+6+14=49	92.15
2 - Chinese, English, Mathematics, Natural Science	14+15+6+10=45	88.05
3 - Chinese, Mathematics, Social Science, Natural Science	14+6+14+10=44	88.00
4 - English, Mathematics, Social Science, Natural Science	15+6+14+10=45	89.55
5 - Chinese, English, Social Science, Natural Science	14+15+14+10=53	96.45

The highest UAC Rank for any of the four-exam combinations is 96.45 and is the new schedule rank for this student.

Example C (ua17.970067628):

Previous schedule = 66; Proposed schedule = 87.05.

GSAT scaled scores: Chinese = 10; English = 15; Mathematics = 7; Social Science = 10; Natural Science = 10.

four-exam combination:	Total score for combination	UAC Rank
1 - Chinese, English, Mathematics, Social Science	$10+15+7+10=42$	82.35
2 - Chinese, English, Mathematics, Natural Science	$10+15+7+10=42$	84.45
3 - Chinese, Mathematics, Social Science, Natural Science	$10+7+10+10=37$	77.20
4 - English, Mathematics, Social Science, Natural Science	$15+7+10+10=42$	86.05
5 - Chinese, English, Social Science, Natural Science	$10+15+10+10=45$	87.05

The highest UAC Rank for any of the four-exam combinations is 87.05 and is the new schedule rank for this student.

Example D (ua17.970375347):

Previous schedule = 41; Proposed schedule = 63.95.

GSAT scaled scores: Chinese = 7; English = 12; Mathematics = 3; Social Science = 7; Natural Science = 5.

four-exam combination:	Total score for combination	UAC Rank
1 - Chinese, English, Mathematics, Social Science	$7+12+3+7=29$	61.80
2 - Chinese, English, Mathematics, Natural Science	$7+12+3+5=27$	62.50
3 - Chinese, Mathematics, Social Science, Natural Science	$7+3+7+5=22$	48.55
4 - English, Mathematics, Social Science, Natural Science	$12+3+7+5=27$	63.95
5 - Chinese, English, Social Science, Natural Science	$7+12+7+5=31$	63.65

The highest UAC Rank for any of the four-exam combinations is 63.95 and is the new schedule rank for this student.

7. Recommendation

That the revised schedule for Taiwan General Scholastic Ability Test (GSAT) be used for previous and new GSAT results using the calculator provided by UAC.

COMMON ASSESSMENT PROCEDURES SUB-COMMITTEE (CAPS) AGENDA ITEM 3.04



Date 17 May 2019

Title	S9467: Nepalese Higher Secondary Education Certificate – Review of
Author	Research, Statistics & Development Unit

1. Desired outcome

- ☐ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☐ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Aim

This is a revision to schedule S9467 for Nepalese Higher Secondary Education Certificate, now called the Nepal School Leaving Certificate Examination (Grade XI & XII). This review is motivated by changes and reforms affecting the qualification and new data. The previous version of this schedule was created in 2014.

3. Background

Students in Nepal are examined nationally at the end of both Year 11 and 12. Five subjects are examined at the end of each grade with some having a theoretical and practical component. For Year 12 exams English and Nepali are compulsory and the remaining three are chosen by students from options in math, science and other fields. The examinations are conducted by National Examination Board (NEB)¹.

Starting from 2018 reporting of results has changed to individual subject grades and a GPA for Year 12 and a separate GPA for Year 11. Passing results are no longer defined and individual student GPAs are reported to two decimal places between 0.00 minimum and 4.00 maximum. This schedule has been created based on Year 12 GPA only because data on distribution of results is released separately for Year 11 and 12 without information on how the distributions combine and because NSW HSC school assessments focus on Year 12 outcomes^{2,3}, and final exams occurring at the end of Year 12 (resulting in ATAR being based at 75% or more on results during Year 12).

¹ <http://www.neb.gov.np/> National Examination Board homepage.

² <http://educationstandards.nsw.edu.au/wps/wcm/connect/471d9b1a-1d64-4571-bf04-34214bf801b3/mathematics-advanced-new-assessment-reporting.pdf?MOD=AJPERES&CVID=6.pdf?MOD=AJPERES&CVID=6> Assessment and Reporting in Mathematics Advanced Stage 6, see page 8, note that only up to 20% of internal assessment may be based on Year 11.

³ <http://educationstandards.nsw.edu.au/wps/wcm/connect/a2550a17-37aa-4de9-a09d-cd90bed3a792/assessment-and-reporting-in-mathematics-extension-2-stage-6.pdf?MOD=AJPERES&CVID=6> Assessment and Reporting in Mathematics Extension 2 Stage 6, see page 6, note that all internal assessment is based on Year 12.

4. Scope

2017 Admissions	2018 Admissions	2019 Admissions
236	145	206

5. Comparability of qualification

AEI-NOOSR	Not considered comparable to Australian Senior Secondary Certificate of Education Year 12 award.
UK-NARIC (reviewed 2018 or later)	Comparable to GCE Advanced Subsidiary (AS) level / Scottish Higher standard (Year 11 award).
UCAS (reviewed 2013)	Considered to be below GCSE standard (below Year 11 award).
Nuffic (reviewed 2015)	Equivalent to Dutch VMBO-T diploma (below Year 11 award) ⁴ .

Comparability of qualification is given for the Nepal School Leaving Certificate (Grade XI & XII). UAC does not produce schedules for qualifications comparable or equivalent to less than Australian Year 11. Only NARIC regards the Nepal School Leaving Certificate (Grade XI & XII) as comparable to Australian Year 11. However, it appears that NARIC has reviewed the qualification in 2018 or later because it describes changes that began in 2018. The assessment from NARIC is accepted on the basis that it has been most recently updated and the qualification is treated as comparable to Australian Year 11 for the purpose of this schedule.

6. Method for developing schedule S9480

The maximum UAC Rank on the proposed schedule for results from Nepal School Leaving Certificate (Grade XI & XII) is capped at 85 on the basis that this qualification is only comparable to Year 11. The UAC Rank of 85 is the maximum possible result on the Scottish Higher qualification, equivalent to Australian Year 11, on the combined S4004 schedule for Scottish national Courses at Higher and Advanced Higher Levels.

Participation rate for the Nepal School Leaving Certificate (Grade XI & XII) is not available and cannot be calculated because distribution of participating students by age is not published. In this case the proposed schedule has been derived by comparing cumulative percentile distribution of results to 2018 distribution of NSW ATAR, with acknowledgment that participation in the Nepalese qualification is likely to be lower than in NSW. In effect, comparing Nepalese results to NSW ATAR underestimates the derived UAC Ranks, but is the best choice available in absence of required data. Furthermore, the age distribution of population is available at a level of detail allowing calculation of the base for

⁴ <https://www.nuffic.nl/documents/422/education-system-nepal.pdf> see pg4

participation rate⁵, and in a future review of this schedule, if data on age distribution of participating students becomes available, participation rate should be calculated and used.

Distribution data from the Nepal School Leaving Certificate (Grade XI & XII) is released by National Examination Board (NED) and widely reported by news outlets. Distribution of results for 2018 Year 12 examinations have been found from multiple new sources, crosschecked for agreement^{6,7,8,9} and compiled in Table 1. Regular category is the group under which most students are examined, and these results are used to derive the proposed schedule.

Table 1: Distribution data of Year 12 exams for Nepal School Leaving Certificate (Grade XI & XII) in 2018, for the regular category.

GPA range	Count of students
3.61 - 4.00	1,169
3.21 - 3.60	11,221
2.81 - 3.20	27,643
2.41 - 2.80	58,345
2.00 - 2.40	90,299
1.61 - 2.00	66,438
1.21 - 1.60	22,734
0.81 - 1.20	4,487
0.00 - 0.80	999

The data from Table 1 was converted to cumulative percentiles and fitted with a combined model to provide interpolated GPA values over the whole range from 0.00 to 4.00 (see Figure 1). The combined model is built around data fitted with an S-curve with two adjustments. The S-curve or logistic function has the following general formula if accounting for changing mean and steepness:

$$(1 + e^{-k*(x - m)})^{-1}$$

The S-curve is asymptotic to 1, meaning that it is continuously growing at a decreasing rate and can get arbitrarily close, but never cross. This does not correspond to distributions based on real data because at maximum possible result the cumulative percentile must be exactly 1, as, by definition, no one can get more than the maximum possible result or grade. The first adjustment is multiplication of

⁵ <https://cbs.gov.np/wp-content/uploads/2019/02/Statistical-Year-Book-2017.pdf> Nepal Statistical Year Book 2017.

⁶ <http://www.educatenepal.com/news/detail/national-examinations-board-grade-xi-results-2075-updates> Year 11 and Year 12 results in 2075 (2018).

⁷ <https://thehimalayantimes.com/nepal/grade-xii-results-published/> Year 12 results in 2018.

⁸ <https://www.inheadline.com/news/grade-12-results-out> Year 12 results in 2018.

⁹ <https://nepalbuzz.com/news-events/neb-grade-12-results-published/> Year 12 results in 2018.

the S-curve by a constant such that it crosses 1 at exactly GPA=4.00, the maximum possible result on the Nepal School Leaving Certificate Examination (Grade XI & XII).

The S-curve fits cumulative percentiles for symmetrical normal distributions. Normal distributions are good approximations for performance data, but in real data are often distorted away from full symmetry. The second adjustment is derived by first fitting a pure S-curve to data and next finding by how much the fitted values must be multiplied to exactly match the data. These multiplication factors are well fitted with a quartic polynomial allowing application of the second adjustment at all values of GPA.

The overall model is derived by iteratively varying just two parameters, the values of k and m in the formula above, using Excel Solver, applying both adjustments and then, for fully adjusted model values, simultaneously minimizing square of distances between model and data and heavily minimizing any model values greater than 1 (cumulative percentiles must be equal or less than 1). The product is a very good, $R^2=0.99999$, and smooth fit of the data.

The percentile width of maximum possible result for the Scottish Higher qualification was determined to be 4.90703 percentage points by subtracting the percentile distance on the 2018 NSW ATAR distribution between midpoint of UAC Rank of 85 and 88 (the next highest rank on the combined S4004 schedule). GPA values corresponding to top 4.90703 percent in the model of cumulative distribution were equated to UAC Rank of 85.

Finally, the proposed schedule relates to Higher Secondary Education Certificate results from years before 2018 by assuming that performance remained comparable over time and converting percentages to GPA using Table 2. These GPAs can then be assessed in the same manner as the current qualifications.

Table 2: School Leaving Certificate Examination (Grade XI & XII) new grades and previous system percentages¹⁰.

Grade Point	Percentage equivalent in previous system
4.00	90-100%
3.60	80-89%
3.20	70-79%
2.80	60-69%
2.40	50-59%
2.00	40-49%
1.60	30-39%
1.20	20-29%
0.80	0-19%

¹⁰

<https://www.naric.org.uk/product/International%20Comparisons/Qualification%20Details.aspx?QualificationID=53221&CountryID=117>

Figure 1: Model fitted to cumulative percentiles for 2018 Year 12 exams results.

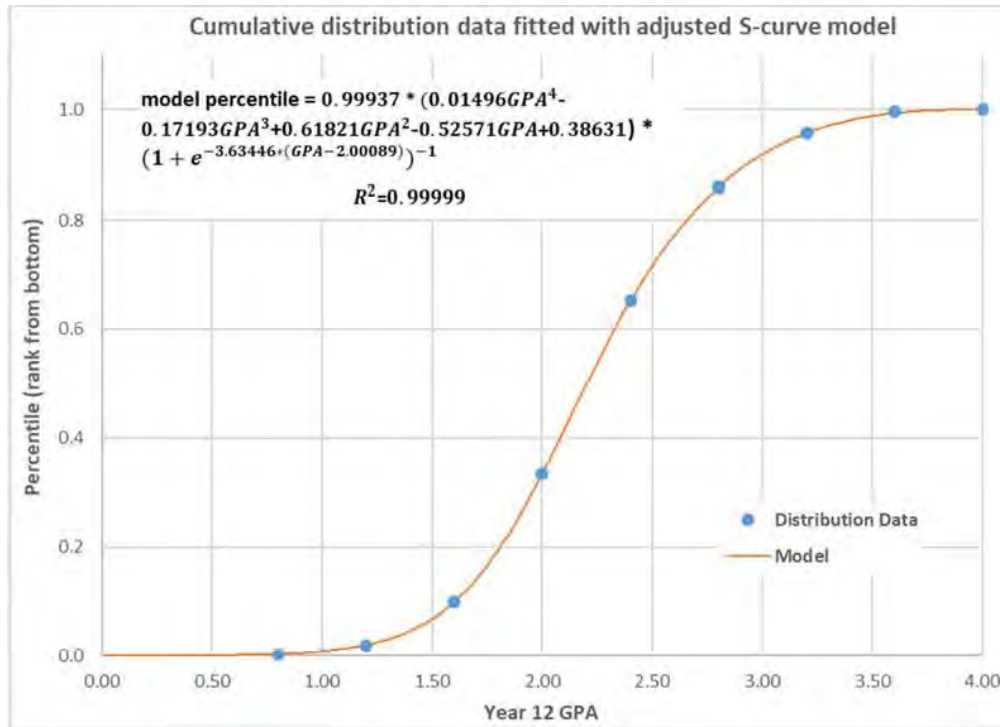
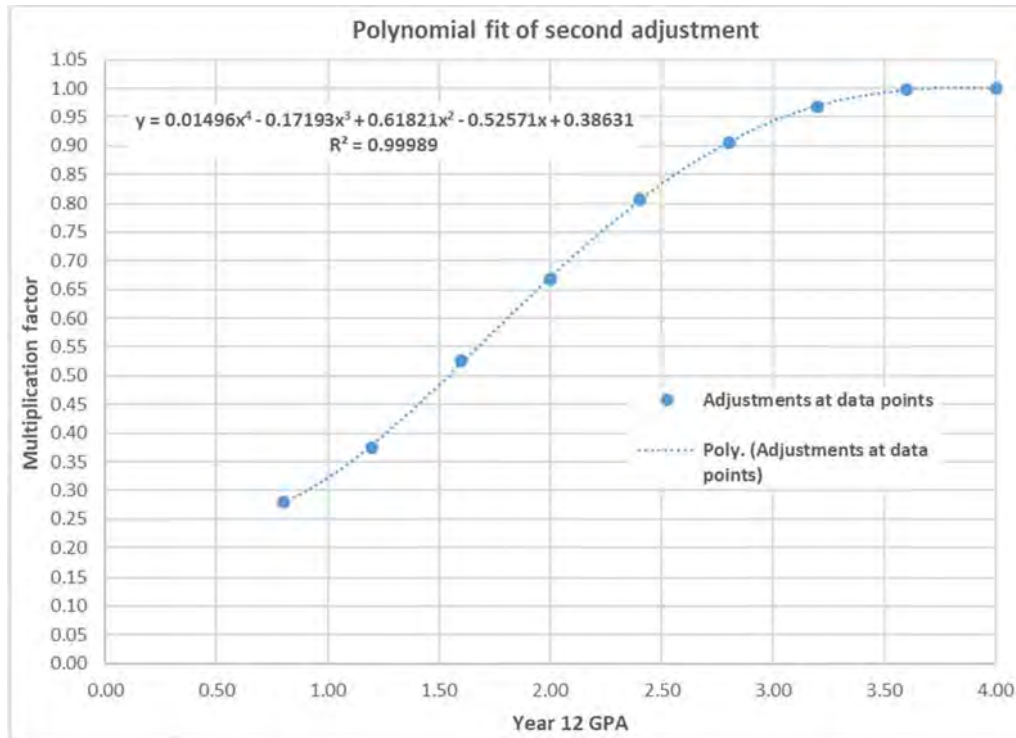


Figure 2: Model fitted to cumulative percentiles for 2018 Year 12 exams results.



Informed by the background described above, this schedule was developed in the following steps:

1. Cumulative percentile data was fitted with an adjusted S-curve model to derive cumulative percentiles at all values of GPA.
2. GPAs with percentiles from the top less than the percentile width of UAC Rank of 85 on schedule S4004 (Scottish National Courses at Higher and Advanced Higher Levels) were anchored to UAC Rank of 85 (see Figure 3).
3. Percentiles for remaining GPAs were multiplied by the constant required to squish their range to match exactly that of 2018 NSW ATARs below 85.
4. The squished cumulative percentiles at mid-points for each GPA result were matched to the closest mid-point percentile from the distribution of 2018 NSW ATARs, and the GPA result was equated to the corresponding ATAR.

Figure 3: Percentile distribution of UAC Ranks in the proposed schedule.

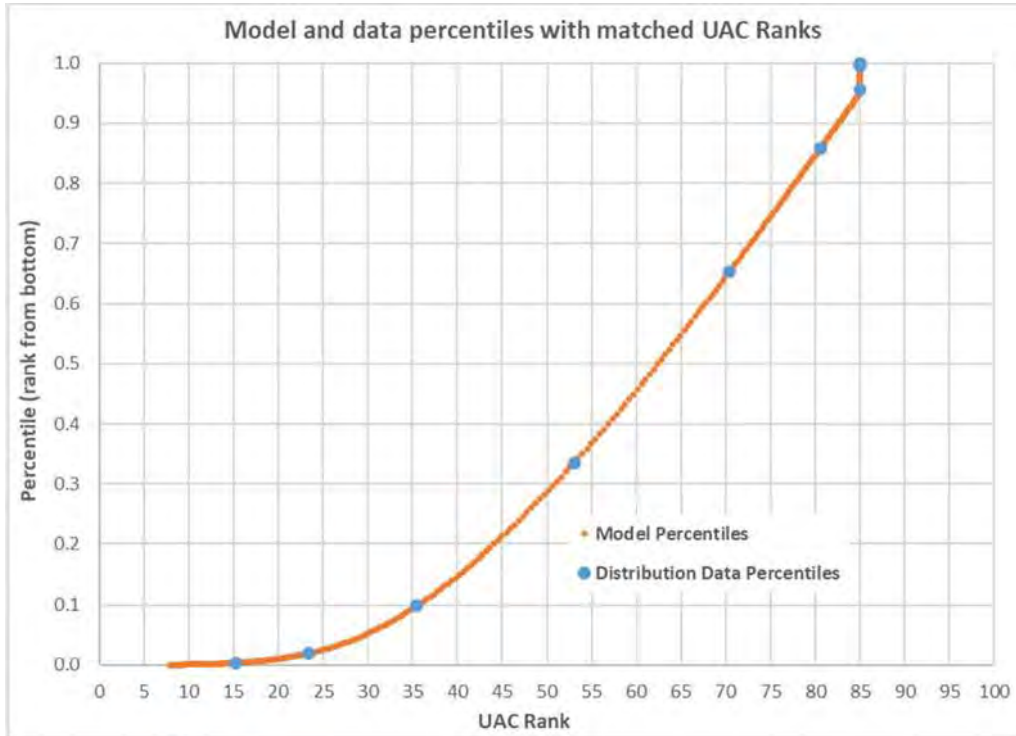
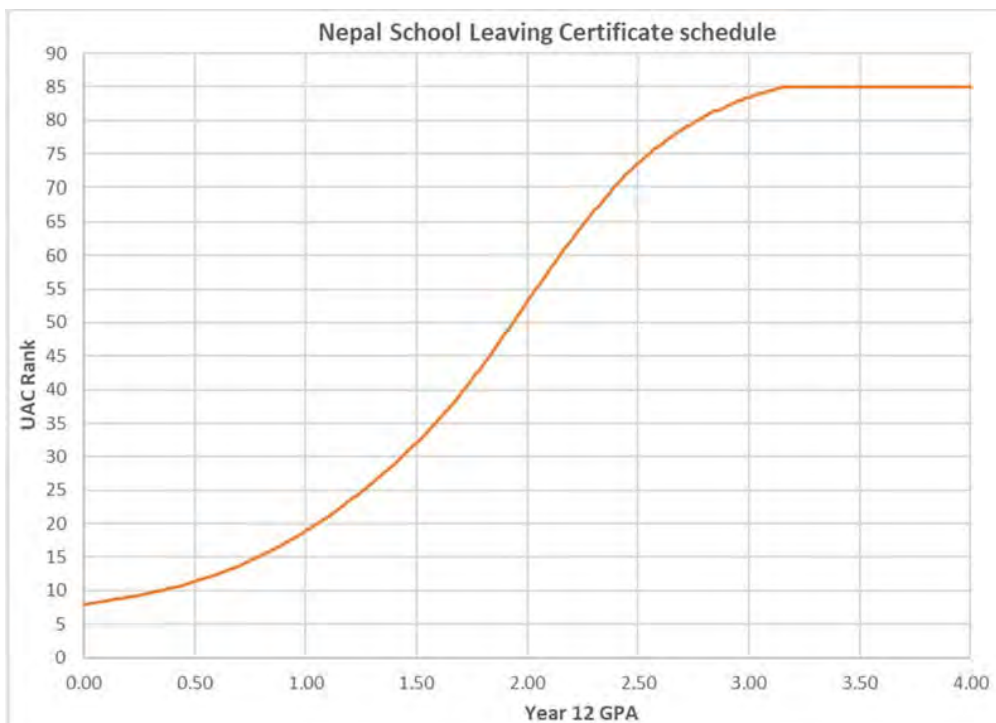


Figure 4: Proposed schedule for Nepal School Leaving Certificate Examination, Year 12.



7. Proposed schedule

GPA	UAC Rank	GPA	UAC Rank
3.10	85	1.84	46
3.01	84	1.82	45
2.93	83	1.80	44
2.86	82	1.78	43
2.80	81	1.75	42
2.75	80	1.73	41
2.70	79	1.71	40
2.65	78	1.68	39
2.61	77	1.66	38
2.57	76	1.63	37
2.54	75	1.60	36
2.50	74	1.58	35
2.47	73	1.55	34
2.44	72	1.52	33
2.41	71	1.49	32
2.38	70	1.46	31
2.35	69	1.42	30
2.33	68	1.39	29
2.30	67	1.36	28
2.28	66	1.32	27
2.25	65	1.28	26
2.23	64	1.25	25
2.21	63	1.21	24
2.18	62	1.17	23
2.16	61	1.12	22
2.14	60	1.08	21
2.12	59	1.03	20
2.10	58	0.98	19
2.08	57	0.93	18
2.06	56	0.88	17
2.03	55	0.82	16
2.01	54	0.76	15
1.99	53	0.69	14
1.97	52	0.61	13
1.95	51	0.51	12
1.93	50	0.41	11
1.91	49	0.28	10
1.89	48	0.12	9
1.87	47	0.00	8

Notes:

- a. For results from 2018 and later find the Grade XII GPA on a suitable proof of qualification and find the closest GPA below it to determine the UAC Rank. For example, a GPA = 2.59 has a closest match below it at 2.57 and is assigned UAC Rank of 76.
- b. For results from before 2018:
 - look up the total of Marks secured for Grade XII only. Divide this total by 500 to determine result as a percent rounded to the nearest integer.
 - Convert the percent result from previous step to GPA using the following formula:
$$\text{GPA} = \text{percent} \times 0.04 + 0.04$$

8. Comparisons between previous and proposed schedule – examples

The examples below are given for results from before 2018 only as at the point of writing UAC still does not have any applicants with the Nepalese qualification from 2018.

Example A (ua17 970125240):

Previous schedule = 69; Proposed schedule = 85.

Grade XII total score is 405 out of 500 and this is 81%. GPA of 3.28 is given for 81% from formula at Notes item b. The proposed schedule assigns UAC Rank of 85 to all GPA equal or greater than 3.10.

Example B (ua16 990245287):

Previous schedule = 52; Proposed schedule = 66.

Grade XII total score is 282 out of 500 and this is 56%. GPA of 2.28 is given for 56% from formula at Notes item b. The proposed schedule assigns UAC Rank of 66 to GPA of 2.28.

Example C (ua19 990034604):

Previous schedule = 36; Proposed schedule = 42.

Grade XII total score is 215 out of 500 and this is 43%. GPA of 1.76 is given for 43% from formula at Notes item b. The proposed schedule assigns UAC Rank of 42 to GPA of 1.75 which is the closest match below GPA of 1.76.

9. Recommendation

That the Nepalese Higher Secondary Education Certificate awarded up to and including 2017 and the Nepal School Leaving Certificate Examination (Grade XI & XII) awarded since 2018 be assessed on revised schedule: S9467 as per above

Title	Incomplete Chinese Bachelor degrees – Assessment of
Author	Jade Li, Assessment Officer

1. Desired outcome

- ☐ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☒ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Incomplete and complete Bachelor degrees

UAC applies the following NOOSR guideline when assessing a completed Chinese bachelor degree:

Chinese Bachelor Degree	Comparable to Australian Bachelor Degree
– Awarded according to the Regulations Concerning Academic Degrees in the People's Republic of China – 4 or more years full-time – Awarded after 1981	

When the degree is incomplete, UAC deems it comparable to an incomplete Australian RATE Diploma (TDP) and assesses it on schedules T8020-23: incomplete diploma studies, which was agreed by members at the 30 April 2009 CAPS meeting.

UAC reviewed this guideline in the 2019 admissions, and proposes assessing the incomplete bachelor degrees from China as incomplete Australian bachelor degrees, in keeping with current practice of assessing complete and incomplete overseas degrees at the same AQF comparability level.

3. Incomplete four-year undergraduate courses

Based on NOOSR guidelines and the 2009 CAPS decision, UAC has two assessment outcomes for incomplete Chinese four-year undergraduate courses:

No evidence of enrolment for a bachelor program	Comparable to incomplete AQF Advanced Diploma (NOOSR)
Clear evidence of enrolment for a bachelor program (i.e., an incomplete Chinese bachelor)	Comparable to incomplete Australian RATE Diploma (agenda item 6.2 of the 2009 CAPS meeting)

Given that an incomplete four-year undergraduate course is almost always studied towards a bachelor degree in China, UAC asks members to consider allowing the same outcome in the two scenarios above, and crediting incomplete Chinese four-year undergraduate courses to be incomplete Chinese bachelor degrees.

4. Three FTE incomplete bachelor vs. four-year completed undergraduate course

Assessed at the level of RATE Diploma, an incomplete bachelor of three FTE or greater from China derives a higher rank than an AQF Advanced Diploma which is the level a completed Chinese four-year undergraduate course is aligned with by NOOSR, if the course is completed without award of a bachelor degree.

If members agree to assess incomplete Chinese bachelor degrees at the AQF Bachelor level, these qualifications will continue to be assessed at a level higher than that for completed four-year undergraduate qualifications without bachelor titles.

Upon completion of a four-year undergraduate course, a bachelor degree may not be conferred due to poor academic performance or disciplinary sanctions, as confirmed by the China Academic Degrees & Graduate Education Development Centre (CDGDC). Therefore, UAC finds it justifiable when the assessment outcome of **incomplete** Chinese bachelor study outweighs that of **completed** Chinese four-year undergraduate non-degree qualifications.

5. Recommendation

1. Incomplete Chinese four-year undergraduate courses to be deemed comparable to incomplete Australian bachelor degrees:
 - a. **with** evidence of enrolment for a bachelor degree (not as RATE Diploma as previously assessed)
 - b. **without** evidence of enrolment for a bachelor degree (not as AQF Advanced Diploma as previously assessed).

Title	Citizenship fact codes in wUAS
Author	Daniel Di Francesco - Coordinator, Centralised Services

1. Desired outcome

- ☐ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☒ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Background

At the 16 September 2016 Users committee meeting it was agreed that UAC would introduce a citizenship data collection process during applicant submission. Although not mandatory, this process would be extended to collect proof of an applicant's citizenship status.

Accepted citizenship statuses when accompanied by supporting documents are:

- an Australian citizen
- a New Zealand citizen
- a permanent resident of Australia, or
- a holder of an Australian permanent resident humanitarian visa.

During assessment, UAC assessors review the applicant's citizenship status and supporting documents and upon completing assessment one of the following actions occur:

- Factcode **CITIZY** is generated - the applicant has provided proof that the citizenship on their application is correct.
- Factcode **CITIZX** is generated - the documentation provided by the applicant does not match the citizenship on their application and we have been unable to confirm their citizenship.
- **No FACTCODE** entered - the applicant has not provided any documentation, or the documentation provided cannot be used as proof of citizenship. As proof of citizenship is not mandatory applicants will not be asked to resubmit incorrect documentation.

3. Discussion focus

It has come to UAC's attention that Institutions may not be utilising the data collection being conducted by UAC. As this process adds significant workload to the UAC assessment team, if it is not being used we will need to review if UAC should continue this process moving forward.

Should UAC continue this process, or should it cease?

Title	Duke of Edinburgh Awards/Queens Scout & Queens Guide awards – Request for assessment by Macquarie University
Author	Olive Cherry-Powell – Manager, Centralised Services (on behalf of Macquarie University)

1. Desired outcome

- ☐ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☐ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Background

Macquarie University has introduced a new adjustment factor scheme for current high school leavers completing the HSC or IB, who have completed at least one of the following awards:

- Gold Duke of Edinburgh Award
- Silver Duke of Edinburgh Award
- Queen's Scout Award
- Queen's Guide Award

<https://www.mq.edu.au/study/admissions/how-to-apply/applying/adjustment-factors/duke-of-edinburgh-scout-and-guide>

Macquarie University would like to have the UAC system automatically allocate adjustment factors for these awards. To do so, these awards need to be entered as a qualification which will not derive a rank, in the same way as UAC has facilitated this process for an adjustment factor to be automatically allocated for a completed MOOC.

3. Discussion focus

Are any other institutions interested in an automated process for UAC to assess (with no rank derived) these awards, with adjustment factors to be automatically allocated by the UAC system?

Title	Interstate Secondary Grade Equivalence Mapping - Review of
Author	Research, Statistics & Development Unit

1. Desired outcome

- ☐ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☐ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Background

With the use of Australian and IB Year 12 results across states for both course pre-requisites and subject bonus points, in 2008 the Australian Conference of Tertiary Admissions Centres (ACTAC) recognised the need for a comprehensive and equitable mapping process of these subjects and grades. Consequently, ACTAC established a working party called Results Equivalence Group (REG) and delegated to it the role to manage the mapping process and to ensure national consistency in determining subject and grade equivalences across states.

This Group holds regular meetings to agree on the mapping of new Year 12 subjects and to address any other issues related to interstate subject and grade equivalences. In 2018 UAC undertook for the Group a review of the grade equivalence mapping as part of the standard review cycle. The aim of this review was to ensure that the methodology of the mapping remains equitable across states. New methodology was used as a foundation for future consistency. The new methodology addressed the differences across Year 12 jurisdictions in terms of the granularity of the result distributions and the large variation in passing rates between jurisdictions.

The subject and grade equivalence mappings are built into UAC system and used by participating institutions to apply course pre-requisites and subject adjustment factors. The Year 12 interstate subject and grade equivalences are also published on the UAC web site to provide information to future applicants: <https://www.uac.edu.au/future-applicants/admission-criteria/year-12-qualifications>.

3. Methodology

For each jurisdiction, the grade distribution data includes both “passing” and “failing” grades. It was agreed that mapping should be carried out on the entire distribution, rather than separately for passing and failing grades. This decision was taken because of the large variation in passing rates between jurisdictions.

Two methods were used for mapping. These are threshold-to-threshold and midpoint-to-midpoint.

Threshold-to-threshold mapping

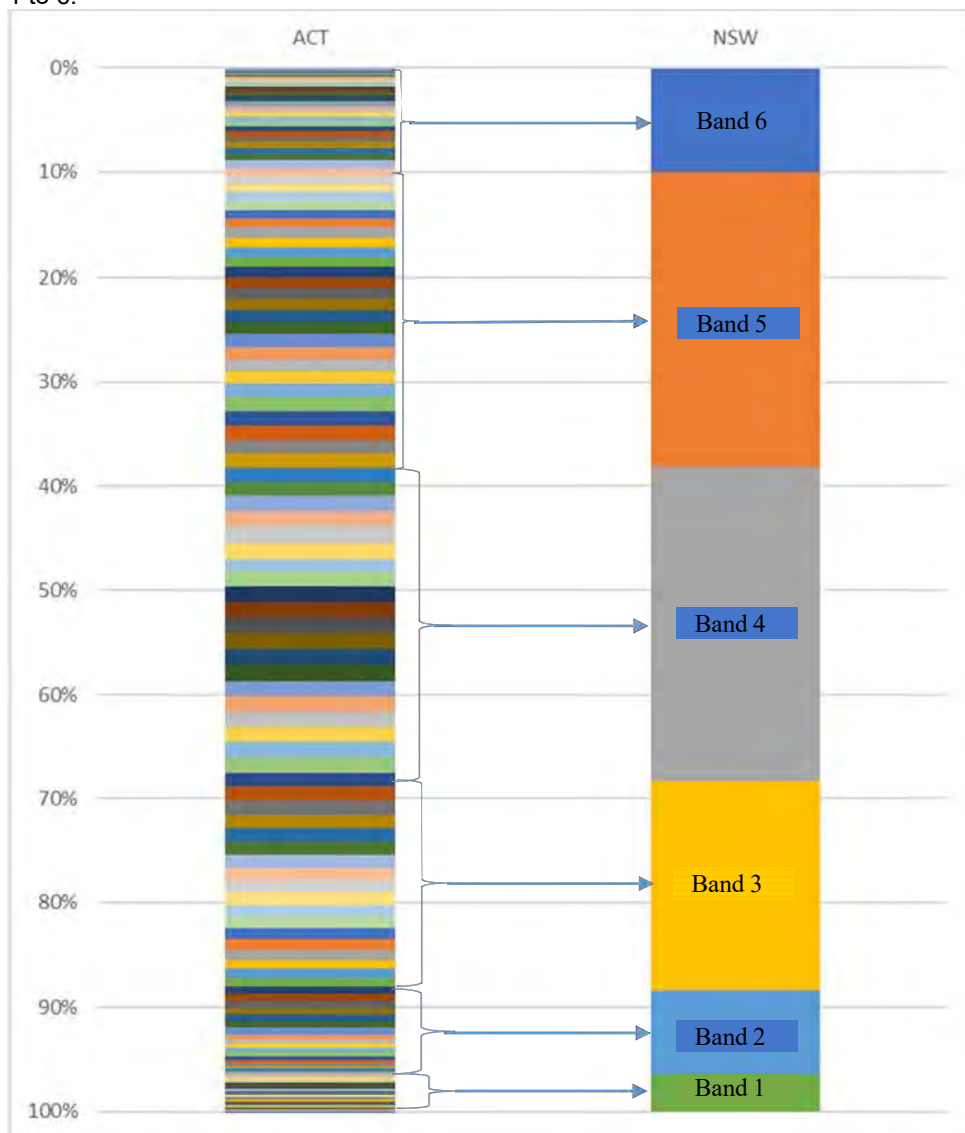
The threshold-to-threshold method was used to map ACT and WA results to other jurisdictions' results. Both ACT and WA results are fine-grained.

In this method, the cumulative percentile for each result (e.g., score, mark or grade) of the jurisdiction is first derived. The cumulative percentile is referred to as the threshold, and it is calculated from the top (highest) grade/result to the bottom.

Say we want to map results from the ACT to that of NSW. For each result from the ACT, look up on NSW's distribution for the corresponding result with the threshold that is closest to that of ACT's result, without going over.

For example, the ACT score of 171 has a threshold of 9.68%, and for 170, 10.42%. The threshold for NSW Band 6 is 10.01%. Hence, ACT scores of 171 and above are mapped to Band 6, and 170 to Band 5.

Figure 1. A graphic representation of the threshold-to-threshold mapping from ACT scores (left) to NSW bands (right). Each bracket covers the range of ACT scores that map to each of the NSW bands 1 to 6.

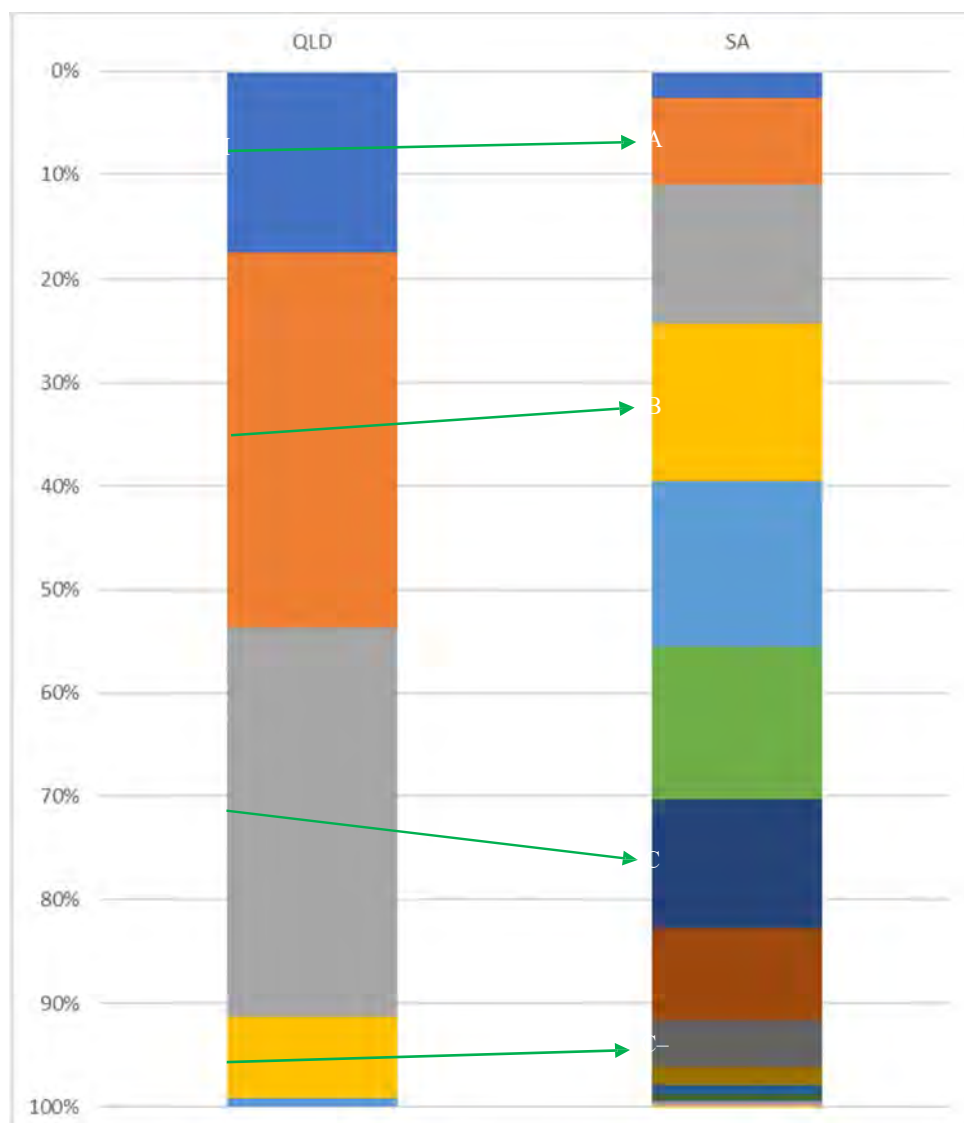


Midpoint-to-midpoint mapping

The midpoint-to-midpoint method was used to map results where one or both jurisdictions involved has coarse-grained or medium-grained data.

The method is as follows. Derive the threshold for each result in each jurisdiction's distribution, again from the highest result going downwards. The midpoint is then the average between two adjacent thresholds. Say we want to map QLD grades to SA grades. For each grade from QLD, look up on SA's distribution for the grade's midpoint which is closest to the midpoint of the QLD grade. For example, QLD H grade has a midpoint of 35.56%. SA B+ and B grades have midpoints of 31.91% and 47.53% respectively. QLD H grade is therefore mapped to SA B+ grade as that result has a closer midpoint to 35.56%.

Figure 2. A graphic representation of the midpoint-to-midpoint mapping from QLD grades (left) to SA grades (right). The end of each arrow approximates the position of the midpoint in each QLD grade, and each arrow points to the SA grade with the midpoint which is closest to that of the QLD grade. (The mapping of the lowest grade "VL" is too small to be shown).



NSW's Extension Subjects

NSW extension subjects were not included in the grade distribution underpinning the grade equivalence mapping as outlined above. However, mapping is still required for NSW extension grade bands.

In NSW, extension subjects are one-unit courses which are marked out of 50 and graded from bands E1 to E4, while two-unit subjects are out of 100 and graded from bands 1 to 6. E1 to E4 bands can be equated to bands 1 to 6 by using the marks corresponding to the bands. In Table 1, it could be seen that E4 maps to band 6, E3 to bands 4 to 5, E2 to bands 2 to 3, and E1 to band 1.

Table 1. NSW extension subject bands and their equivalents to two-unit subject bands.

Extension mark range	Band (extension)	Two-unit mark range	Band (two-unit)
45 – 50	E4	90 – 100	6
35 – 44	E3	70 – 89	4-5
25 – 34	E2	50 – 69	2-3
0 – 24	E1	0 – 49	1

To convert interstate results to NSW extension bands, it is a simple matter of equating NSW bands 1 to 6 to their E1 to E4 equivalents. E.g., Table 2 shows the conversion from VIC marks to NSW bands for a two-unit subject (bands 1 to 6) or an extension subject (bands E1 to E4). For example, if a Victorian applicant presents a mark of 30 for a subject deemed equivalent to a NSW extension subject, that mark would convert to E3.

Table 2. Example of the conversion table for translating VIC results to NSW two-unit and extension bands.

From: VIC	To: NSW (Two-unit)	To: NSW (Extension)
38+	6	E4
33-37	5	E3
28-32	4	E3
23-27	3	E2
19-22	2	E2
< 19	1	E1

For states to convert NSW extension bands into their grading scale, decisions need to be made for E2 and E3 as each maps to two bands (bands 2 to 3, and bands 4 to 5 respectively). For example, Table 3 shows the conversion of NSW bands 1 to 6 to VIC results. E3 (band 4 to 5) can map to either 29 or 35, and E2 (band 2 to 3) can map to either 20 or 25. In such cases, the fairest outcome would be to take the average between the two bands' mappings. Thus, E3 equates to 32 (average of 29 and 35), and E2 to 23 (average of 20 and 25, rounded).

Table 3. Conversion from NSW bands 1 to 6, E1 to E4 to VIC scores.

NSW	VIC	NSW (ext)	VIC
6	42	E4	42
5	35	E3	32
4	29	E2	23
3	25	E1	16
2	20		
1	16		

For states where the grading scale is coarser (e.g., where the results are grades rather than marks), the in-between grade is used where available. E.g., NSW band 5 and 4 map to SA A- and B respectively. The E3 band therefore maps to B+, as that lies between A- and B. If there is no in-between grade available, the higher grade will be taken. E.g., NSW bands 2 and 3 map to QLD S and L respectively. There is no grade between S and L. So E2 will map to S as S is higher than L.

Final Tables

After mapping between all jurisdictions had been carried out, conversion tables were created to summarise these mappings. Each state would therefore receive a set of six tables showing how results from each interstate jurisdiction would map to its own grading scale. Table 4 are examples of what Tasmania (UTAS) would receive. For instance, if an ACT applicant with a score of 165 is applying to UTAS, then this result is equivalent to the Tasmanian HA grade. Similarly, if a NSW applicant with a band E3 applies to UTAS, this would also be converted to the Tasmanian HA grade.

Table 4. Examples of conversion tables for mapping ACT and NSW results to Tasmanian grades.

ACT	TAS
179+	EA
161-178	HA
137-160	CA
116-136	SA
94-115	PA
< 94	NN

NSW	TAS
6	EA
5	HA
4	CA
3	SA
2	PA
1	NN
NSW (ext)	TAS
E4	EA
E3	HA
E2	SA
E1	NN

4. Outcomes

The tables below show grades in different states equivalent to NSW HSC bands. The grades that have been amended following the review process have been stated in red colour font for ease of identification:

Table 1: ACT Year 12 grade equivalents (previous and reviewed)

Previous ACT grade equivalent	NSW HSC grade/band equivalent	NSW HSC band equivalent for Extension subjects	Reviewed ACT grade equivalent
180+	6	E4	No change
159-179	5	E3	154-179
142-158	4	E3	133-153
130-141	3	E2	115-132
125-129	2	E1 (reviewed to E2)	97-114
1-124	1	E1	1-96

Table 2: Queensland Year 12 grade equivalents (previous and reviewed)

Previous QLD grade equivalent	NSW HSC grade/band equivalent	NSW HSC band equivalent for Extension subjects	Reviewed QLD grade equivalent
VH	6, 5	E4	6
H	4	E3	5, 4
S	3, 2	E2	3
L, VL	1	E1 (reviewed to E2)	2
VL (reviewed position)	1	E1	E1

Table 3: South Australian & Northern Territory Year 12 grade equivalents (previous and reviewed)

Previous SA/NT grade equivalent	NSW HSC grade/band equivalent	NSW HSC band equivalent for Extension subjects	Reviewed SA/NT grade equivalent
A+, A	6	E4	No change
A-	5	E4 (reviewed to E3)	No change
B+	5	E3	No change
B, B-	4	E3	No change
C+	3	E2	No change
C, C-	2	E2	No change
D+, D, D-, E+, E, E-, N	1	E1	No change

Table 4: Tasmanian Year 12 grade equivalents (previous and reviewed)

Previous TAS grade equivalent	NSW HSC grade/band equivalent	NSW HSC band equivalent for Extension subjects	Reviewed TAS grade equivalent
EA	6	E4	No change
HA	5	E3	No change
CA	4	E3	No change
SA	3	E2	No change
PA	2	E2	No change
NN	1	E1	No change

Table 5: Victorian Year 12 grade equivalents (previous and reviewed)

Previous VIC grade equivalent	NSW HSC grade/band equivalent	NSW HSC band equivalent for Extension subjects	Reviewed VIC grade equivalent
41+	6	E4	38+
35-40	5	E3	33-37
30-34	4	E3	28-32
26-29	3	E2	23-27
25	2	E1 (reviewed to E2)	19-22
1-24	1	E1	1-18

Table 6: Western Australian Year 12 grade equivalents (previous and reviewed)

Previous WA grade equivalent	NSW HSC grade/band equivalent	NSW HSC band equivalent for Extension subjects	Reviewed WA grade equivalents
79+	6	E4	77+
67-78	5	E3	64-76
58-66	4	E3	54-63
52-57	3	E2	44-53
50-51	2	E1 (reviewed to E2)	34-43
1-49	1	E1	1-33

5. Recommendations

UAC proposes to implement the new grade mappings for 2021 admissions.



**INTERNATIONAL
BACCALAUREATE
DIPLOMA**

**SCHEDULE
REVIEW**

UAC
UNIVERSITIES
ADMISSIONS
CENTRE

CAPS
Friday 17 May 2019

CONFIDENTIAL

AIMS OF PROJECT

- To develop a more fine-grained schedule to map IB Diploma outcomes more accurately against the ATAR
- To improve the equity of outcomes for both IB and HSC applicants
- Desire for a more fine-grained schedule is supported by the NSWVCC

UAC

ACTAC ENDORSEMENT

- Analysis for the creation of the new schedule was undertaken by UAC
- Proposed methodology endorsed by the ATAR Technical Committee and ACTAC Operations group
- ACTAC collaboration to ensure a national message

UAC

IB TECHNICAL BRIEFING

- The IB was briefed on the analysis in December 2018
- Requested that the analysis be broadened to include more years to ensure the stability of the pattern of results
- Extra data received and analysed
- Stability of the pattern of results confirmed

UAC

IMPLEMENTATION

- UAC met with the IB in January to discuss implementation
- Implementation planned for 2022 Admissions
- Communication to stakeholders will commence in 2019
- Communication plan and collateral will be made available to institutions
- Until change has been communicated with schools refer all queries back to UAC

UAC

DATA ANALYSIS

DATA PROVIDED BY IBO FOR ANALYSIS

- 2016 and 2017 IB students in Australia. For each student:
 - school
 - gender
 - year of diploma
- For each subject:
 - subject title
 - year and month of the subject result
 - level; SL, HL, Extended Essay (EE) or Theory of Knowledge (TOK)
 - grade; (1 – 7 for SL and HL subjects, A-E for EE and TOK)
 - percentage mark
 - lower boundary (for the grade)
 - upper boundary (for the grade)
- Diploma score (sum of all subject grades plus bonus points from EE & TOK)

RESULTS USED FOR ANALYSIS

- Data cleansed
 - duplicate results removed
 - students who didn't qualify for diploma removed
- 22,758 SL and HL results
- 3,793 candidates

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METHODOLOGY FOR FINER-GRAINED CONVERSION

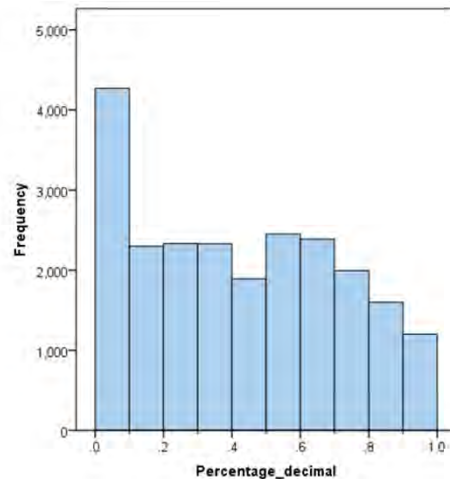
- Percentage marks for each SL and HL subject were converted into a “percentage-decimal”, which tells us something about the quality of the grade:
$$\frac{(\text{percentage mark} - \text{lower boundary})}{(\text{upper boundary} - \text{lower boundary} + 1)}$$
- The percentage-decimal ranges from 0 to just below 1
- The higher the percentage-decimal, the more the student has exceeded the lower boundary mark of the grade
 - E.g., A student got a mark of 67 for Biology SL, which is equivalent to a grade 6. The lower and upper boundary for the grade 6 in this subject is 65 and 75 respectively. Applying these numbers to the formula gives the percentage-decimal for this result = 0.182

UAC

DISTRIBUTION OF PERCENTAGE-DECIMAL

- IB percentage marks tend to be closer to the lower than upper boundary of a grade
- 9.8% of percentage marks are right on the lower boundary, compared with 5.6% for the upper boundary

Fig 1. Histogram of percentage-decimals, all HL and SL marks

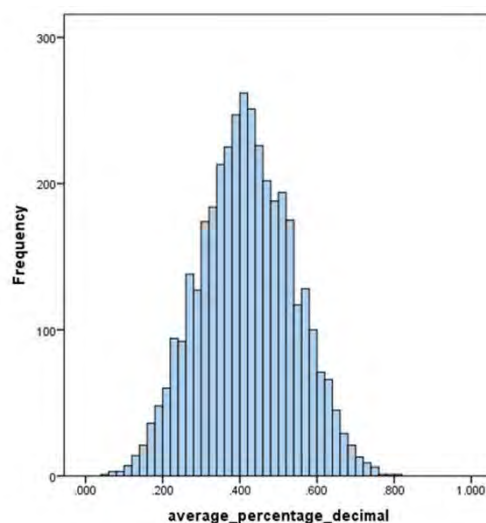


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AVERAGE-PERCENTAGE-DECIMAL (APD) – STUDENT LEVEL

- For each student, we can take the average of all percentage-decimals calculated for the six subjects counted towards their IB diploma
- The distribution of this average-percentage-decimal (APD) for 3,793 students has a mean of 0.418
- Almost all students have an APD of between 0.000 to 0.800

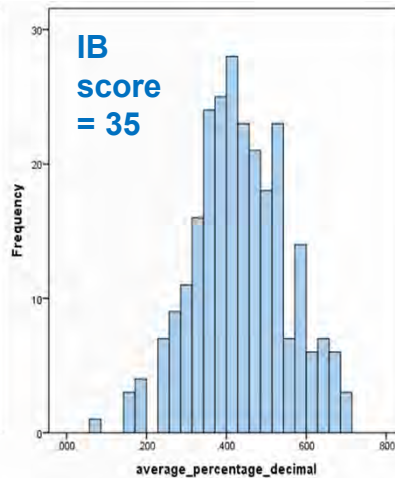
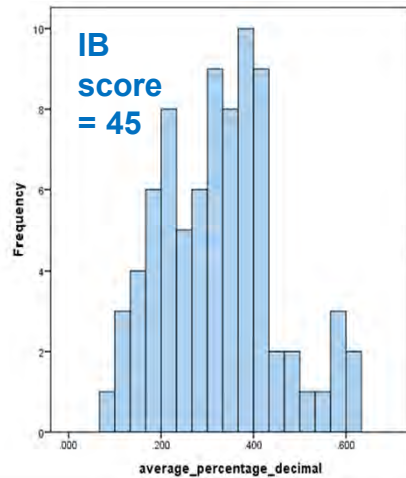
Fig 2. Histogram of average-percentage-decimals (APD) by student



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STUDENTS ACHIEVING HIGH GRADES (AND HIGH IB DIPLOMA SCORES) TEND TO HAVE LOWER APDs

Fig 3. Histograms of average-percentage-decimals (APD) by student with IB score = 45 (N = 80) and 35 (N = 256)



- For students with IB score = 45, the mean of the APD distribution is 0.324
- For students with IB score = 35, the mean of the APD distribution is 0.435

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OUTCOMES

USING APD TO ADD MORE GRADATIONS TO THE IB SCHEDULE

- the APD has been used to add more gradations to the current IB schedule
- At the top of the schedule (IB score = 45), only one extra rank can be added. This is also likely to be the case for students with IB scores 44 and 43
- At the lower end of the schedule, more ranks can be added to differentiate students on the same IB score to a finer degree
- Our analysis so far suggests that around three-quarters of students with IB score 44 to 45 will see a drop of 0.05 in their ranks. The remaining quarter will have the same rank as previously
- Overall, around 17% of students will have a drop in their ranks, 26% will have an increase. Most students (57%) in this IB score range, will not see a change in their ranks

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2017: ATAR and IB cohort compared

- ATAR:
 - In 2017, 57,061 students in NSW received an ATAR, which takes any value at 0.05 intervals between 0.00 to 99.95. There is no “passing” ATAR.
 - 46 of these students received 99.95. This equates to 0.08% of the cohort.
 - The median ATAR was 69.00.
- IB:
 - In 2017, 527 NSW students attempted the IB (not all qualified for the diploma).
 - 13 of these received 99.95 (from IB score of 45). This equates to 2.47% of the cohort. Controlling for cohort size, this is roughly 30 times more than the ATAR cohort.
 - The median IB score was 36, which mapped to ATAR-equivalent of 94.60.
 - The IB score of 24 (which is the minimum for qualifying for the diploma), mapped to ATAR-equivalent of 69.05, which is roughly the same as the middle student in the ATAR cohort.

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EXAMPLE 1: NSW STUDENT WITH AN IB SCORE OF 45 IN 2017

- In 2017, 13 NSW students obtained an IB score of 45
- After adjusting their APD (allowing for the fact that the distribution tends to range from 0.000 to 0.800 only), only 3 of these students have an APD in the upper half (≥ 0.500) of the distribution (max = 0.648)
- It is reasonable to assign the top rank of 99.95 to these 3 students
- The remaining 10 students on 45 would then be assigned the next rank below (99.90)

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EXAMPLE 2: NSW STUDENT WITH AN IB SCORE OF 35 IN 2017

- In 2017, 28 NSW students obtained an IB score of 35
- After adjusting their APD, 18 of these students have an APD at around the middle (0.500) of the distribution; 3 are around the lower quartile (0.250); and the remaining 7 are around the upper quartile (0.750).
- The 18 students in the middle would receive the rank corresponding to score of 35 in the current schedule, which is 93.30.
- Interpolation between existing schedule ranks allow us to derive a rank on either side of the students in the middle.
- The 3 students in the lower quartile would get a lower rank of 93.00, and the 7 in the upper quartile would receive 93.60.

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NEW SCHEDULE

PROPOSED SCHEDULE

New score	Proposed rank	Current rank	New score	Proposed rank	Current rank	New score	Proposed rank	Current rank	New score	Proposed rank	Current rank
45.50	99.95	99.95	39.00	97.10		33.75	91.00		28.50	79.90	79.90
45.00	99.90		38.75	96.90		33.50	90.65	90.65	28.25	79.35	
44.50	99.85	99.85	38.50	96.70	96.70	33.25	90.25		28.00	78.80	
44.00	99.80		38.25	96.45		33.00	89.80		27.75	78.20	
43.50	99.75		38.00	96.25		32.75	89.40		27.50	77.65	77.65
43.00	99.70	99.70	37.75	96.00		32.50	88.95	88.95	27.25	77.05	
42.75	99.55		37.50	95.75	95.75	32.25	88.50		27.00	76.40	
42.50	99.40	99.40	37.25	95.45		32.00	88.05		26.75	75.80	
42.25	99.25		37.00	95.15		31.75	87.55		26.50	75.15	75.15
42.00	99.10		36.75	94.80		31.50	87.10	87.10	26.25	74.40	
41.75	98.95		36.50	94.50	94.50	31.25	86.45		26.00	73.65	
41.50	98.80	98.80	36.25	94.20		31.00	85.75		25.75	72.85	
41.25	98.65		36.00	93.90		30.75	85.10		25.50	72.10	72.10
41.00	98.55		35.75	93.60		30.50	84.40	84.40	25.25	71.25	
40.75	98.40		35.50	93.30	93.30	30.25	83.80		25.00	70.40	
40.50	98.25	98.25	35.25	93.00		30.00	83.15		24.75	69.55	
40.25	98.05		35.00	92.70		29.75	82.55		24.50	68.70	68.70
40.00	97.90		34.75	92.40		29.50	81.90	81.90	24.25	67.85	
39.75	97.70		34.50	92.10	92.10	29.25	81.40		24.00	67.00	
39.50	97.50	97.50	34.25	91.75		29.00	80.90				
39.25	97.30		34.00	91.40		28.75	80.40				

PERCENTAGE DIFFERENCE PER RANK

Diploma score	Decrease	Same	Increase
45	75%	25%	0%
44	70%	30%	0%
43	0%	77%	23%
42	37%	58%	5%
41	22%	71%	7%
40	21%	64%	15%
39	19%	58%	23%
38	16%	54%	30%
37	20%	60%	20%
36	15%	60%	25%
35	12%	59%	29%
34	10%	59%	31%
33	12%	58%	30%
32	10%	57%	33%
31	10%	54%	36%
30	11%	52%	37%
29	13%	53%	34%
28	9%	55%	36%
27	6%	52%	42%
26	10%	48%	42%
25	9%	55%	36%
24	16%	40%	44%
Total	17%	57%	26%



NEXT STEPS

NEXT STEPS

- Who will calculate the new IB score that will be used to derive the schedule rank to be determined
- Name of the new IB score - International Baccalaureate Admission Score (IBAS) proposed
- Communications plan to be endorsed by the ACTAC Operations group

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**COPY OF ANALYSIS
AVAILABLE ON REQUEST**

nerida.bewick@uac.edu.au



CURRENT AND RECENT SCHOOL LEAVERS

- CSL fact code defines 2019 school leavers
 - Some 2019 school leavers may also have other qualifications, such as complete Certificate III. This may make them eligible for an offer prior to the release of their ATAR
- RSL covers school leavers from both 2018 and 2019
 - The applicant is new to higher education and is a recent school leaver with an assessable secondary qualification, obtained in the assessment year or in the year prior to the assessment year.

To NOT make semester 2 offers to current school leavers - add a Year 12 specific subquota (CSL or YR12ANY) with max offers of zero to act as a blocker.

UAC Course allocation parameters ua20

Session: Allocation Search Operations Upload Maintenance Exam

Select institution: Uni Select round num: 5 - May Round 2 Select month: ALL Include started course: ☒

Course selection: 194 courses 000070 B Comm 18-Feb-2020 COURSE-RANK-SET-2C

Group	Course	Title	Commencement	Campus	CR/S label
000055	B Music		18-Feb-2020		COURSE-RANK-SET-2C
000020	B Comm		18-Feb-2020		COURSE-RANK-SET-2C
000130	B Comm		18-Feb-2020		COURSE-RANK-SET-2C
000100	B Comm (Media Arts & Prod)		18-Feb-2020		COURSE-RANK-SET-2C
000230	B Comm		18-Feb-2020		COURSE-RANK-SET-2C

Showing 1 to 194 of 194 << < > >>

Template parameters

Fact code	Min offer	Max offer	Max offer tol	Cutoff depth	Min rank	Min rank tol
YR12ANY	0	0	0	0	0.999 00	0

2. Subsequent

Fact code	Min offer	Max offer	Max offer tol	Cutoff depth	Min rank	Min rank tol
CSL	0	0	0	0	0.00	0
YR12ANY	0	0	0	0	0.00	0

3. Select admission subgroups

Fact code	Special fact code	Min offer	Max offer	Cutoff depth	Cutoff concourse

UAC

SEMESTER 2 ADJUSTMENT FACTORS – CSL/RSL

- The change in fact code derivation may also impact your application of adjustment factors for semester 2 courses.
- If these are targeted at CSL, you may wish to redefine these to target the RSL group to pick up last years' school leaver group and align your selection criteria with what was used for 2018 Year 12s who applied for semester 1 2019 courses.
- Please contact Course Profiles team at ops-app@uac.edu.au if you wish to modify your targeting for your semester 2 courses.

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ASSESSMENT FINALISED FACT CODES

— ASSCMP1X

- Derived when any qualifications under the secondary and tertiary tabs are not assessed (ranked or na'd).
- Automatically changes to ASSCOMP1 when all secondary and tertiary qualifications are assessed.

— ASSCMP2X

- Derived when any qualifications under the secondary and tertiary tabs are not assessed (ranked or na'd) and the Initial Check task is marked as incomplete).
- Automatically changes to ASSCOMP1 when all secondary and tertiary qualifications are assessed and Initial Check task is marked as complete.

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MINIMISING RISK OF WITHDRAWING OFFERS

— CHECKX fact code

- “Initial Check not complete” (CHECKX) fact code – automatically generated on all applications.
- Automatically removed once Initial Check is complete

— ASSINT fact code

- Automatically generated on all applications which have tertiary study where end of semester results are expected.
- Automatically removed once end of semester results are received and assessed

UAC

- ASSINT fact code has minimum rank set to 110. No offers can be made to this group unless they are forced. This is regardless of the applicant being a RSL with a rank greater than 75 or RSLX with a rank greater than 60
- In addition, any applicant with a CSL fact code will not be considered in the group. This is because the Max offer for the subquota has been set to 0



NEW POSTGRADUATE TEACHING (SECONDARY) AREAS

NESA has introduced
four new Teach areas

AREA	FACT CODES	DESCRIPTION
MATHEMATICS PHYSICS (MPY)	ZSSMPYA	Interested in Maths Physics on UAC application
INVESTIGATING SCIENCE (ISC)	ZSSISCA	Interested in Investigating Science on UAC application
INDUSTRIAL TECHNOLOGY ENGINEERING (TIE)	ZSTIEA	Interested in Industrial Technology Engineering on UAC application
MARINE STUDIES (MST)	ZSSMSTA	Interested in Marine Studies on UAC application



Audit report



UPLOADED QUALIFICATIONS AUDIT REPORT

Postgraduate		Undergraduate – Local		Undergraduate – OS		UAC Connect	
Percent	12.3%	Percent	11.3%	Percent	14.3%	Percent	9.80%
Audited	116	Audited	479	Audited	136	Audited	615
Total	946	Total	4255	Total	950	Total	6269
Fraud	0	Fraud	1	Fraud	1	Fraud	0

*PG figures are as at 13 May 2019
All other environments are as at 21 March 2019



CONTACTING CENTRALISED SERVICES

For assessment queries or to discuss your training needs, contact the Centralised Services team uac-centralised-services@uac.edu.au

Assessment Officers:

Undergraduate

Jasmina Anceva - 9752 0730

Manuel Garcia - 9752 0734

Mary Roig - 9752 0704

Postgraduate

Allanah Deards - 9752 0779

Joanne Prowse – 9752 0790

Overseas/International

Jade Li - 9752 0745

Nelson Nghe - 9752 0707

Daniel Di Francesco – Coordinator, Centralised Services – 9752 0738

Olive Cherry-Powell – Manager, Centralised Services - 9752 0744



FACILITATING UNIVERSITY ENTRY

—Semester 1 2019 Admissions period

- In response to a ministerial request for all TACs to support Australian Student Veteran's Association's (ASVA) submission for greater formal acknowledgement of the skills, experience and academic potential of current and former Australian Defence Forces (ADF) personnel
- As presented at the May 2018 CAPS meeting, UAC added an additional question on the UAC application for applicants to identify as current or former ADF personnel
- When applicants answer yes to this question an ADF fact code is generated, which allows UAC and our participating institutions to easily identify ADF personnel and run reports
- This was implemented to facilitate individual consideration and assistance for ADF personnel by institutions wishing to do so

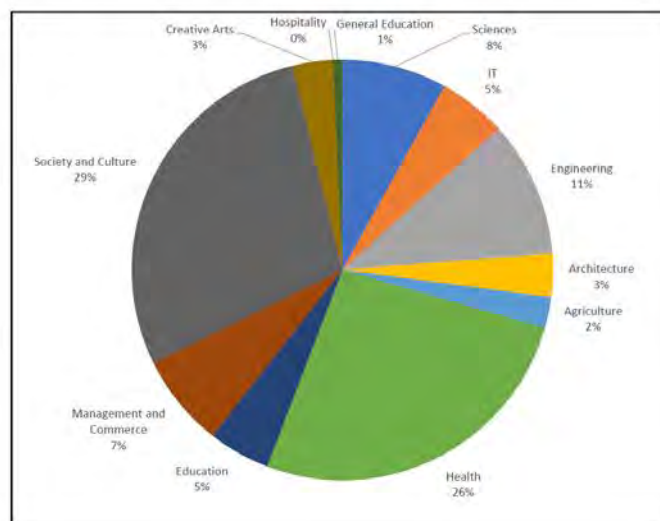
SUMMARY OF FINDINGS

—Semester 1 2019 Admissions period

- Note that this was a shorter admissions period than usual, with applications opening on 1 August 2018 and closing on 8 February 2019, therefore we would expect more ADF applicants in the 2019-2020 admissions period
- 404 applicants answered yes to the ADF question
- 421 offers were made to these applicants (to 333 individual applicants)
- Only 11 of these applicants entered their ADF service as a professional qualification
- 162 of these applicants entered their ADF service as an employment qualification
- Below is a breakdown of the 421 offers made by field of education

2019 CENTRAL ADMISSIONS

**TOTAL OFFERS MADE AS AT FEBRUARY 22, 2019:
BY FIELD OF STUDY**



CHANGES TO UAC APPLICATION IN RESPONSE TO FINDINGS

- To encourage ADF applicants to enter their ADF service as a professional qualification and an employment qualification
 - Additional information was added to the ADF question
 - Additional information was added to the 'Professional registration or qualification' section on the 'Add a qualification' page
 - Refer screenshots below

2020 CENTRAL ADMISSIONS
ADDITIONAL ADF/RESERVE DEFINITION IN APPLY

Australian Defence Forces 

Are you a current or former member of the Australian Defence Forces, including the Reserves? ☐ Yes ☐ No

Alternative entry 

Are you applying for tertiary study through an alternative entry scheme (eg Indigenous or Elite Athlete Scheme)? ☐ Yes ☐ No

Other options 

I would like to receive information from UAC Institutions on other study options if I don't receive an offer to any of my selected courses. ☐ Yes ☐ No

I would like to receive information from UAC partners about study options, products and services relevant to me. ☐ Yes ☐ No

Current or former member of the ADF (including the Reserves)
If you answer yes to this question you may be contacted by one or more institutions in which you have applied, to discuss your study options and any additional assistance you may require.
You may also enter your Defence Force experience/training under 'Professional registration/qualifications' and 'Employment experience' under the Qualifications tab.

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2020 CENTRAL ADMISSIONS

ADDITIONAL ADF/RESERVE DEFINITION IN APPLY



UAC
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ADMISSIONS
CENTRE



Undergraduate

Account: [] Logout

1 Personal details

2 **Qualifications**

[Transfer qualifications](#)
[Help](#)

Your current / previous qualifications

Add a qualification

(Click on the link to add a qualification or click on the link to add a qualification)

Secondary studies eg Higher School Certificate, International Baccalaureate	Tertiary studies eg Certificate in Diploma, Bachelor's degree, Master degree	Preparatory courses eg Tertiary preparation programme, Foundation course	Special Tertiary eg Tertiary preparation programme, Foundation course
Other qualifications eg Creative writing, Graphic design	Professional registration or qualification eg Defence Force service, Registered nurse, Trades, CPA, Membership	Employment experience eg Business analyst, accountant	Other links eg TOEFL, IELTS

Uploading documents and amendments to qualifications

Back Next

Professional registration or qualification

Qualifications that should be entered in your application are professional services, registration or memberships based on examinations. Memberships granted on the basis of payment of fees alone should not be included.

Examples of qualifications to enter:

- Trades and health-related qualifications or registrations
- Defense Forces service/role
- Certified Practising Accountant (CPA)
- Membership qualifications

Do not include:

- short courses (eg first aid certificates) - as these are not assessable qualifications

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COMMON ASSESSMENT PROCEDURES SUB-COMMITTEE (CAPS) AGENDA ITEM 3.09



Date 1 May 2018

Title	T8030-34: Bachelor Degree Studies Schedules – Review of
Author	Research, Statistics & Development Unit

1. Desired outcome

- ☒ Decision (for approval)
- ☐ Endorsement (for information and to gain support of management's decision)
- ☐ Discussion (for thorough consideration before decision can be made)
- ☐ Noting (for information only)

2. Background

The schedules for bachelor degree studies have not been reviewed since 1995 when centralised assessment was first introduced. As part of UAC's commitment to progressively review all schedules, our Research, Statistics and Development unit has undertaken a review of the ranks derived for pass degrees on schedules T8030-34.

Currently, separate schedules are used to assess Bachelor degree studies depending on its duration. There are five schedules in total:

- T8030: Bachelor Degree Studies – 0.20 – 0.49 FTE
- T8031: Bachelor Degree Studies – 0.50 – 0.99 FTE
- T8032: Bachelor Degree Studies – 1.00 – 2.99 FTE
- T8033: Bachelor Degree Studies – 3 years or greater FTE attempted
- T8034: Bachelor Degree Studies – 3 years FTE completed

On each schedule, the UAC rank is determined by GPA achieved by the applicant is associated with a UAC rank. In general, at the same GPA, the UAC rank increases with increasing duration of study. The schedules for T8033 (3 years or greater FTE attempted) and T8034 (3 years FTE completed), however, are identical at each GPA. On the T8034, there are additional ranks for different classes attained on an Honours degree:

- Hons I = 99.50
- Hons IIa = 99.05
- Hons IIb = 98.60
- No level specified = 98.60

As with previous schedules developed for AQF qualifications (Certificate III – IV, Advanced Diploma), this suite of schedules will be developed using cohort studies which examine the relationship between academic performance on the past qualification and at university. The UAC ranks on the schedule are to be determined using data from an HSC cohort (with ATARs) which serve as the control/comparison group. This paper details the methodology used and the schedules produced.



3. Method in developing schedules

3.1. Data extraction for students with Bachelor degree studies

The first step of conducting the cohort study was to extract data from UAC's cohort study database. For each of the above durations of Bachelor degree studies, all applicants in the five years between 2012 and 2016, who were admitted into a course solely based on their Bachelor degree studies qualification, were first identified. Next, their first year GPAs (originally retrieved through ARTS – Automatic Results Transfer System) were extracted from the cohort study database. A further constraint was imposed in that the qualification had to be gained within the five years prior to university entrance. Only students for which their first year university performance data was available were extracted.

3.2. Data extraction for a matching sample from the HSC cohort

For each student identified in 2.1, a match was sought from the pool of HSC students with ATARs. A set of seven criteria was used for this process. A match was initially sought using the first criteria, and if no match could be found, the next criteria was then used. This continued until all seven criteria were exhausted. As seen below, the list of criteria gets progressively looser from Criteria 1 to Criteria 7.

1. Base schedule rank, gender¹, home language and enrolled course code
2. Base schedule rank, gender and enrolled course code
3. Base schedule rank (+/- 1.00), gender and enrolled course code
4. Base schedule rank (+/- 1.00), gender and enrolled course field of education and institution
5. Base schedule rank (+/- 1.00), gender and enrolled course broad field of education and institution
6. Base schedule rank (+/- 2.00), gender and enrolled course broad field of education and institution
7. Base schedule rank (+/- 3.00), gender and enrolled course broad field of education and institution

The matches from the HSC sample were all admitted to their course solely based on their HSC qualification. All matches also gained their HSC qualification within the five years prior to first year of university. Only students for which university performance data was available were selected for matching.

In total, 18283 matched pairs were created across the five levels of Bachelor degree studies. Table 1 shows the number of matched pairs by intake (year the matched pairs were at first year university) for each Bachelor degree studies duration (as completed by the member of the pair who was admitted through his/her Bachelor degree study). The duration with the largest sample is T8032 (1.00 to 2.99 FTE), followed by T8031 (0.50 – 0.99 FTE).

¹ Because Bachelor degree students are in general a few years older than the HSC group, it was decided that age (year of birth) would not be used as part of the matching criteria.



Table 1. Number of matched pairs by intake year and schedule code (Bachelor degree studies).

intake * schedule_code_cohort Crosstabulation

Count

		schedule_code_cohort					Total
		T8030	T8031	T8032	T8033	T8034	
intake	2012	114	575	1864	119	407	3079
	2013	127	572	1912	107	429	3147
	2014	193	787	2430	156	496	4062
	2015	185	781	2634	150	560	4310
	2016	103	610	2283	138	551	3685
Total		722	3325	11123	670	2443	18283

Table 2 shows the number of matched pairs found at each of the Criteria 1 to 7.

Table 2. Number of matched pairs by match criteria and schedule code (Bachelor degree studies).

match_basis * schedule_code_cohort Crosstabulation

Count

Match Criteria	schedule_code_cohort					Total
	T8030	T8031	T8032	T8033	T8034	
01:Rank+sex+lang+course	14	70	398	14	67	563
02:Rank+sex+course	5	41	306	27	55	434
03:Rank(+/-1)+sex+course	321	1606	5607	329	990	8853
04:Rank(+/-1)+sex+FOE(6)+inst	73	373	1577	54	263	2340
05:Rank(+/-1)+sex+FOE(2)+inst	190	720	1859	156	616	3541
06:Rank(+/-2)+sex+FOE(2)+inst	65	233	630	40	198	1166
07:Rank(+/-3)+sex+FOE(2)+inst	16	96	293	17	79	501
08:Rank(+/-3)+sex+institution	38	186	453	33	175	885
Total	722	3325	11123	670	2443	18283

In all schedule samples, the HSC cohort achieved statistically higher GPA in their first-year university studies, than did the Bachelor-degree cohort. The difference between the two groups, however, diminishes with increasing duration of Bachelor degree studies.



Table 3. First year university GPA comparisons between matched samples, by schedule code.

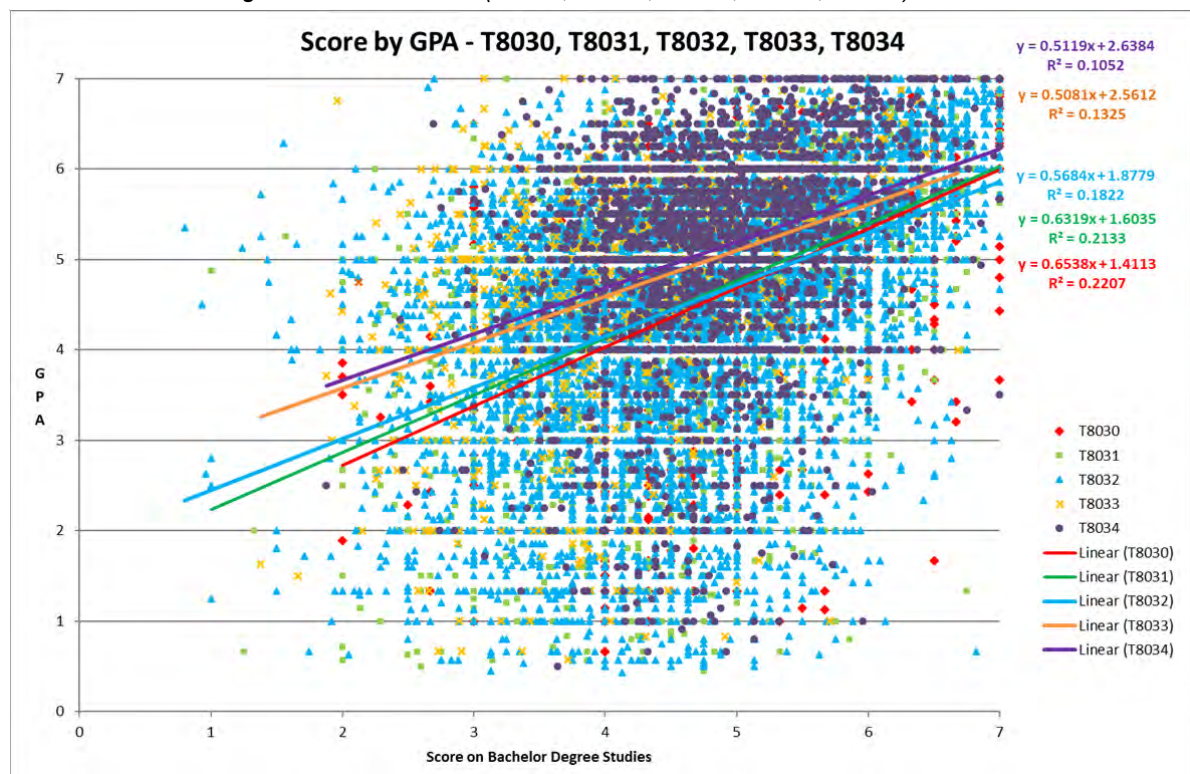
Code	Schedule (Bachelor Degree Studies) Duration	HSC's first year GPA	Bachelor's first year GPA	Difference
T8030	0.20 – 0.49 FTE	5.26	4.71	0.55
T8031	0.50 – 0.99 FTE	5.12	4.61	0.51
T8032	1.00 – 2.99 FTE	4.94	4.55	0.39
T8033	3 years FTE attempted	4.85	4.69	0.16
T8034	3 years FTE completed	5.30	5.14	0.16

3.3. Determining the number of schedules to be created

The current suite of schedules categorises applicants with Bachelor degree studies into five groups, depending on the length of FTE. To determine whether separate schedules on the basis of study duration is warranted, we need to examine whether significant differences actually exist between the different schedules groups.

To that end, for each group of Bachelor degree studies students, the score achieved on their previous Bachelor degree was plotted against the GPA achieved in their first year study of their subsequent degree, and a linear regression was run to determine the line of best fit across the data points. Figure 1 shows the five regression lines for the five schedule groups.

Figure 1. Score on Bachelor degree studies versus first year university GPA, of students with different levels of Bachelor degree studies duration (T8030, T8031, T8032, T8033, T8034).





An analysis of covariance (ANCOVA) was then carried out to determine if the regression lines for the groups were different from each other, and whether there were grounds for combining certain lengths of FTEs so that one schedule would suffice. In the ANCOVA, the fixed factor is the schedule type (or length of FTE on the Bachelor degree studies), the dependent variable is the GPA (first year in the new degree), and the score achieved in the previous bachelor degree studies is the covariate. In essence, we are determining if there is a difference between the schedule groups in terms of their GPA, while controlling for the effects of their scores on their previous Bachelor degree studies.

Table 4. Outcome of the ANCOVA.

Tests of Between-Subjects Effects

Dependent Variable: GPA_cohort

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5763.704 ^a	5	1152.741	897.091	.000
Intercept	2546.915	1	2546.915	1982.071	.000
score_cohort	5067.123	1	5067.123	3943.358	.000
schedule_code_cohort	571.861	4	142.965	111.259	.000
Error	23485.516	18277	1.285		
Total	425187.606	18283			
Corrected Total	29249.221	18282			

a. R Squared = .197 (Adjusted R Squared = .197)

Table 4 shows that there is an effect of the covariate (score_cohort), and the schedule type (schedule_code_cohort). This means that both the score on previous Bachelor studies, and the length of FTE of previous studies had an effect on GPA.

Follow-up pairwise comparisons between the five schedule groups were carried out to ascertain where the differences lay. To summarise, there were no significant differences between T8030, T8031 and T8032 in terms of their mean GPA, after controlling for scores on their previous Bachelor degree studies. There was no difference between T8033 and T8034 either. However, T8030, T8031 and T8032 are significantly different from T8033 and T8034.

Thus, there are grounds for assessing applicants with 3 years or greater FTE attempted (T8033) and 3 years completed (T8034) on one schedule. For the other groups of Bachelor degree studies (less than 3 year FTE), the Assessment Unit has advised that the current classifications (0.20 – 0.49 FTE; 0.50 – 0.99 FTE; 1.00 – 2.99 FTE) should be retained and thus separate schedules are to be made for T8030, T8031 and T8032.



3.4. Creating the schedule using the equipercntile mapping methodology

The equipercntile mapping methodology was carried out in three stages:

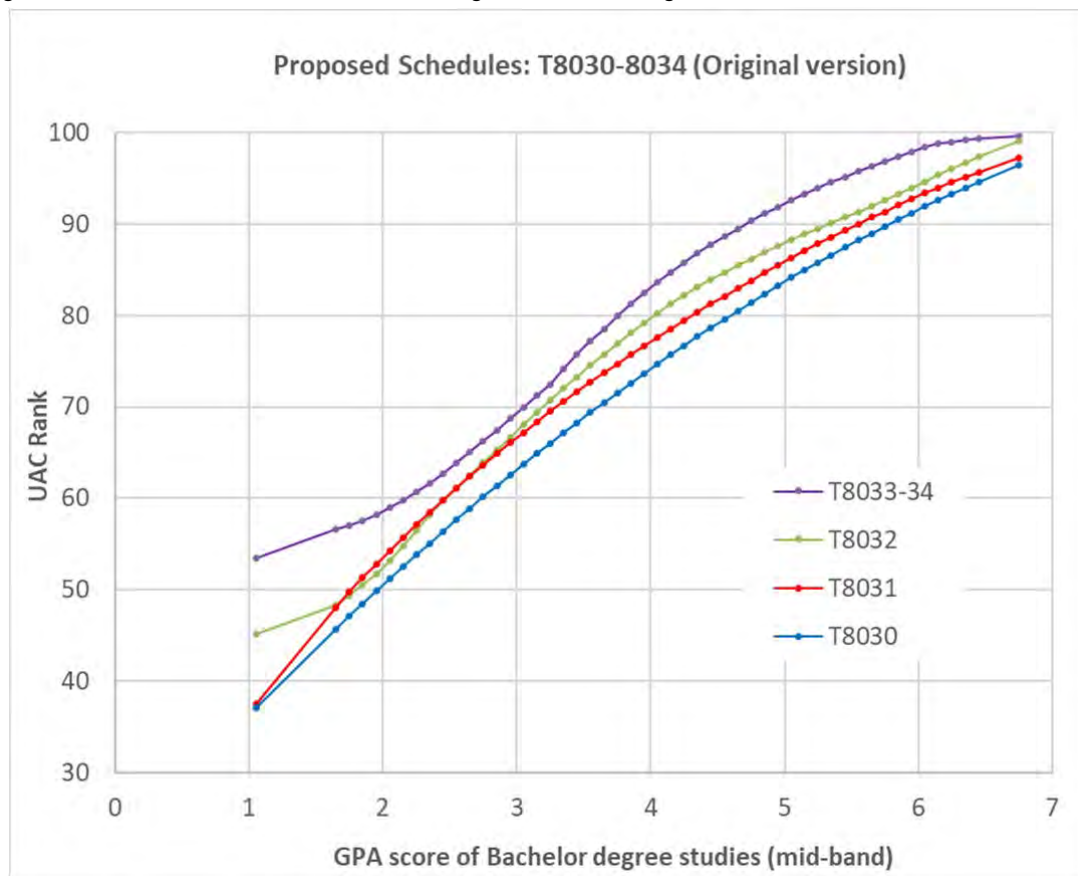
- a. For each Bachelor degree studies group (T8033 and T8034 combined as one group, others kept separate), the cumulative percentiles for the score on the Bachelor degree studies, as well as that for first year university GPA were calculated. Next, the percentiles between the two measures were equated, on the assumption that the score on the Bachelor degree studies would equal to the university GPA if their respective cumulative percentiles were equal. If no direct mapping could be found, missing values were linearly interpolated.
- b. The same procedure was performed for the matched HSC sample for each group, to create an equipercntile mapping between HSC base rank (ATAR) and university GPA.
- c. Using university GPA as the anchor variable, a mapping between scores on the Bachelor degree studies and HSC base rank (ATAR) could then be achieved. This, in essence, is the new schedule which outlines for each score on the Bachelor degree studies, its corresponding UAC rank.



3.5. Refining the schedules

In schedule development, often the mapping between the qualification score and the UAC rank does not produce a smooth line. Smoothing was therefore performed here to reduce variations in the increments between consecutive ranks within the schedule. For all schedules, this was achieved by fitting a polynomial curve on the mapping between Bachelor degree studies score and UAC ranks². The schedules for the four Bachelor degree studies are shown in Figure 2.

Figure 2. Schedules derived for Bachelor degree studies – original version.

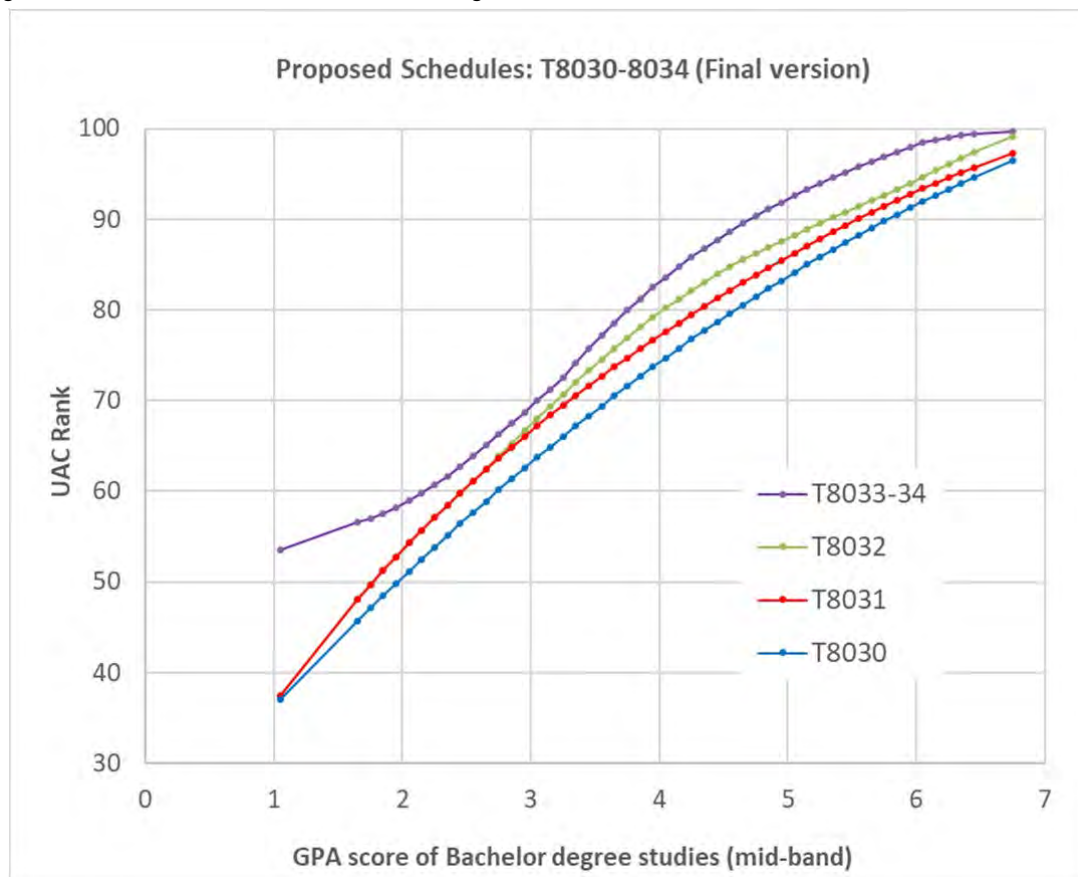


² Depending on the shape of the mapping, a different polynomial may be required to fit separate sections of the data. Ultimately, the aim is to produce a smooth curve for each schedule, as seen in Figure 2.
F:\Common\CAPS\meetings\2018\Final\3.09 - T8030-34 Bachelor Degree Studies Schedules – Review of.docx



It could be seen that a cross-over in ranks occurs between schedules T8031 (0.50 – 0.99 FTE) and T8032 (1.00 – 2.99 FTE), around the GPA score of 1.5 to 2.5 on the Bachelor degree studies. This cross-over is contrary to the expectation that ranks should be higher for longer duration on the Bachelor degree studies, and is largely a result of unstable patterns of data points at this lower end of scores. To resolve this irregularity, the UAC ranks derived for the schedule T8031 (0.50 – 0.99 FTE) for GPA scores 2.55 and below are adopted for the schedule T8032 (1.00 – 2.99 FTE). That is, on both schedules T8031 and T8032, the UAC ranks are identical for scores 2.55 and below, but for scores above 2.55, the UAC ranks are higher on T8032 than on T8031. The final schedules are shown in Figure 3.

Figure 3. Schedules derived for Bachelor degree studies – final version.





3.6. Honours degrees

The automatic ranks generated for applicants with honours degrees has also not been reviewed since 1995. The issue of whether to retain automatic ranks for honours was raised at the 2012 CAPS meeting, in response to a concern raised by UNSW Australia, in relation to the automatic ranks derived for honours being much higher than the rank which would have been derived for the pass degree component of the honours degrees of some applicants.

At the 2012 meeting members discussed how applicants with honours could be rewarded for undertaking an honours year whilst including their underlying GPA in the assessment process. Giving applicants a weighting for completing an honours year was an alternative method considered by members, however, the post-meeting decision was to retain the existing method of automatic ranks for honours degrees.

UAC would like to open this topic for discussion at this CAPS meeting, to determine whether institutions want to retain the current method of automatic ranks for honours degrees or consider an alternative method for ranking these qualifications.

4. Proposed schedules for Bachelor degree studies

Table 5. Proposed schedules developed for Bachelor degree studies.

GPA	T8030 Attempted 0.20 – 0.49 FTE	T8031 Attempted 0.50 – 0.99 FTE	T8032 Attempted 1.00 – 2.99 FTE	T8033-34 Attempted/ Completed ≥ 3 years FTE
6.50+	96.50	97.30	99.10	99.70
6.40-6.49	94.65	95.75	97.40	99.40
6.30-6.39	94.00	95.20	96.75	99.25
6.20-6.29	93.35	94.60	96.10	99.05
6.10-6.19	92.65	94.00	95.40	98.80
6.00-6.09	91.95	93.40	94.70	98.50
5.90-5.99	91.25	92.75	94.00	97.95
5.80-5.89	90.50	92.10	93.35	97.45
5.70-5.79	89.80	91.40	92.70	96.90
5.60-5.69	89.00	90.75	92.05	96.35
5.50-5.59	88.25	90.05	91.40	95.80
5.40-5.49	87.45	89.30	90.80	95.20
5.30-5.39	86.65	88.60	90.20	94.60
5.20-5.29	85.80	87.85	89.55	93.95
5.10-5.19	85.00	87.05	88.95	93.30
5.00-5.09	84.15	86.30	88.30	92.60
4.90-4.99	83.25	85.50	87.65	91.90
4.80-4.89	82.35	84.70	86.95	91.15
4.70-4.79	81.45	83.85	86.25	90.35
4.60-4.69	80.55	83.05	85.55	89.55
4.50-4.59	79.60	82.15	84.75	88.70
4.40-4.49	78.65	81.30	83.95	87.75



4.30-4.39	77.70	80.40	83.10	86.80
4.20-4.29	76.75	79.50	82.20	85.80
4.10-4.19	75.75	78.60	81.25	84.75
4.00-4.09	74.70	77.65	80.25	83.65
3.90-3.99	73.70	76.70	79.20	82.50
3.80-3.89	72.65	75.75	78.10	81.25
3.70-3.79	71.60	74.75	77.00	79.95
3.60-3.69	70.50	73.75	75.80	78.60
3.50-3.59	69.40	72.70	74.60	77.20
3.40-3.49	68.30	71.65	73.30	75.70
3.30-3.39	67.20	70.60	72.05	74.15
3.20-3.29	66.05	69.50	70.70	72.50
3.10-3.19	64.90	68.40	69.40	71.25
3.00-3.09	63.75	67.25	68.05	70.00
2.90-2.99	62.55	66.10	66.65	68.75
2.80-2.89	61.35	64.90	65.30	67.50
2.70-2.79	60.15	63.65	63.90	66.25
2.60-2.69	58.90	62.40	62.50	65.05
2.50-2.59	57.65	61.15	61.15	63.90
2.40-2.49	56.40	59.85	59.85	62.75
2.30-2.39	55.10	58.50	58.50	61.70
2.20-2.29	53.80	57.10	57.10	60.70
2.10-2.19	52.50	55.70	55.70	59.75
2.00-2.09	51.20	54.30	54.30	58.95
1.90-1.99	49.85	52.80	52.80	58.20
1.80-1.89	48.50	51.30	51.30	57.55
1.70-1.79	47.10	49.70	49.70	57.05
1.60-1.69	45.70	48.10	48.10	56.65
0.50-1.59	37.05	37.50	37.50	53.50
0.00-0.49	4.00	4.00	4.00	4.00



5. Comparisons between previous and proposed schedule - examples

Compared with ranks on the previous schedules on the same GPA, the UAC ranks on the proposed schedules are generally lower. On T8030, T8031 and T8032, the ranks are lowered by an average of around 2.50 to 2.75. The changes also vary according to GPA, with greater changes for lower GPAs compared with higher GPAs. The following table shows the changes at selected points on the schedules.

Table 6. Examples of changes.

GPA		T8030 Attempted 0.20 – 0.49 FTE	T8031 Attempted 0.50 – 0.99 FTE	T8032 Attempted 1.00 – 2.99 FTE	T8033-34 Attempted/ completed ≥ 3 years FTE
6.50+	Proposed	96.50	97.30	99.10	99.70
	Previous	96.30	98.10	99.50	99.50
	<i>Change</i>	<i>0.20</i>	<i>-0.80</i>	<i>-0.40</i>	<i>0.20</i>
6.00-6.09	Proposed	91.95	93.40	94.70	98.50
	Previous	94.00	94.45	96.30	98.60
	<i>Change</i>	<i>-2.05</i>	<i>-1.05</i>	<i>-1.60</i>	<i>-0.10</i>
5.50-5.59	Proposed	88.25	90.05	91.40	95.80
	Previous	90.00	92.00	94.00	95.40
	<i>Change</i>	<i>-1.75</i>	<i>-1.95</i>	<i>-2.60</i>	<i>0.40</i>
4.50-4.59	Proposed	79.60	82.15	84.75	88.70
	Previous	84.00	86.00	87.00	90.00
	<i>Change</i>	<i>-4.40</i>	<i>-3.85</i>	<i>-2.25</i>	<i>-1.30</i>
3.50-3.59	Proposed	69.40	72.70	74.60	77.20
	Previous	73.00	77.00	78.00	80.00
	<i>Change</i>	<i>-3.60</i>	<i>-4.30</i>	<i>-3.40</i>	<i>-2.80</i>
2.50-2.59	Proposed	57.65	61.15	61.15	63.90
	Previous	60.00	63.00	64.00	66.00
	<i>Change</i>	<i>-2.35</i>	<i>-1.85</i>	<i>-2.85</i>	<i>-2.10</i>
0.50-1.59	Proposed	37.05	37.50	37.50	53.50
	Previous	42.00	43.00	46.00	50.00
	<i>Change</i>	<i>-4.95</i>	<i>-5.50</i>	<i>-8.50</i>	<i>3.50</i>

6. Recommendation

That bachelor degree studies be assessed on the revised schedules T8030-34 as per above.

**Non-Confidential**

Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 2

Reviewer/Approver	Associate Professor Peter McCallum – Registrar and Academic Director (Education)
Paper title	Approval of further changes to Coursework Policy and Assessment Procedure to introduce the Converted WAM (CWAM), clarify online participation as attendance and introduce open book exams during formal exam period.
Recommendation	That the Academic Board note the following policy and procedural changes authorised by the Chair under delegated authority: (1) An amendment adding Schedule 3 the <i>Coursework Policy 2014</i> specifying calculation of the Converted Wam (C Wam) and grades that contribute to it; (2) Addition of definitions of WAM and CWAM to the definitions (3) Addition of new clause 55 (5) to the <i>Coursework Policy 2014</i> specifying attendance may include participation in online learning activities and assessment either in real time, website interaction or delayed delivery; (4) Addition of a new clause 77 (4) Monitoring Progression specifying that until the end of 2020 or before if rescinded by the Academic Board, an Associate Dean will not find a student's attendance unsatisfactory for progression purposes on the grounds of not attending face-to-face learning activities or assessment. (5) an additional clause 8 (19) to the <i>Assessment Procedures 2011</i> specifying arrangements for other online time-based exams until the end of 2020. (6) In clause 8 (10) and 8 (18) (e) replacing 'university trained examiners' with 'university approved examiners' to allow for training by third parties.
Consultation Pipeline	Academic Board

Executive Summary

Under delegation granted to the Chair (3 March 2020), the Academic Board has already approved a first round of changes to respond to the COVID-19 pandemic relating to Special Consideration and mid-semester tests. A second round of changes relates to attendance and open-book exams during the formal examination period. In particular:

1. **CWAM.** In response to the COVID -19 pandemic, the University wishes to introduce a C WAM (Converted WAM) as an additional way of calculating academic progress at the end of a student's degree. The C WAM will be calculated in the same way as the WAM is calculated but excluding marks from units undertaken in Semester 1 2020, when the impact of the COVID – 19 pandemic developed after the commencement of the semester and in a way that was impossible to anticipate at the start of the semester.
2. **Attendance.** The *Coursework Policy 2014* requires, among other things, that students complete attendance requirements to complete a unit (Clause 55), and lists unsatisfactory attendance as one of the factors that an Associate Dean may use to determine unsatisfactory progression (Clause 73 (3)). Clauses 55 (5) and 73 (4) are inserted to clarify that attendance may include participation in online learning activities and assessment and that an Associate Dean may not find a student's attendance unsatisfactory for progression purposes on grounds of not attending face-to-face learning activities.
3. **Other Online time-based examinations (open book, MCQ/short answer with viva) during the formal examination period.** The *Coursework Policy 2019* and the *Assessment Procedures 2011* make a distinction between exam and non-exam assessments for a variety of purposes including the granting of simple extensions which are only available for non-exam assessment. The *Assessment Procedures 2011* define examinations as the final examination in a unit of study held during the formal examination period and specify requirements around examinations (Part 8). To manage assessment during the COVID-19 pandemic, some faculties have incorporated other forms of online time-based exams, such as open book examinations and online MCQ and short-answer exams with viva-voce exams. Although a type of examination and scheduled during the formal examination period, some do not involve live invigilation and manage integrity issues by other means. A new clause (8 (19)) is added specifying arrangements for this type of assessment. 14(5) (dA) is changed to 14(5A).



Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 2

Non-Confidential

The adjustments expire at the end of 2020 or until rescinded by the Academic Board whichever is the sooner. Prior to its final 2020 meeting on 14 November, the standing committees of the Academic Board will be asked to review and, if appropriate extend the adjustments.

After consulting with Chairs of Standing Committees, the Chair authorised these changes on 7 May 2020.

Background

To respond to the COVID-19 pandemic, the University has made changes to assessment including replacing tests and exams with online proctored tests or exams or other types of assessment including take-home exams and Canvas quizzes. Under the delegated authority granted to the Chair at the meeting of 2 March, the Academic Board approved changes to Special Consideration and Special Arrangements, and changes to the Assessment Procedure to manage changes necessary to convert mid-semester tests online. This set of changes clarifies that participation in online learning activities may fulfil attendance requirements, states that Associate Deans may not record a student's attendance as unsatisfactory on the grounds of not attending face-to-face learning activities, and makes further changes to the Assessment Procedures to accommodate open book examinations taken during the formal examination period.

The changes relating to attendance and open-book exams apply to coursework students until the end of 2020 or sooner if rescinded by the Academic Board before then. Prior to its final 2020 meeting on 17 November, the relevant standing committees of the Academic Board will review the arrangements to determine whether any should be extended or become ongoing.

To avoid students who are negatively impacted by the COVID-19 from suffering disadvantage, the University will calculate a Converted WAM (CWAM) at the conclusion of a student's degree and publish it on the student's transcript. The CWAM will use the same formula and take into consideration the same result types (as set out in Schedule 1 of the *Coursework Policy 2014*) as the University WAM but will exclude results from Semester 1 2020. A new Schedule 3 of the *Coursework Policy 2014* is inserted. This Schedule defines Weighted Average Mark as currently defined in the [Glossary of Terms and Abbreviations](#). This definition allows the marks over a specified period to be weighted by credit point value and level. Schedule 3 specifies that, from May 2020, the level weight for all units will uniformly be one (1) in accordance with current practice in Sydney Student

Details of changes relating to Policy and Procedures

Policy or Procedure	Part and Clause	Reason
<i>Coursework Policy 2014</i>	Part 55 Attendance Clause 55A	Adds 55 (5) to Clause 55, specifying that attendance requirements may be met by participation in online learning activities. Limited to 2020 or until rescinded by Academic Board whichever is the sooner
<i>Coursework Policy 2014</i>	Part 15 Progression Clause 73	Adds new clause 73 (4), Monitoring Progression drawing attention to Clause 55 (5) and stating that, in monitoring progression, an Associate Dean shall not find a student's attendance progression unsatisfactory on the grounds that a student did not participate in face-to-face learning or assessment while 55 (5) was in force
<i>Coursework Policy 2014</i>	Part 15 Progression Clause 75 (2) (f)	Reference inserted to 73 (4)



Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 2

Non-Confidential

<i>Coursework Policy 2014</i>	Schedule 3	Defines WAM as currently used in current University Glossary of Terms and Abbreviations . Specifies that from May 2020, the level weight in the WAM shall uniformly be 1 in accordance with current Sydney Student practice. Defines Converted Wam (CWAM) as the WAM calculated on completion of studies excluding marks from Semester 1 2020. Specifies the WAM is published on the transcript. Specifies that the CWAM will be published on the transcript for students graduating from May 2020.
<i>Assessment Procedure 2011</i>	Part 8. Conduct of examinations Clause 8 (19) and small amendment to 8 (10)	Allows other online time-based examinations, including open book exams and online MCQ and short hand tests with viva voce to be scheduled as final examinations during the formal examination period subject to integrity risk assessment approved by the Associate Dean
<i>Assessment Procedure 2011</i>	8 (10) and 8 (18) (e)	Replaces 'university trained examiners' with 'university approved examiners' to allow for training by third parties

Author	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)
Requests for further information	Requests for further information may be directed to Peter McCallum Registrar and Academic Director (Education).



Non-Confidential

Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 3

Reviewer/Approver	Associate Professor Peter McCallum – Registrar and Academic Director (Education)
Paper title	Approval of changes to dates to Semester 2 2020
Recommendation	That the Academic Board note the approval given by the Chair under delegated authority to change to start and finish dates to Semester 2 2020
Consultation Pipeline	Academic Board

Executive Summary

On 7 May, the University Executive resolved to request that the Chair approve, under delegated authority, a revised calendar for Semester 2, 2020, to run from 24 August, 2020 to 12 December, 2020 and to include:

- A teaching period from 24 August 2020 to 20 November 2020;
- A reduction in the length of the programmed learning period from 13 weeks to 12 weeks;
- A mid-semester break from 5 October, 2020 to 9 October, 2020;
- A stuvac period from 23 November, 2020 to 27 November, 2020;
- An examination period from 30 November, 2020 to 12 December, 2020.

This proposed change does not impact on any specific and previously approved variations to semester dates for 2020.

The rationale for the request was to better prepare and plan teaching and assessment for Semester 2 in light of learnings from the rapid shift to the online mode in Semester 1, allow an opportunity for a break, retain students to whom an offer had been made who had been prevented from accepting by Covid-19 pandemic restrictions and allow recruitment time to adapt. In making the request UE noted the decision had disadvantages including considerable reconfiguration to administrative processes before, during and after the semester but considered the advantages outweighed the disadvantages.

This change involves policy adjustment to the *Learning and Teaching Policy 2019* to temporarily adjust the semester length, and changes to the *Assessment Procedure 2011* to adjust definitions and clauses around formal examination period, replacement examination period and study break (Stu-Vac) as set out below.

After consulting with Chairs of Standing Committees, the Chair approved the changes under delegated authority on 12 May 2020.

Background

The rationale for postponing the start of Semester 2 considered by the University Executive are summarised below.

On campus teaching: The delay will enable teaching programs to take better advantage of gradual opening up of the campus as management practices around the spread of Covid-19 allow increasing activity and interaction. Delaying the start will allow a greater window for assessment tasks from Semester 1 that require face-to-face presence to be completed. Contingent on the pace of campus opening, it will also allow better opportunities during the period of programmed teaching for face-to-face discourse and interaction, hands-on experience with equipment, and teaching based on laboratory, studio, design and artistic practice.

Extended winter break: A longer break between Semester 1 and Semester 2 will provide a better period for winter intensives, more considered planning for Semester 2 based on learnings from Semester 1 and opportunities for staff and students to catch up on research projects, and take leave and vacations



Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 3

Non-Confidential

Retaining commencing cohort: Sydney Future Students (SFS) conducted a survey of students to whom an unconditional offer to commence in Semester 2 had been made, and of commencing Semester 1 students who had deferred their offer or suspended their enrolments. A majority of those surveyed indicated an intention to commence in Semester 2 remotely.

It should be born in mind that the usual pattern of enrolments in Semester 2 involves a late rush of acceptances. The previous pattern is that 34% of the total number of unconditional offers are made in the four weeks prior to the start of Semester 2, when students have submitted English results and other academic qualifications.

In this context the Admissions Office noted:

- “Gaokao, SAT’s, India CBSE, ISC, and some State Exams and Indonesian secondary certificates that are feeders for Semester 2 entry have been delayed for a month or until further notice.
- The Semester 2 predicted results process for some qualifications are unable to continue due to greater uncertainty and delays to their exam.
- Many international institutions remain fully or partially closed and applicants are finding it difficult to obtain academic transcripts.
- IELTS and other language testing remains suspended in many countries, including China.”
- Visa processing has dramatically slowed.

The University Executive noted that, although predictions are perilous at the moment, a worst case scenario would be that up to half of the Semester 2 international commencing cohort “could effectively be excluded from commencing at our usual start date because they cannot obtain their English or academic qualifications in time. If that were to occur, the worst-case financial impact could be up to \$65m for 2020 and have a further significant impact on finances in 2021.”

This risk remains even with delayed Semester 2 dates but is lessened.

Targeted marketing/recruitment campaign: Delay in the commencement of Semester 2 allows more time for a coordinated marketing and recruitment campaign.

The University Executive also considered the impact of delaying Semester 2 on timetabling, results processing, January intensive units, accreditation and approved alternative calendars (notably in the Faculty of Medicine and Health and Vet Sciences withing the Faculty of Science) and student communication needs. On balance, it decided the benefits of delaying outweighed the disadvantages.

Detail of Changes

<i>Learning and Teaching Policy 2019</i>	Clause 13 (6A)	suspends, for the duration of 2020 or sooner if so resolved by the Academic Board, clause 13 (6) of the which specifies a semester length of 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation
<i>Assessment Procedure 2011</i>	3	Change to definition of ‘formal examination period’, ‘replacement examination period’ and insertion of definition of ‘study break (Stu-Vac)’ to accommodate the changes. The existing understanding of these is preserved but reference to specific weeks has been removed to accommodate the 12-week semester in Semester 2, 2020.
<i>Assessment Procedure 2011</i>	8 (16)	Adjustment to clause on study break (Stu-Vac) removing references to specific weeks
<i>Assessment Procedure 2011</i>	10 (10)	Adjustment to clause pertaining to the situation when replacement exams need to be used in the case of evacuation or abandonment of an exam, to



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		ensure there still remains a valid replacement exam for students who are successful in being granted special consideration

Consultation

At its meeting of 5 May the Academic Board granted the Chair authority to take emergency decisions relating to the Covid-19 pandemic. At its meeting of 7 May UE resolved to request that the Chair of the Board change semester dates for Semester 2 2020 under delegated authority. The Chair consulted with Chairs of Standing Committees and approved the request on 12 May.

Author	Associate Professor Peter McCallum, Registrar and Academic Director (Education Policy and Quality)
Requests for further information	Requests for further information may be directed to Peter McCallum Registrar and Academic Director (Education).

Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 4

Non-Confidential

Proposal Title	Revised calendar for Semester 2, 2020, for the Faculty of Medicine and Health
Recommendation	That the Chair, Academic Board approve on behalf of the Academic Board a revised calendar for Semester 2, 2020 for specific courses in Faculty of Medicine and Health
Proposal Presenter	Executive Dean, Faculty of Medicine and Health
Consultation Pipeline	Academic Board

EXECUTIVE SUMMARY

The purpose of this request is to offer the following courses according to the original Semester 2 2020 dates, in line with teaching dates previously approved by Academic Board, rather than according to the revision to those dates that was approved on 7 May 2020.

The primary reasons for the request are to:

- avoid losing clinical placements in a challenging placement environment (because of COVID-19), and
- avoid losing postgraduate load from professional health workers who have planned work commitments around the original dates.

The Chair, Academic Board is asked to approve on behalf of Academic Board a revised calendar for Semester 2, 2020 for the specific courses listed below, as follows:

- The semester to run from 24 August 2020 to 20 November 2020
- A 13-week programmed learning period from 3 August 2020 to 6 November 2020
- A mid-semester break from 28 September 2020 to 2 October 2020
- A StuVac period from 9 November 2020 to 13 November 2020
- An examination period from 16 November 2020 to 28 November 2020.

The courses to which this change is proposed to apply **in full** are:

- Graduate Certificate in Bioethics GCBIOETI-02
- Graduate Certificate in Biostatistics GCBIOSTA-01
- Graduate Certificate in Clinical Epidemiology GCCLIEPI-01
- Graduate Certificate in Health Policy GCHEAPOL-01
- Graduate Diploma in Bioethics GNBIOETI-02
- Graduate Diploma in Biostatistics GNBIOSTA-01
- Graduate Diploma in Health Policy GNHEAPOL-01
- Graduate Diploma in Indigenous Health Promotion GNINHEPR-02
- Graduate Diploma in Public Health GNPUHEAL-03
- Master of Bioethics MABIOETI-02
- Master of Biostatistics MABIOSTA-01
- Master of Global Health MAGLBHLT-01
- Master of Health Policy MAHEAPOL-01
- Master of International Public Health MAINPUHE-02
- Master of Medicine (Clinical Epidemiology) MAMECLEP-03

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- Master of Public Health MAPUHEAL-05
- Master of Science in Medicine (Clinical Epidemiology) MASMCLP-03
- Graduate Certificate in Medical Imaging Science GCMDIMG-01
- Graduate Diploma in Medical Imaging Science GNMDIMG-01
- Graduate Diploma in Rehabilitation Counselling GNREHCOU-02
- Master of Diagnostic Radiography MADIARAD-01
- Master of Exercise Physiology MAEXPHYS-01
- Master of Exercise Physiology MAEXPHYS-02
- Master of Health Science (Developmental Disability) MAHSDEDI-02
- Master of Medical Imaging Science MAMDIMG-01
- Master of Occupational Therapy MAOCCTHE-02
- Master of Physiotherapy MAPHYSIO-01
- Master of Rehabilitation Counselling MAREHCOU-03
- Master of Speech Language Pathology MASPLAPA-01

The courses to which this change is proposed to apply **in part** are:

Year 2–3:

- Bachelor of Applied Science (Exercise and Sport Science) BPASESSC-02

Year 2–4:

- Bachelor of Applied Science (Diagnostic Radiography) (Honours) BPASDRAD1HON
- Bachelor of Applied Science (Diagnostic Radiography) BPASDRAD-01
- Bachelor of Applied Science (Exercise Physiology) BPASEXPH-01
- Bachelor of Applied Science (Exercise Physiology) BPASEXPH-02
- Bachelor of Applied Science (Exercise Physiology) (Honours) BPASEXPH1HON
- Bachelor of Applied Science (Exercise Physiology) (Honours) BPASEXPH2HON
- Bachelor of Applied Science (Physiotherapy) BPASPHYS-06
- Bachelor of Applied Science (Physiotherapy) (Honours) BPASPHYS6HON
- Bachelor of Applied Science (Speech Pathology) BPASSPPA-06
- Bachelor of Applied Science (Speech Pathology) (Honours) BPASSPPA6HON

Year 3–4:

- Bachelor of Applied Science (Occupational Therapy) BPASOCTE-05
- Bachelor of Applied Science (Occupational Therapy) (Honours) BPASOCTE5HON

The courses to which this change is proposed to apply, relative to the teaching calendar for Nursing courses previously approved by Academic Board:

- Bachelor of Arts and Master of Nursing BPARTNUR-01
- Bachelor of Health Sciences and Master of Nursing BUHSCNUR-02
- Bachelor of Nursing (Advanced Studies) BPNURADS-01
- Bachelor of Nursing (Honours) BHNURSIH-02
- Bachelor of Nursing Post Registration BUNUPORE-02
- Bachelor of Science (Health) and Master of Nursing BPSCINUR1HLT
- Bachelor of Science and Master of Nursing BPSCINUR-01
- Master of Nursing (From Arts/Nursing) MANURSN10ATN
- Master of Nursing (From Health Sciences/Nursing) MANURSN10HCN
- Master of Nursing (From Science/Nursing) MANURSN10SCN
- Master of Nursing MANURSNG-09



Confidential

Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 5

Paper Title	COVID-19 Response: Temporary Acceptance of Alternative English Language Entry Test for USyd Admission for students from Mainland China
Author	Katherine Olston, Director Centre for English Teaching and Academic Enrichment Tim Field, Director, International, Sydney Future Students Wencong Chai, Director, Admissions, Sydney Future Students
Reviewer/Approver	Philippa Pattison, DVC Education
Recommendation	That the Academic Board note the Executive approval to temporarily approve two alternative English tests for students from mainland China – Password and Linguaskill – as evidence of a student's English language level for entry to unconditional offers (to University degree programs) and conditional offers (to pathway courses at the Centre for English Teaching), until high-stakes testing centres reopen in mainland China.
Consultation Pipeline	CET, Sydney Future Students → Academic Board → Admissions Subcommittee <i>for noting</i>

EXECUTIVE SUMMARY

This paper provides background on the current situation with high-stakes English language testing (IELTS, ETS TOEFL iBT, PTE, CAE) in mainland China due to the COVID-19 pandemic. Testing centres in China have been closed for a number of months due to social distancing requirements, and students are therefore unable to sit these tests and obtain evidence of their English language level for admission to University. This presents an issue for the University in terms of recruitment and admission of future students and could damage the pipeline for S2 2020 and S1 2021 entry if students are unable to obtain evidence of their English level. To address this issue, it is necessary for the University to provide students with an alternative testing option that can be undertaken securely, online and from their home, and that meets the rigorous English language entry standards of the University.

This paper provides information on two 'mid-stakes' tests, Password and Linguaskill that present a viable temporary option for students and the University, both of which can be delivered securely, online and from students' place of residence. The paper provides detailed information on both tests, including, company, test format, results format, result concordance with CEFR and IELTS, delivery and administration of the test, technical requirements, accessibility, security, cost, validity and reliability, partner institutions and identifies any extant issues with the specific tests. Further, risks and benefits are identified and an implementation plan addressing recommended timeframes, strategies to address any issues identified and resourcing requirements. Finally, a communication plan is included, covering communication to internal and external stakeholders.

BACKGROUND / CONTEXT

Due to the global COVID-19 pandemic, high stakes test centres (IELTS, ETS TOEFL iBT, PTE, CAE) accepted by University of Sydney for admission to degree programs and English pathway courses (at the Centre for English Teaching) are currently closed across the world due to social distancing measures. Whilst all these tests include components completed and/or marked online, all require students to undertake some part of the test face-to-face and in person at a testing centre. This means that students are currently unable to obtain evidence of their English language level to apply for admission to the University.

IELTS and ETS TOEFL are now offering versions of their high stakes tests as a temporary online option (IELTS Indicator and TOEFL Special Home Edition) to enable students to undertake the test securely from home; however, IELTS Indicator is not available in mainland China, and TOEFL has only just announced its 'TOEFL ITP Plus China edition' (on 13th May) that will be available in mainland China within May, 2020. Both



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these test providers are reportedly aiming to reopen their high-stakes test centres in China by the end of May 2020, however, due to the unpredictability of the current situation, this remains unconfirmed. Note that Pearsons, PTE opened a small number of test centres in mainland China in early May, however capacity for testing is limited due to social distancing requirements.

Due to the current English testing environment in mainland China, and the University's high proportion of international students from mainland China, it is recommended that the University temporarily accept three alternative 'mid-stakes' tests as evidence of a student's English language level for entry to unconditional offers (university degree programs) and conditional offers (to the Centre for English Teaching). Providing alternative testing options to students will help preserve the pipeline of international students commencing degree programs at the University in semester 2, 2020 and semester 1, 2021.

This submission recommends that the University temporarily approve two alternative English tests for students from mainland China – Password and Linguaskill – as evidence of a student's English language level for entry to unconditional offers (to University degree programs) and conditional offers (to pathway courses at the Centre for English Teaching). It is recommended that two tests are approved; however, in order to streamline communication to the market and to consolidate the University's resources in terms of administering the tests, Sydney Future Students and CET will work to implement Password in the first instance; Linguaskill will be kept as a fall back option, if needed.

Note that this solution is a temporary measure due to the COVID-19 pandemic; these alternative tests should be accepted for the period, May – December 2020 or for a 2-month period after test centres reopen in China. As soon as is possible, the University should revert to only accepting the tests that are currently accepted: IELTS, ETS TOEFL iBT, PTE, and CAE.

Description of Password and Linguaskill tests

Table 1 and Table 2 provide an overview of the tests.

Description of Password (Table 1)

Name of Test	Password (Solo) 'Solo' refers to the online version of the test.
Company	Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire
Test Format	- Tests all four skills (Reading, listening, writing, speaking) - Reading (75mins) - Listening (60mins) - Writing test (30mins) - Speaking (20min) - Tests academic English
Results – format and timeframe	- Results are in Common European Framework of Reference (CEFR) levels and are provided in band scores aligned with IELTS band scores. - Listening and Reading – computer marked and available immediately - Speaking & Writing – human marked and available in 2-5 days - Individual score for each skill - Results are accessible only via subscribing institution's portal.
Concordance with high stakes tests currently accepted by USyd (IELTS, ETS TOEFL iBT, PTE, CAE)	Results are in Common European Framework of Reference (CEFR) levels and aligned with IELTS band scores. (See Appendix 1)
Delivery & Administration of Test	- Students can do the test from home. - Third party proctoring service required, Password has partnered with Proctor U. - Admissions/university staff would need to administer tests. - Process for Administering Tests: - University receives test codes from Password - University liaises with Proctor U to set up the exam in the



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	Proctor U system. University provides students with their unique exam code and invitation link to book their exam with Proctor U.
Accessibility	Technical requirements are basic (See Password Technical requirements (Appendix 3))
Security	- Test runs through the Proctor U secure browser rather than Password's. - Identity authentication done by Proctor U - Multiple different tests and some randomisation of questions.
Cost	Speaking and Writing (human marking done by Password) + cost of proctoring (ProctorU) Total = \$153/student <i>The University could consider adding a cost on top of this cost to cover the administration of the test done by the University.</i>
Validity and reliability/Research	https://www.englishlanguagetesting.co.uk/wp-content/uploads/2018/07/The-Password-Test-Design-Development-and-Reliability-revised.pdf
Accepted by other Institutions (selected Australian institutions)	Australian Catholic University Australian National University Monash University University of Newcastle University of New South Wales The University of Queensland University of Tasmania University of Wollongong Victoria University
Issues with the test	Reading, writing, listening tests can be done on a Mac or PC. Speaking test cannot be done on a Mac.

Description of Linguaskill (Table 2)

Company	Cambridge Assessment English
Test Format	Tests all four skills (Reading, listening, writing, speaking) - Reading & Listening (60-85mins) - Writing test (45mins) - Speaking (15min) Tests language used in daily life; test topics include studying and working, making future plans, travel and technology.
Results – format and timeframe	- Results are in Common European Framework of Reference (CEFR) levels - All skills are computer-marked - Results available in 48 hours - Individual score for each skill - Results sent to the subscribing institution - Candidates/students can view results online - Scores returned show 'C1 and above' so no differentiation between IELTS equivalent of 6.5 and 7 scores.
Concordance with high stakes tests currently accepted by USyd (IELTS, ETS TOEFL iBT, PTE, CAE)	Results are in Common European Framework of Reference (CEFR) levels (See Appendix 2)
Delivery & Administration of Tests	- Students can do the test from home. - Third party proctoring service required, Lingaskill is working with Proctortrack - Admissions/university staff would need to administer tests.



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	- Process for Administering Tests: - Order tests in 'sessions' using the Cambridge English Test Portal. - University liaises with ProctorTrack to set up the exam - University provides students with their unique exam code and invitation link to book their exam with ProctorTrack.
Accessibility	Technical requirements are basic (See Linguaskill Technical requirements (appendix 4))
Security	- ProctorTrack assigns a proctor to watch the entire test. Proctors have the ability to control the student's computer remotely and lock the computer on the test screen only. - Identity authentication – done by ProctorTrack
Cost	Approx. \$100 for test + \$25 for proctoring (currently ProctorTrack) Total = \$125/student (without additional writing task) Total = \$250/student (with additional writing task*) *Additional cost for added academic writing task marked by CET for students targeting 6.5 and above, approx. \$125/student (CET cost of marking + additional Proctored session). <i>The University could consider adding a cost on top of this cost to cover the administration of the test done by the University.</i>
Validity and reliability/Research	https://www.cambridgeenglish.org/images/521541-linguaskill-research-team.pdf https://www.eiken.or.jp/linguaskill/assets/pdf/linguaskill-writing-trial-report.pdf
Accepted by other Institutions (selected Australian institutions)	Australian National University College Australian National University Australian Catholic University University of Newcastle Monash University
Issues with the test	- Scores returned show 'C1 and above' so no differentiation between IELTS equivalent of 6.5 and 7 scores. - Necessary to add an Academic Writing Task for students undertaking the Linguaskill test due to the test not testing academic English and not differentiating between 6.5 (IELTS equivalent) and above. Writing task to be administered and marked by CET and proctored by Proctor U. - Linguaskill cannot be done on a Mac device.

Note that the test Duolingo was also evaluated as it can be undertaken securely online and from a student's place of residence. Whilst Duolingo is more straightforward to administer as it does not require a third party proctoring service, it was deemed inadequate for the purposes of determining English language level for entry to University as it only provides one overall score, not individual scores for the four macro skills of listening, speaking, reading and writing. Considerable time was invested by CET in analysing the range of potential tests and both Sydney Future Students and CET have also consulted with industry colleagues who are exploring similar solutions in order to enable us to recommend the test in this paper.

RISKS / BENEFITS

Risks

- No alternative tests approved and we cannot admit students for S2 2020 or potentially S1 2021 – failure to have a solution in place will further damage the pipeline, resulting in:
 - Potential loss of revenue for the University and CET



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- Due to use of mid-stakes tests, students less well-prepared in terms of academic English level leading to possible negative perception of international students from faculty resulting in negative student experience.
- Administrative burden on University of Sydney staff/Admissions in administering the tests

Benefits

- Enables continued recruitment of students during social distancing measures and maintains pipeline for S2, 2020, S1, 2021, S2, 2021.
- Tests can be done online from students' place of residence – suitable during COVID-19 social distancing measures.
- Both tests owned by reputable companies, Cambridge Assessment English and Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, therefore, good brand alignment with University of Sydney
- No licensing fee or set up costs which will allow easy transition back to high-stakes tests once test centres reopen
- Price point for both tests is lower than IELTS, ETS TOEFL iBT, PTE, CAE

IMPLEMENTATION

It is recommended that the plan for the temporary acceptance of Password and Linguaskill as evidence of a student's English language level for the purposes of entry to degree programs at the University of Sydney and pathway programs at the University of Sydney Centre for English Teaching be implemented according to the following conditions:

- Password and Linguaskill be accepted for the timeframe May – December 2020 (or for 2 months after test centres reopen in China) for:
 - o Entry to University of Sydney degree programs commencing S2 2020, and S1 2021.
 - o University of Sydney Centre for English Teaching courses commencing July-December 2020 (depending on the length of pathway course, these students will be targeting a degree program commencing S2 2020, S1 2021 or S2 2021.
- Necessary to add an Academic Writing Task for students undertaking the Linguaskill test due to the test not testing academic English and not differentiating between 6.5 (IELTS equivalent) and above. Writing task to be administered and marked by CET and proctored by Proctor U.
- Resourcing for managing and administering the tests will be covered under BAU by Admissions and Centre for English Teaching and via an additional testing cost to students.
- Resourcing for CET English language teacher marking of academic English writing assessment for Linguaskill candidates will be covered by CET and via an additional testing cost to students.

COMMUNICATION

The communication plan for the temporary acceptance of mid-stakes English entry tests, Password and Linguaskill will focus on agent channels. Information will be added to the COVID-19 section of the website to assist prospective students. SFS has already requested a Future Student section be added to those pages and the task is with Marketing and Communications to complete.

- The International team in Sydney Future Students will manage agent, prospective student and school channel communications
- The office of the DVC Education will oversee communications to key internal stakeholders to inform them that an alternative is in place but that it will be removed once testing arrangements are back to normal in China.

ATTACHMENTS

- Appendix 1 - Cambridge Scale – Equivalencies with Password, CEFR, IELTS**
- Appendix 2 - Cambridge Scale – Equivalencies with Linguaskill, CEFR, IELTS**
- Appendix 3 - Password Technical Requirements**



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Appendix 4 - Linguaskill Technical Requirements

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Appendix 1

Cambridge Scale – Results equivalencies, Password scores and IELTS, CEFR, TOEFL, TOIEC, PTE

Password Score	CEFR Level	IELTS (Academic)	Cambridge English	TOEFL iBT	TOEIC	Pearson PTE (Academic)
Password 7.0 or above	C1	7.0 and higher	CAE	110 or higher	1305 or higher	67 or higher
Password 6.5	B2	6.5	FCE	87 to 109	1095 to 1304	51 to 66
Password 6.0		6.0				
Password 5.5		5.5 (5.0)				
Password 5.0	B1	5.0	PET	57 to 86	790 to 1094	36 to 50
Password 4.5		4.5				
Password 4.0		4.0				
Password 3.5	A2	Not applicable	KET & Flyers	Not applicable	285 to 789	24 to 35
Password 3.0						

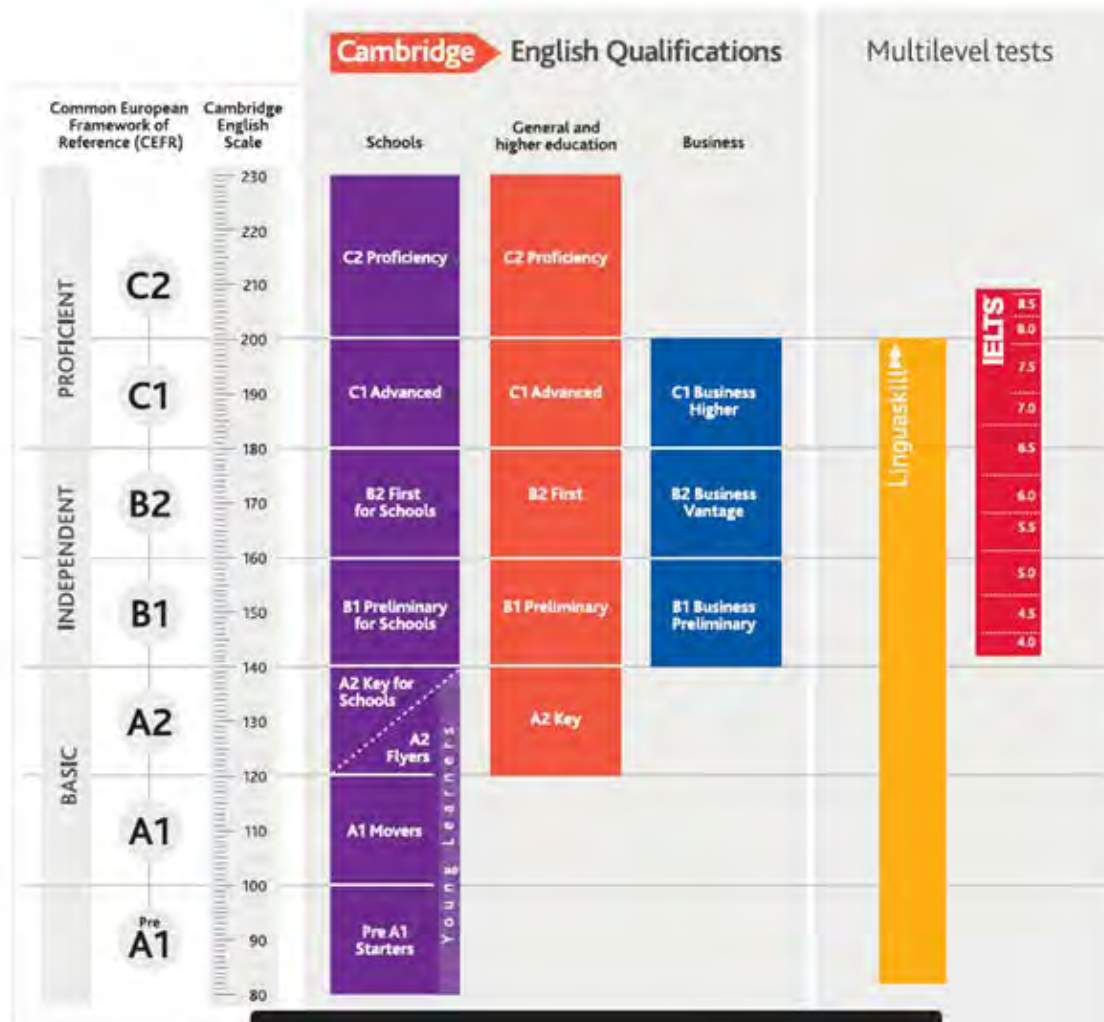


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Appendix 2

Cambridge Scale – Results equivalencies, Linguaskill scores and IELTS, CEFR





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Appendix 3
Password Technical Requirements

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PC requirements and set up needed to run Password tests

Microsoft Windows 7, 8 or 10 operating system

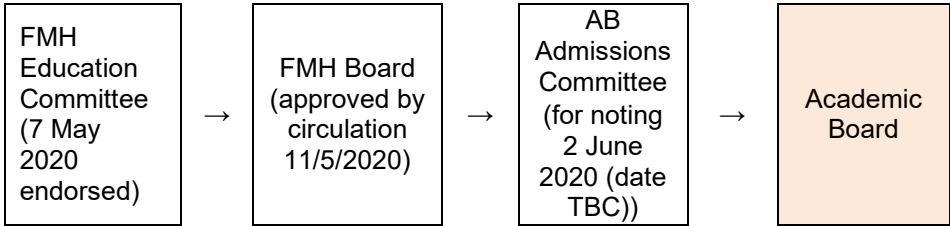
- Internet Explorer 9 or above
- Stable Internet connection
- Headphones and a microphone are required for Password Skills
- Headphones (only) are required for Password Skills Receptive
- A Flash player must be installed for Password Skills Speaking module.
- *Optional for Password (Solo)*: Password tests run from a desktop shortcut icon which needs to be set up on each PC being used to run tests; there is a video showing how to do this in the Password website "Useful Documents" area. It is very simple and takes about a minute to do.

Appendix 4
Linguaskill Technical Requirements

Item	Minimum Requirement
Processor	Pentium III 800 MHz or equivalent
RAM	512 MB
Free Hard Drive Space	4 GB
Screen Resolution	1280 x 1024
Operating System	Windows 7 or later Note: The Cambridge English Test portal and any tests run through it are not currently supported on: Apple Macs iOS devices Android devices or any tablets
Internet Connection	no specific requirement
Internet Bandwidth	2 Mbps per candidate
Web Browser	Google Chrome or Mozilla Firefox v20.0 (or higher) are compatible and a supported browser. The Speaking Test uses HTML5 and so a compatible browser must be used to run the test. Microsoft Internet Explorer is not compatible with HTML5 so cannot be used for the Speaking Test.
Adobe Reader	Latest version (must be able to read PDFs).
Sound Card	Yes
Headphones	Over-ear and closed back – the earpieces of the headphones should cover the entire ear, preferably with good padding for comfort.
Microphone	A microphone should be attached to the headset, via a 'boom' (in other words, on the end of a flexible stalk). The microphone should be noise-cancelling (at a minimum, directional), to increase sound pick-up and to minimise noise pollution on the recordings. Please do not allow the use of your computers' built-in microphones, these should be disabled, because they are not of the appropriate type nor of sufficient quality. In addition in Chrome if a candidate mutes their headset mic, Linguaskill will continue recording if there's more than one mic enabled on the machine.
Headphone & Microphone Connections	There is no preference on plugs (that is, USB or standard stereo) but please note that the use of USB means that appropriate drivers must be installed and confirmed as working before the test day.
Plug-ins	no specific requirement
Camera Resolution	no specific requirement

Submission To	Academic Board
Date	9 June 2020
Item No	4.1 Attachment 6

Non-Confidential

Author	Associate Professor Jacqueline Bloomfield
Reviewer/Approver	Associate Professor Tony Masters (Chair, Academic Board)
Proposal Title	Faculty of Medicine and Health (FMH) Bachelor of Nursing (Post-registration) Course Resolution Amendments COVID-19 Initiative
Recommendation	That the Chair of Academic Board approves on behalf of Academic Board the Faculty of Medicine and Health's proposal for amendments to the Bachelor of Nursing (Post-registration) Course Resolutions, with effect 1 July 2020.
Consultation Pipeline	 <pre> graph LR A[FMH Education Committee (7 May 2020 endorsed)] --> B[FMH Board (approved by circulation 11/5/2020)] B --> C[AB Admissions Committee (for noting 2 June 2020 (date TBC))] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

That the Chair of Academic Board approves on behalf of Academic Board the Faculty of Medicine and Health's proposal for amendments to the Bachelor of Nursing (Post-registration) Course Resolutions, with effect 1 July 2020.

BACKGROUND / CONTEXT

The Bachelor of Nursing (Post-registration) has been developed for registered nurses in Singapore who hold a certificate or diploma qualification and who wish to upgrade their qualification to bachelor level.

This is an offshore course offered in Singapore in partnership with the Singapore Institute of Management Pte Ltd (SIM PL).

The Bachelor of Nursing (Post-registration) is a 144-credit point degree. Candidates are granted 96 points of credit on admission for their certificate or diploma studies and are required to complete study comprising 48-credit points.

The majority of students work full-time as registered nurses while studying the program part-time (in face-to-face block mode). There are no Commonwealth Supported Places (CSP) for students enrolling in the program, nor do they receive any form of financial assistance from the University. The current time limit for length of candidature of four years (including periods of suspension) has proved to be problematic due to a number of reasons including, most recently, the impact of COVID-19. Increased work demands and a reduction in employer-supported study leave. Other circumstances such as conditions imposed by approval of show-good –cause applications, and personal commitments such as pregnancy have also impacted the ability of some students to complete the program requirements within the current timeframe. It is, therefore, proposed that the length of candidature be extended to five years.

At the Thursday 7 May meeting of the FMH Education Committee, the committee resolved to endorse the proposal, which was subsequently recommended to the FMH Faculty Board for approval by circulation. On Monday 11 May, the FMH Faculty Board approved the proposal by circulation. This proposal is now to be put forward for rapid approval by the Academic Board Chair on behalf Academic Board. Should the proposal be AB approved it will be submitted retrospectively to all necessary governance committees for noting including AB Admissions Committee.

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RISKS / BENEFITS

There are no foreseeable risks associated with this proposal.

The anticipated benefits will be the increase attractiveness of the program to new applications, a reduction in student withdrawals and a decrease in the number of Dean's Waivers that have been submitted requesting the extension of candidature for individual students.

IMPLEMENTATION

The decision will be implemented through the update of the course resolutions and communication to currently enrolled and future students.

COMMUNICATION

The decision will be communicated to currently enrolled and future students and will be detailed in the faculty handbook as well as on program recruitment information including brochures and websites.

ATTACHMENTS

Attachment 1 Bachelor of Nursing (Post-registration) course resolutions

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Associate Professor Jacqueline Bloomfield

1. Name of award course

Bachelor of Nursing (Post-registration)

2. Purpose of proposal

To make amendments to the Bachelor of Nursing (Post-registration) Course Resolutions to increase the maximum period of candidature from four to five years.

3. Details of amendment

6. Time Limits

A candidate must complete all the requirements for the course within ~~four~~ five years of first enrolment, including periods of suspension.

8. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 ~~January~~ July 2020 and students who commence their candidature prior to 1 July 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 ~~January~~ July 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

4. Transitional arrangements

5. Other relevant information

6. Signature of Dean

Bachelor of Nursing (Post-registration)

Bachelor of Nursing (Post-registration)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
BUNUPORE-01	Bachelor of Nursing (Post-registration)
BUNUPORE-02	Bachelor of Nursing (Post-registration) (off-shore)

2 Attendance pattern

The attendance pattern for this course may be full time or part time and will be determined in consultation with the Director.

3 Admission to candidature

- (1) This course does not lead to registration as a nurse in Australia. Applicants who hold qualifications not recognised for registration as a nurse in Australia are permitted to enrol in this course, but will not be eligible for registration in Australia upon completion.
- (2) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admission criteria.
- (3) Admission to the on-shore program requires:
 - (a) English language proficiency requirements as detailed in the Course Resolutions for the Sydney Nursing School; and
 - (b) a qualification at the certificate or diploma level which leads to registration as a nurse in Australia or another country; and
 - (c) employment as a registered nurse for a period of at least 6 months within the last two years at the time of enrolment.
- (4) Admission to the off-shore program in Singapore requires:
 - (a) English language proficiency requirements as detailed in the Course Resolutions for the Sydney Nursing School; and
 - (b) a Diploma in Nursing from Nanyang Polytechnic or Ngee Ann Polytechnic Singapore; or
 - (c) an approved Diploma in Nursing from an approved institution; or
 - (d) a Certificate in Nursing from the Singapore School of Nursing, or its equivalent; and
 - (e) current registration with the Singapore Nursing Board.

4 Requirements for award

- (1) The units of study that may be taken for the course are set out in the units of study table for the Bachelor of Nursing (Post-registration).
- (2) To qualify for the award of the Bachelor of Nursing (Post-registration) degree candidates must complete 144 credit points, including credit granted for certificate or diploma studies at the time of admission. To qualify for the award, candidates must complete the remaining credit points as follows:
 - (a) Candidates who hold an admission qualification at the certificate or diploma level must successfully complete 48 credit points from the units of study available.

5 Award of the degree

The Bachelor of Nursing (Post-registration) is awarded at the Pass level only.

6 Time limits

A candidate must complete all the requirements for the course within **four** years of first enrolment, including periods of suspension.

7 Credit for previous study

- (1) Credit granted for certificate or diploma level studies may not exceed 96 credit points.

8 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 **January** July 2020 and students who commence their candidature prior to 1 July 2020 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 **January** July 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.





COURSEWORK POLICY 2014

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

Dated: 3 December 2014

Last amended: 27 November 2018 (commencing 1 January 2019)

24 March 2019

15 October 2019 (commencing 1 January 2020)

Signature:

Position: Chair, Academic Board

Variation due to COVID-pandemic emergency

See clauses: [55\(5\)](#); [67A](#); [69\(1\)\(g\)](#); [73\(3\)](#); [Schedule 3](#)

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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: These are the only coursework qualifications awarded or conferred by the University. See clause 1.3(2) of the [Coursework Rule](#).

Note: The Sydney Professional Certificate is a qualification outside the Australian Qualifications Framework (AQF).

4 Application

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

5 Definitions

- (1) In this policy:

academic adviser means an academic employee nominated by the Dean of a faculty or Head of School and Dean of a University school to provide advice on student progression matters.

academic progression register means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.



academic progression requirements	means the requirements for academic progression in an award course, set out in faculty resolutions, award course resolutions or this policy.
academic transcript	means a written statement setting out a student's academic record at the University.
adjustment factor	means an adjustment made to an ATAR or equivalent under Part 7 of this policy.
admission	means admission to candidature in a coursework award course at the University.
advanced standing	means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the form of a reduced volume of learning, or credit points that count towards the requirements of an award course.
appended honours course	means a course that leads to an award of a degree with honours where the honours component is undertaken after the student has met the course requirements for the degree (without honours).
applicant	means an applicant for admission to a coursework award course at the University.
assessment	means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
Associate Dean	means the Associate Dean of a faculty or University school with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.
Australian Tertiary Admissions Rank (ATAR)	for an applicant, means: • the applicant's rank in relation to the applicant's secondary cohort, as provided to the University by UAC; 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.
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.
<u>converted weighted average mark</u>	<u>means a weighted average mark which is calculated excluding all marks from teaching periods, or component parts of teaching periods, which are designated as having been subject to an extraordinary, potentially adverse, impact.</u> <u>Note:</u> See Schedule 3.
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 <i>University of Sydney (Coursework) Rule 2014</i> .
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.
cross-semester average mark (CSAM)	means a mark, used for progression purposes, which averages results from all units undertaken across a 48 credit point period, regardless of whether this includes semesters, or teaching blocks.
Dean	means, as appropriate, the Dean of the relevant faculty or the Head of School and Dean of the relevant University school.
delegate	means an officer, employee or committee of the University to whom Senate has made a delegation of power.
department	means an academic disciplinary grouping established within a school.
disability	has the meaning prescribed in Section 4 of the <i>Disability Discrimination Act 1992 (Cth)</i>. At the date of this policy the definition is: disability, in relation to a person, means: (a) total or partial loss of the person's bodily or mental functions; or (b) total or partial loss of a part of the body; or (c) the presence in the body of organisms causing disease or illness; or (d) the presence in the body of organisms capable of causing disease or illness; or (e) the malfunction, malformation or disfigurement of a part of the person's body; or (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that: (a) presently exists; or (b) previously existed but no longer exists; or (c) may exist in the future (including because of a genetic predisposition to that disability); or (d) is imputed to a person. To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.
domestic applicant	means an applicant who is: • an Australian citizen;



	• a permanent resident of Australia; or • a New Zealand citizen.
domestic student	means a student who is: • an Australian citizen; • a permanent resident of Australia; or • a New Zealand citizen.
double degree course	means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.
early intervention strategy	means a study plan to support students who identify themselves as being at risk of not meeting progression requirements, as provided in clause 73A.
educational access scheme	means an admission scheme approved by the Academic Board in accordance Part 7 of this policy.
embedded honours course	means a course that leads to an award of a degree with honours where the honours component: • is undertaken as a program of study of 36-48 credit points; • requires the completion of specified honours units of study within the same credit point requirement as for the pass degree; and • leads to an honours class award based on an honours mark.
embedded program	means a sequence of linked courses in closely related academic or professional areas that: • allows for consequential and incrementally higher levels of academic achievement; • specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and • allows credit points for a unit of study to count towards more than one of the linked awards.
English Language Proficiency Standards	means the <i>Admissions Standards – English Language Proficiency</i> , as determined by the Academic Board from time to time.
enrolment	means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.
exchange student	means a person who is:



- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University has an exchange agreement; and
- enrolled in one or more units of study at the University under the terms of the exchange agreement.

exemption	means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.
faculty	means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.
feedback	means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.
flexible admission scheme	means an admission pathway scheme for Australian recent school leavers, approved by the Academic Board in accordance with clause 26 of this policy.
Graduate Certificate	means an advanced program of study that builds on prior undergraduate study or, where approved by the faculty, prior experience that is considered by the faculty to demonstrate the required knowledge and aptitude.
Graduate Diploma	means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.
graduate qualities	means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. At the date of this policy, for undergraduate award courses, Part 2 of Learning and Teaching Policy 2015 details these as: (a) depth of disciplinary expertise; (b) broader skills: (i) critical thinking and problem solving; (ii) oral and written communication; (iii) information and digital literacy; (iv) inventiveness; (c) cultural competence; (d) interdisciplinary effectiveness; (e) an integrated professional, ethical and personal identity; (f) influence.
group work	means a formally established project to be carried out by a number of students working together that results in a single



	piece of assessment or a number of associated pieces of assessment.
Higher School Certificate (HSC)	means a Higher School Certificate granted by the NSW Board of Studies under the Education Act 1990 .
honours	means a program of study in an undergraduate degree leading to an honours class of award, indicating high academic achievement and completion of preparatory education in research. Honours courses may be appended, embedded or integrated.
industry and community project unit (ICPU)	means a unit of study in which students complete a project managed by the Pro-Vice Chancellor (Education – Enterprise and Engagement)
integrated honours course	means a course that leads to an award of a degree with honours where the honours component based on achieving a specified weighted average mark.
International English Language Testing System (IELTS)	means the test jointly administered by British Council, IDP Education Pty Ltd and the University of Cambridge.
integrated honours course	means a course that leads to the award of a degree with honours that is not an appended honours course. The honours component of the course is integrated within the overall course without extending the time for completion of the course.
international applicant	means an applicant who is not : • an Australian citizen; • a permanent resident of Australia; or • a New Zealand citizen.
International Baccalaureate	means the diploma awarded to a person who successfully completes the International Baccalaureate program, developed and administered by the International Baccalaureate Organisation.
international student	means a student who is not : • an Australian citizen; • a permanent resident of Australia; or • a New Zealand citizen.
learning outcomes	means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, stream, award course, or other curriculum component.
Liberal Studies Bachelor degree	means a degree of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

Note: See clause 83B.



major	means a defined sequence of units of study taken by a student which develops depth of expertise in a field of study. Note: See Part 3 of the Learning and Teaching Policy 2015
Masters degree by coursework	means a program of advanced learning and professional training that builds on undergraduate study, achieves at least the learning outcomes specified for level 9 of the AQF and normally leads to a capstone experience. The University offers four types of Masters degree by coursework: • Advanced Learning Masters: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline; • Professional Masters degree: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline; • Research Pathway Masters degree: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy; • Masters Degree (Extended): a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as 'Masters Degree (Extended)'.
minimum ATAR	means the lowest ATAR or equivalent required to gain admission to a course.
minimum selection rank	means the minimum ATAR or equivalent plus any relevant adjustment factors required to gain admission to a course.
minor	means a defined sequence of units of study taken by a student which develops expertise in a field of study. Note: See Part 3 of the Learning and Teaching Policy 2015
misadventure	means an unforeseen accident, mishap or personal misfortune.
moderation	means the process by which the validity and reliability of assessment marks are verified.
non-award student	means a person who is not admitted to an award course at the University, and who is not an exchange student or study abroad student, but is enrolled in a unit of study at the University.
non-specific credit	means a 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.



New Zealand Qualifications framework (NZQF)	means the New Zealand national framework for recognition and endorsement of education qualifications.
open learning environment	means a shared pool of units of study which are: • of zero, two or six credit points value; • approved by the Board of Interdisciplinary Studies; and • available to all students according to the award course resolutions applicable to the award course in which they are enrolled.
postgraduate award course	means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.
principal examiner	means the designated person responsible for the assignment of final marks and grades in a unit of study.
Professional or Specialist Bachelor degree	means a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities. Note: See clause 83C.
program	means a combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes at least one recognised major. Note: See Part 3 of the Learning and Teaching Policy 2015
program director	means the person responsible at a stream, program, major or degree level for managing the curriculum and providing coordination and advice to staff and students.
progression profile	means the record of all relevant documentation relating to a student's academic progression, including correspondence and interview records.
progression rate	means the rate at which a student accrues credit in their award course over a defined period, measured as a credit point progression rate and a unit of study progression rate.
progression requirements	means the requirements for academic progression set out in the faculty resolutions, award course resolutions and this policy.
recent school leaver	means a person who completed the HSC or equivalent in the year immediately prior to admission or proposed admission to an award course, or who completed their HSC in the year immediately prior to that if the person has not undertaken any tertiary study.
selection rank	means the ATAR or equivalent that an applicant has achieved plus any adjustment factors awarded in accordance with Part 7.



semester	means the main teaching block of each teaching period, as provided in Part 3 of the Learning and Teaching Policy 2019 .
semester average mark	means the average mark obtained by a student for all units of study attempted in a semester, weighted according to credit point value.
simple extension	means an informal arrangement between a student and a unit of study co-ordinator to permit late submission of work, as provided in clause 66A of this policy.
special admission program	means a flexible admission pathway scheme or an educational access scheme approved by the Academic Board and listed in Part 7 of this policy.
specialisation	has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is: • the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or postgraduate degree; or • the research specialisation developed in a Research Pathway Masters degree.
specific credit	means the recognition of previously completed studies as directly equivalent to specific units of study.
Staying on Track information session	means an information session held intensively, for a full week in each semester, to assist students who are failing to meet academic progression requirements.
Staying on Track survey	means a self-reflective survey designed to assist students to identify why they are having difficulties meeting academic progression requirements.
stream	means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.
student	means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.
study abroad student	means a person who is: • not an Australian citizen; • not admitted to an award course at the University; • admitted to a formally approved program of study at an overseas institution; and • enrolled in units of study at the University but not under the terms of an exchange agreement.



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Professional Certificate

means a qualification outside the AQF, obtained upon completion of an advanced program of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the [University of Sydney \(Coursework\) Rule 2014](#).

teaching period

has the meaning given in the [Learning and Teaching Policy 2019](#). At the date of this policy, that is:

means one of two periods each year, each of six-months duration and including a semester, during which teaching is delivered in coursework courses, as provided in Part 3 of the [Learning and Teaching Policy 2019](#).

teaching block

means a period of time within a teaching period during which a unit of study may be delivered, and which includes a Census Date.

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.

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.



weighted average mark (WAM)

means the average of a student's marks over a selected period with each mark weighted according to an agreed value according to its credit point value and, optionally, a weighting according to level.

Note: See Schedule 3.

working day

means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University's Christmas shutdown period.

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

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

On the recommendation of the Dean, the Deputy Vice-Chancellor (Education) may determine:

- (a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;
- (b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;
- (c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and
- (d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

Note: The Dean is responsible for the admission of candidates to courses within their faculty. See clause 2.5 of the [Coursework Rule](#) and Part 8 of this policy.

- (1) Subject to and in accordance with the [Coursework Rule](#) and this policy, the relevant program director may permit any person to enrol as a non-award student in a specified unit of study within that Faculty.
- (2) Subject to anti-discrimination legislation, the Dean may decline to admit an applicant to an award course if, in the opinion of the Dean, appropriate and satisfactory provision cannot be made for the applicant.



8 General requirements

- (1) A person is eligible for admission to an award course only if:
 - (a) the person meets the requirements in the [Coursework Rule](#), this policy and the relevant award course resolutions for admission to the award course;
 - (b) the person has not made a material misrepresentation in applying for admission to the award course;
 - (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.
- (2) A person must, on request, provide verifiable documentary evidence that they meet the requirements of subclauses 8(1)(a) and 8(1)(c).
 - (a) A person who cannot or does not provide such evidence upon request is deemed to be unable to meet the relevant requirements.

9 Admission and candidature

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

9A Admission standards

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



PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

- (1) [With the exception of students admitted under the Creative Arts Special Admission Program](#), to be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:
- (a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor's Conference from time to time;
 - (b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or
 - (c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.
- (2) Students will be admitted on the basis of achieving:
- (a) a selection rank equal to or higher than the minimum selection rank for the course; and
 - (b) the minimum ATAR for the course as determined by the Dean.
- (3) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.
- Note:** The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors' Conference.
- (4) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.
- (5) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:
- (a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;
 - (b) if the applicant achieved a lower ATAR or equivalent than originally awarded:
 - (i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student's first semester; and
 - (ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR or equivalent.
- (6) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Deputy Vice-Chancellor (Education).
- Note:** In giving approval under subclause (5), the Deputy Vice-Chancellor (Education) will take into account whether it is too late in the year for the student to commence studies in a new course effectively.



11 Domestic applicants – tertiary studies

- (1) To be eligible for admission to candidature in an undergraduate award course on the basis of tertiary studies, a domestic applicant must have successfully completed the equivalent of at least one full-time year of tertiary study at Bachelor level or higher.

Note: For subclause (1), one full-time year of tertiary study means 48 credit points of study at the University, or the part-time equivalent.

- (2) Subject to the award course resolutions, consideration will be given to the applicant's record of both tertiary and secondary studies, with the better of either record being used to determine their eligibility for admission.
- (3) Where the applicant does not have recognised secondary qualifications, only the tertiary record will be considered.
- (4) Where the applicant has made more than one attempt at tertiary study, only the best attempt at tertiary study will be considered.
- (5) Subject to clause 81, an applicant who:
- (a) has been excluded from a diploma or degree program for failure to meet progression requirements; and
 - (b) following the exclusion, passes at least one semester of study at degree level; or
 - (c) provides to the Associate Dean a satisfactory explanation of the circumstances for the exclusion;
- is eligible for admission on the basis of tertiary studies.
- (6) Subject to clause 81, an applicant who:
- (a) has a record of failure and exclusion from tertiary study; and
 - (b) believes that their studies have been affected by circumstances beyond their control;

may apply for special consideration for admission by the relevant faculty.

Note: For information on the Special Consideration for Admission Scheme see clause 34.

Note: Clause 81 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

12 Domestic applicants – other qualifications

To be eligible for admission to candidature in an undergraduate award course on the basis of other qualifications, a domestic applicant must have successfully completed:

- (a) a preparation program approved by the Academic Board in accordance with clause 15 that was commenced by the applicant as an international student;
- (b) the Diploma of Tertiary Preparation offered through the University's Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
- (c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of



commencement of the course to which they seek admission also have an HSC or equivalent;

- (d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC; or
- (e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

- (1) A domestic applicant who commenced an AQF diploma between 1 January and 25 March 2015 is eligible for admission to candidature in an award course on the basis of that diploma.
- (2) Other applicants with an AQF diploma completed during 2015 are eligible for admission to candidature in an award course on the basis of that diploma only with approval of the Chair of the Admissions Committee, the Chair of the Academic Board and the Deputy Vice-Chancellor (Education).

13 International applicants

- (1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:
 - (a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or
 - (b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.
- (2) Subject to approval by the Academic Board, international applicants may be admitted on the basis of forecast scores.
- (3) International applicants, other than exchange students, will be considered for admission on a fee-paying basis only. Local student quotas will not apply.

14 Domestic and international applicants – special admission requirements

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

14A Domestic and international applicants – admission prerequisites

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



15 Approved preparation programs

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

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

15A Sydney Professional Certificate

To be eligible for admission to a Sydney Professional Certificate, an applicant must:

- (a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director; or
- (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, qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; or
- (d) meet other requirements specified in the faculty resolutions and award course resolutions.



16 Graduate Certificate

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

- (a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the program director; or
- (b) where specified in the course resolutions, qualifications and documented relevant professional experience and achievement sufficient to successfully undertake the award; or
- (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; or
- (b) have a Graduate Certificate from the University in a relevant discipline, as determined by the program director;
- (c) have a Bachelor degree or higher award from another university or institution that the program director determines to be equivalent to a degree, award or certificate mentioned in subclause (a) or (b); or
- (d) if the applicant does not satisfy subclauses (a) - (c), have completed the requirements for an award course leading to:
 - (i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the program director; or
 - (ii) a program at another tertiary institution that the program director determines to be the equivalent of such a course;without graduating from the course; and
- (e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

18 Masters Degree (Advanced Learning Masters degree)

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

- (a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours), or a Bachelor degree (Pass) with a credit average, from the University in a relevant discipline, as determined by the program director;
- (b) have a degree, diploma or award from another university or institution that the program director determines to be equivalent to a degree or diploma mentioned in subclause (a); or



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

19 Masters degree (Professional Masters degree)

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

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

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

20 Exemption from eligibility requirements in exceptional circumstances

- (1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission to:
 - (a) a Graduate Certificate;
 - (b) a Graduate Diploma; or
 - (c) a Professional Masters degree.
- (2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:



- (a) has qualifications and experience equivalent to those eligibility requirements; and
- (b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and graduate qualities equivalent to those gained by applicants who meet the eligibility requirements.

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

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is English

All applicants whose first language is English must provide evidence of:

- (a) citizenship or permanent residency of an English speaking country; and
- (b) completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the English Language Proficiency Standards.

Note: The English Language Proficiency Standards are available from the [Academic Board website](#).

21A All applicants whose first language is not English

- (1) All applicants whose first language is not English must meet the University's English language requirements to be eligible for admission to an undergraduate award course.
- (2) Any applicant for admission to an undergraduate award course whose first language is not English, must meet the requirements of the [English Language Proficiency Standards](#).
- (3) If the Academic Board has prescribed qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified countries, an applicant who holds the prescribed qualifications will be considered to have met the minimum English language requirements for all undergraduate courses.

Note: A conversion table for English Language Skills Tests is set out in the English Language Proficiency Standards available on the [Academic Board website](#).

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 admission schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.
- (2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions, award course resolutions or in this policy.
- (3) Applicants eligible for special admission programs will be granted adjustment factors resulting in a selection rank which may be higher than their ATAR or equivalent.
- (4) Domestic applicants may apply for admission under more than one special admission scheme, provided that their ATAR or equivalent is equal to or greater than the minimum ATAR or equivalent for the course.
- (5) Applicants applying for more than one special admission scheme:
 - (a) are eligible for adjustments for one scheme only; and
 - (b) will be granted adjustment for the scheme which gives them the greatest benefit.
- (6) Except for Conditional Early Offers Schemes, the Gadigal Program and the Future Leaders Scheme, no applicant will be admitted to a course if their ATAR or equivalent is more than ten points below the relevant minimum ATAR for the course.
- (7) Despite anything in this Part, flexible admission schemes and educational access schemes are subject to any quota set in accordance with clause 6 of this policy.

26 Flexible admission schemes

- (1) The Academic Board may by resolution, on the recommendation of a faculty, establish or amend a flexible admission scheme for an undergraduate award course.
- (2) A flexible admission scheme must set a flexible admission adjustment band for ATARs or equivalent, and otherwise be consistent with this clause.



- (3) Flexible admission schemes for specified courses are available to domestic applicants who:
 - (a) are eligible Australian recent school leavers, including applicants who hold an International Baccalaureate;
 - (b) have an ATAR or equivalent that lies below the minimum selection band for that course; and
 - (c) do not have a tertiary record.
- (4) Flexible admission schemes comprise two components:
 - (a) a flexible admission adjustment factor, of no more than 5 points; and
 - (b) a flexible admission criterion or criteria, selected from the list approved by the Academic Board consistently with subclause 26(5), that defines the circumstances under which flexible admission adjustment factors are granted.
- (5) Applicants will be considered under approved flexible admission schemes on the basis of their selection rank.
- (6) The relevant Associate Dean may admit an applicant to an undergraduate award course under a flexible admission scheme only if the applicant has:
 - (a) a selection rank equal to or greater than the minimum selection rank for the course; and
 - (b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.
- (7) The approved flexible admission criteria are:
 - (a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant to the course;
 - (b) satisfactory performance in extra-curricular academic activities relevant to the course;

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

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

26A Future Leaders Scheme

- (1) The University recognises that appointment to certain school leadership roles indicates abilities in a student, beyond those identified by their ATAR, that are also relevant to the university environment.



- (2) Future leaders adjustment factors may be granted, for specified courses, to domestic and international applicants who:
 - (a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;
 - (b) are nominated by their school principal or nominee as dux or captain of the school; and
 - (c) meet all other applicable course admission requirements.
- (3) Students admitted under the Future Leaders Scheme may be granted a Future Leader Adjustment Factor of no more than ten points.
- (4) The Associate Dean may admit an applicant to an undergraduate award course under the Future Leaders Scheme only if the applicant has:
 - (a) a selection rank equal to or greater than the minimum selection rank for the course; and
 - (b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

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) The Broadway Scheme is available to domestic applicants who:
 - (a) have successfully completed Year 12 or equivalent interstate or overseas secondary education (including at a high school or a technical and further education college, or an equivalent education institution); and
 - (b) have suffered:
 - (i) long-term educational disadvantage; or
 - (ii) severe disadvantage during the final two years of their secondary education.
- (3) The Broadway Scheme is not available to applicants who have a record of tertiary study.
- (4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:
 - (a) whether the home environment or conditions for study for the applicant were adverse;
 - (b) any chronic illness, disability or personal trauma, the applicant suffered;
 - (c) whether the applicant's schooling or family life has been disrupted;
 - (d) whether the applicant has English language difficulties;
 - (e) whether the applicant's family responsibilities are or were excessive;
 - (f) any financial hardship affecting the applicant;
 - (g) whether the applicant was in a remote or isolated location;
 - (h) whether the applicant has suffered physical or psychological abuse.



- (5) Domestic applicants who are eligible for admission under the Broadway Scheme may be granted a Broadway Adjustment Factor of up to ten points.
- (6) The Associate Dean may admit an applicant to an undergraduate award course under the Broadway Scheme only if the applicant has:
 - (a) a selection rank equal to or greater than the minimum selection rank for the course; and
 - (b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

28 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) Students admitted under the Gadigal Program who have an ATAR or equivalent will be granted a Gadigal Adjustment Factor determined jointly by the faculty and the administrator of the Gadigal Program.
- (7) The selection rank for applicants who have an ATAR or equivalent and been awarded a Gadigal Adjustment Factor will be the ATAR or equivalent plus the Gadigal Adjustment Factor.
- (8) 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 a selection rank equivalent to the applicable minimum selection rank; 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.
- (9) 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.

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) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean 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.
- (4) For the purposes of determining whether an applicant has demonstrated early academic promise, the Associate Dean may, with the approval of the Academic Board, consider:
 - (a) evidence provided by the Principal of the applicant's school;
 - (b) performance in the Record of School Achievement;
 - (c) performance in a test approved by the Academic Board;



- (d) other measures of promise approved by the Academic Board, including an interview or portfolio.
- (5) Students admitted under a conditional Early Offers Scheme will be granted an adjustment factor determined jointly by the faculty and the administrator of the Conditional Early Offers Scheme.
- (6) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if the applicant:
 - (a) has a selection rank equivalent to the relevant minimum selection rank; and
 - (b) the student has maintained the level of academic performance demonstrated in accordance with subclause (6) below.

30 Principal's Recommendation Conditional Offer Scheme (E12)

- (1) The purpose of the Principal's Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.
- (2) The Associate Dean of a faculty may, under the Principal's Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.
- (3) Domestic applicants are eligible for the Principal's Recommendation Conditional Offer Scheme if:
 - (a) they have a written recommendation from their Principal; and
 - (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 minimum ATAR and succeeding in their studies at the University; and
 - (e) demonstrated leadership or citizenship skills.



- (7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Associate Dean.
- (8) On receipt of a recommendation from the assessment panel, the Associate Dean may authorise a conditional offer of admission to an award course to be made to an applicant.
- (9) Students admitted under the Principal's Recommendation Scheme will be granted an adjustment factor determined jointly by the faculty and the administrator of the Principal's Recommendation Scheme.
- (10) The Associate Dean may admit an applicant to an undergraduate award course under the Principal's Recommendation Conditional Offer Scheme only if the applicant has:
 - (a) a selection rank equal to or greater than the minimum selection rank for the course; and
 - (b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.
- (11) 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) The Elite Athletes and Performers Scheme is available to domestic applicants who:
 - (a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
 - (b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.
- (3) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.
- (4) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.
- (5) The Elite Athletes Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite athlete, and will seek advice about each applicant from referees and appropriate experts.



- (6) The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.
- (7) The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.
- (8) 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.
- (9) Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme may be granted an adjustment factor of up to five points.
- (10) The Associate Dean may admit an applicant to an undergraduate award course under the elite athletes or performers scheme only if the applicant has:
 - (a) a selection rank equal to or greater than the minimum selection rank for the course; and
 - (b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

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) 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.
- (3) Applicants who are eligible for admission under the Special Consideration for Admission Scheme may be granted a special consideration adjustment factor of up to five points.
- (4) The Associate Dean may admit an applicant to an undergraduate award course under the special consideration scheme only if the applicant has:
 - (a) a selection rank equal to or greater than the minimum selection rank for the course; and
 - (b) an ATAR or equivalent equal to or greater than the minimum ATAR for the course.

34A Creative Arts Special Admission Scheme

- (1) The purpose of the Creative Arts Special Admission Scheme is to enable the University to identify, prior to the completion of the HSC or equivalent, students of exceptional talent in the areas of music or the visual arts. It recognises the high level of prior learning and experience achieved, and that the learning outcomes demonstrated by such students provide an evidence-based pathway for admission to relevant award courses.



- (2) Under this scheme, the relevant Associate Dean may make an offer of admission to an applicant if:
- (a) the course resolutions applicable to the award course permit admission under this scheme;
 - (b) the applicant is completing their HSC or equivalent in the year immediately prior to the year in which admission is sought; and
 - (c) the applicant demonstrates exceptional talent to the satisfaction of the relevant faculty through, as appropriate:
 - (i) an audition;
 - (ii) a portfolio of musical compositions, as specified by the faculty; or
 - (iii) a portfolio of visual arts work, as specified by the faculty.
- (3) Applicants must submit their application in the required form and include:
- (a) evidence of their high school academic record, as specified by the faculty;
 - (b) evidence of their achievements and talent in music or the visual arts, as specified by the faculty; and
 - (c) where required, the portfolio of works.
- (4) The Associate Dean may make an offer to an applicant if satisfied that:
- (a) the applicant displays exceptional talent in the relevant area of the creative arts; and
 - (b) on the basis of the applicant's academic record, the applicant is likely to be able to successfully complete the relevant award course.

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

- (1) Admission decisions must be made in accordance with the [Coursework Rule](#) and this policy.
- (2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicant's academic merit.
- (3) For admission to undergraduate award courses, applicants' academic merit is to be measured principally by their secondary or tertiary results.
- (4) The University may make more than one round of offers to applicants for an award course. The minimum selection rank 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 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 award course at the Sydney Conservatorium of Music may be required to undertake a further satisfactory audition prior to admission.



- (6) The Associate Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10 CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

- (1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and:
- (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
 - (b) there are places available in the course;
- the applicant will be transferred to a Commonwealth supported place.
- (2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and either or both of the requirements in subclauses 39(1)(a) and (b) are not met, the applicant's offer of admission will be cancelled and withdrawn.
- (3) If an international undergraduate student changes from international to domestic status prior to the census date for their course and:
- (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) Admission to the University's courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.



- (4) Credit will not be granted:
- (a) for units of study completed more than:
 - (i) 10 years ago; or
 - (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;prior to admission to candidature in the course that the credit is applied to;
 - (b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;
 - (c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;
 - (d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
 - (e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.
- (5) When granting credit, an Associate Dean may impose requirements on a student with respect to:
- (a) progression to more advanced units of study within a particular course; and
 - (b) time limits for completion of the course.
- (6) Regardless of any credit granted, a student must meet any pre-requisite or co-requisite requirements for an award course, unless the unit of study co-ordinator gives the student a waiver for those requirements.
- (7) Regardless of any credit granted, a student must achieve and demonstrate the learning outcomes for the award course.
- Note:** See clause 46 regarding waivers.

43 Awarding reduced volume of learning

- (1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete their award course, in recognition of:
- (a) a prior qualification in the same discipline as the award course;
 - (b) a prior qualification in a cognate discipline deemed by the program director to provide comparable preparation to subclause (a);
 - (c) relevant professional experience deemed by the program director to provide comparable preparation to subclause (a); or
 - (d) a prior qualification in an appropriate discipline at AQF level 8 or above.
- (2) Factors to be taken into account for the purposes of subclause (1) include:
- (a) the factors set out in subclause 42(2) above;
 - (b) whether the student's experience is documented;



- (c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.
- (3) The onus will be on the student to provide appropriate documentation or other evidence.
- (4) Reduced volume of learning will not be granted, except with the permission of the program director:
 - (a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
 - (b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.

43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

- (1) The University may make offers to grant specific credit, non-specific credit and reduced volume of learning prior to enrolment or during candidature.
- (2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:
 - (a) prior to enrolment, on or before the date of their first enrolment in the award course for which credit is being offered;
 - (b) during candidature, within twelve months of the date of the offer of credit.
- (3) If an applicant or student does not accept or decline the offer of credit within the timeframe specified in subclause (2), the credit will not be processed and the University will regard the offer as having lapsed.
- (4) The University may vary any offer to grant credit made to an applicant prior to enrolment, if the Associate Dean has authorised a period of deferral of greater than one year.

Note: See clause 38 regarding deferral.

43B Rescinding specific credit, non-specific credit and reduced volume of learning

- (1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, rescind any specific credit, non-specific credit or reduced volume of learning previously granted to the student in accordance with this policy.
- (2) Except with the permission of the program director, once any specific credit, non-specific credit or reduced volume of learning has been rescinded in accordance with this clause, a student may not seek to have it reinstated.

44 Limits on credit and reduced volume of learning

- (1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in order to qualify for an award:



- (a) an undergraduate student must complete a minimum of:
 - (i) one year (or part-time equivalent) of the award course at the University; and
 - (ii) 48 credit points of the award course at the University;
 - (b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and
 - (c) a student enrolled in a Masters degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.
- (2) The Associate Dean may vary the requirements in subclause (1) where the work was completed:
- (a) as part of an embedded program at the University;
 - (b) as part of another award course undertaken at the University; or
 - (c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.
- (3) Except with the approval of the Academic Board at course level, credit granted on the basis of work completed at an institution other than a university will not exceed one third of the course requirements.
- (4) Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for undergraduate units of study.
- (5) Except as provided for in subclause (6), credit towards postgraduate awards will not be granted for previously completed postgraduate awards, except:
- (a) for a Sydney Professional Certificate;
 - (b) in an embedded program at the University; or
 - (c) in a program completed at another university or institution deemed by the relevant Associate Dean to be the equivalent of a University of Sydney embedded program.
- (6) Despite subclauses (4) and (5), a program director may grant credit in the form of a reduced volume of learning in recognition of completed undergraduate and postgraduate award courses in accordance with clause 43 and the award course resolutions.
- (7) A program director may grant a graduate a limited amount of credit for a completed undergraduate course. Subject to this policy and the award course resolutions, a graduate who is admitted to candidature for the degree of Bachelor with credit for units of study in the completed course must complete a minimum of two years (or part-time equivalent) in the award course, unless additional credit from an uncompleted course or courses has also been granted.
- Note:** The provisions for granting credit in an award course offered as part of an approved conjoint venture are prescribed in the award course resolutions and the relevant faculty resolutions.

45 Credit in embedded programs, including embedded honours

Note: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the award



course resolutions or faculty resolutions conditions for transfer from one award in the embedded program to another.

- (1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:
 - (a) may transfer their enrolment to the longer award course; and
 - (b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and
 - (c) will not be permitted to graduate from the shorter award course.
- (2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award course in the same embedded program may be granted credit for units of study completed in the shorter award course.
- (3) Students enrolled in an embedded program who have completed the requirements for any award course in that embedded program may elect to discontinue their enrolment and graduate from that award course.
- (4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:
 - (a) receive credit for completed units of study; and
 - (b) enrol in the same Bachelor degree award course at honours level.

Note: For information on admission to a Bachelor degree award course at honours level, see clause 93.

46 Awarding waivers

- (1) A program director may, having regard to a student's previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.
- (2) A program director may waive the requirement that a student meet a prerequisite requirement or a co-requisite requirement for a unit of study.
- (3) A waiver given under subclause (1) or (2) may be subject to conditions set out in the waiver.

Note: For subclause (1): as the student will not have passed the compulsory unit of study, the student will have to make up the credit points by undertaking other units of study.

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 teaching period 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 and [Learning and Teaching Policy 2015](#), clause 13.

49 Assumed knowledge

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

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

50 Prerequisite and co-requisite requirements

- (1) Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.
- (2) Subject to subclause 46(2), a student may not enrol in a unit of study unless they have met the prerequisite requirements for the unit of study.



- (3) Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrolls in or has already completed the co-requisite unit of study.

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

51 Enrolment restrictions

- (1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:
- (a) enrol in 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;
 - (b) enrol in units of study additional to award course requirements; or
 - (c) enrol in units of study with a total credit point value exceeding 32 credit points in any one teaching period.
- (2) An Associate Dean may approve an enrolment of more than 32 credit points in any one teaching period.

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

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, double degree, or dual degree program.

Note: This includes courses offered by other institutions.

- (3) The same unit of study cannot be counted towards the requirements for two different courses, except:
- (a) for combined degrees;
 - (b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and
 - (c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be



cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

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

55 Attendance

- (1) A faculty may specify the attendance and participation requirements for its courses and units of study.
- (2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:
 - (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).
- (5) Until 31 December 2020, unless rescinded earlier by the Academic Board, students may meet attendance requirements specified in faculty resolutions, award course resolutions or unit of study outlines by participating in online learning and assessment activities:
 - (a) in real time, through website interaction or, where appropriate, delayed replay; and
 - (b) including, but not limited to:
 - (i) online lectures;
 - (ii) online tutorials; and
 - (iii) online practical work.

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

- (1) Subject to this clause, a student may discontinue their enrolment in an award course or in one or more units of study.



- (2) A student's enrolment in the course or the relevant units of study will be treated as discontinued from the date of discontinuation, unless they produce evidence that there was good reason why the application could not be made at an earlier time.
- (3) If a student who holds an international student visa discontinues enrolment:
 - (a) within a teaching period; and
 - (b) after completing units in a teaching block within that teaching period; then their enrolment will lapse from the last date of the teaching block.
- (4) 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.
- (5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause (2).
- (6) 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;
 - (b) for a maximum period of one year.
- (3) A postgraduate student may suspend their enrolment in a course for a maximum period of one year on each occasion
- (4) The suspension must be notified to the University in a manner approved or accepted by the faculty.
- (5) The Associate Dean must approve:
 - (a) a third or subsequent period of suspension for an undergraduate student; or
 - (b) a suspension of more than one year by any student.
- (6) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student despite anything to the contrary in the award course resolutions.

58 Suspension and termination of candidature for failure to enrol

- (1) If a student is not enrolled in any unit of study by the last of the census dates for that semester, and the student has not discontinued or suspended enrolment, the student's candidature is automatically suspended.
- (2) If a student's candidature is automatically suspended, then, despite any contrary provision in this policy, the procedures for the student to re-enrol in the course are to be as the relevant Associate Dean determines.



- (3) If a student fails to re-enrol in that and the subsequent semester, their candidature will be terminated automatically.

59 Return to candidature

- (1) If a student returns to candidature after a discontinuation or suspension, the course requirements in force at the time of the student's return to candidature apply to the student's candidature.
- (2) Despite subclause (1), the Associate Dean may, in writing, modify the application of the course requirements in a particular case.

PART 14 ASSESSMENT

60 Statement of intent

- (1) The purpose of this Part is to:
 - (a) set out the principles that underpin the University's approach to assessment;
 - (b) support students' development and progressive demonstration of graduate qualities;
 - (c) inform curriculum and teaching quality assurance programs; and
 - (d) underpin accountability for achievement of graduate outcomes.
- (2) Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.
- (3) This part applies to any coursework unit of study undertaken by a higher degree by research student.

61 Assessment principles and their implementation

- (1) The following principles apply to assessment at the University.
 - (a) Assessment practices must advance student learning.
 - (b) Assessment practices must be communicated clearly to students and staff.
 - (c) Assessment practices must be valid and fair.
 - (d) Assessment practices must be continuously improved and updated.
- (2) The University's assessment principles will be implemented in accordance with the implementation statements set out in this policy.
- (3) The procedures for operation of the implementation statements are set out in the [Assessment Procedures 2011](#).



62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

- (1) Assessment practices align with goals, context, learning activities and learning outcomes.
- (2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.
- (3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.
- (4) Constructive, timely and respectful feedback develops students' skills of self and peer evaluation and guides the development of future student work.

63 Principle 2 - Assessment practices must be communicated clearly to students and staff

This principle requires that:

- (1) Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.
- (2) Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.
- (3) Procedures exist to ensure that all staff involved in teaching a unit of study share a common understanding of assessment practices.
- (4) The process of marking and of combining individual task marks is explicitly explained in the unit outline.

64 Principle 3 - Assessment practices must be valid and fair

This principle requires that:

- (1) Assessment tasks are authentic and appropriate to disciplinary and or professional context.
- (2) Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.
- (3) Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.
- (4) Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.



65 Principle 4 - Assessment practices must be continuously improved and updated

This principle requires that:

- (1) Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.
- (2) Assessments are regularly updated to ensure alignment with program learning outcomes or graduate qualities.
- (3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

Note: A student does not have a right to a merits review by the Student Appeals Body under the [University of Sydney \(Student Appeals against Academic Decisions\) Rule 2006](#), and cannot appeal against an academic decision on the ground that the student believes that the academic decision was made in a manner that was inconsistent with the Assessment Principles.

66 Common result grades

- (1) The University will award common result grades as set out in Schedule 1.
- (2) The grades of high distinction, distinction and credit indicate work of a standard higher than that required for a pass.
- (3) A student who completes a unit of study for which only a pass or fail result is available will be recorded as having satisfied requirements.

66A Simple extensions

- (1) A unit of study co-ordinator, who is satisfied that it is appropriate to do so, may permit a student to submit a non-examination task up to two working days after the due date with no penalty.
- (2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:
 - (a) affect the student's entitlement to apply for special consideration under this policy;
 - (b) alter any time limits or other requirements relating to applications for special consideration; or
 - (c) constitute an academic decision for the purposes of the [University of Sydney \(Student Appeals against Academic Decisions\) Rule 2006](#).

Note: Any faculty resolution or local provision forbidding the granting of simple extensions is inconsistent with this policy.

- (3) In industry and community project units, the project supervisor will have the responsibilities of the unit of study coordinator specified in subclauses 66A(1) and 66A(2).

67 Special consideration due to illness, injury or misadventure

- (1) Generally, an illness, injury or misadventure will be taken into account when considering a student's performance in a course or unit of study.



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

67A Special consideration due to COVID-19 impacts

- (1) The provisions of this clause will apply until the sooner of:
 - (a) the end of 2020; or
 - (b) a decision by the Academic Board to terminate it.
- (2) In addition to the circumstances specified in subclauses 67(1) to 67(3) inclusive, special consideration may be provided to students who can demonstrate that their performance in a course or unit of study or in an item of assessment was substantially impacted by extraordinary circumstances related to the COVID-19 pandemic or government requirements for management of that pandemic.
 - (a) Such circumstances may include, but are not limited to:
 - (i) the inability to access appropriate and functional technology or internet services;



- (ii) the inability to make appropriate accommodation arrangements to enable completion of an online assessment task;
 - (iii) providing professional or community service at short notice to address the impacts of the COVID-19 pandemic; or
 - (iv) being subject to mandatory community service obligations (such as military reserve service) imposed by a government in response to the COVID-19 pandemic.
 - (b) The provisions of sub-sections 67(10) (b) and (c) do not apply to special consideration granted under this section.
- (3) A decision to grant special consideration under this section is an academic judgement which depends on the nature of the circumstances experienced by the student, and their impact in relation to assessment or examination.

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; or
- (g) until 31 December 2020, unless rescinded earlier by the Academic Board, the student is:
 - (i) registered with the Australian Health Practitioner Regulation Agency as a health practitioner or student health practitioner; and
 - (ii) is, or will be at the relevant time, providing professional service at short notice in response to the COVID-19 pandemic.

~~(2)~~—.

~~(3)~~(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.

~~(4)~~(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.

~~(5)~~(4) The Executive Director, Student Administrative Services is responsible for:

- (a) overseeing the release of results to students; and
- (b) overseeing the conduct of examinations.

(3) The **Pro Vice-Chancellor (Education – Enterprise and Engagement)** is responsible for managing industry and community project units, including:

- (a) developing and implementing assessment consistently with this policy and associated procedures;
- (b) consulting and coordinating with faculties to ensure consistency with curriculum assessment plans;
- (c) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment;
- (d) ensuring that assessment requirements are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and



- (e) monitoring and reflecting on student assessment outcomes and student survey data to make appropriate changes to the assessment strategy.
- (4) **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.
- (5) Heads of Schools and Deputy Heads of Schools are responsible for:
 - (a) appointing principal examiners; and
 - (b) appointing program directors.
- (6) 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.
- (7) **Unit of study co-ordinators and or principal examiners** are responsible for managing assessment in units of study (except industry and community project units), including:
 - (a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;
 - (b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
 - (c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
 - (d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.
- (8) **Unit of study lecturers and tutors** are responsible for:
 - (a) assessing student work fairly, consistently and in a timely manner;
 - (b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and



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

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.
- (4) Until 31 December 2020, unless rescinded earlier by the Academic Board, an Associate Dean may not determine that a student's attendance has been unsatisfactory if they have met specified attendance requirements in any of the ways permitted by subclause 55(5).

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 teaching period, relevant Associate Deans will identify the students in courses offered by their faculty who are not meeting academic progression requirements.
- (2) A student will be identified as not meeting academic progression requirements in a teaching period if:
 - ~~(d)~~(a) the student received a Fail, Discontinued - Fail or Absent Fail grade in more than 50% of the total credit points allocated to the units of study in which they were enrolled for the teaching period;
 - ~~(e)~~(b) the student's average mark for the teaching period was less than 50;
 - ~~(f)~~(c) the award course resolutions stipulate that:
 - (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and
 - (ii) alternative enrolment is available; andthe student's average mark for all the units of study in which they were enrolled for the semester or other specified period was less than the average mark required by the award course resolutions;
 - ~~(g)~~(d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;
 - ~~(h)~~(e) the student has failed twice to pass the same unit of study;
 - ~~(i)~~(f) the student's attendance record during the teaching period was unsatisfactory (see Clause 73(43)); or
 - ~~(j)~~(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

- (1) The Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.
- (2) The letter will advise each student:
 - (a) that they have been identified as not meeting academic progression requirements;
 - (b) why they have been identified as not meeting academic progression requirements;
 - (c) that they are advised to:
 - (i) complete a Staying on Track survey; and



- (ii) attend a Staying on Track information session;
 - (d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and
 - (e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:
 - (i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and
 - (ii) they are recommended to consult an academic adviser in their faculty.
 - (3) Associate Deans may require students to consult an academic adviser.
 - (4) The Staying on Track survey will:
 - (a) assist students to identify why they are having difficulties meeting academic progression requirements;
 - (b) advise students to avail themselves of, and include details of, student support services available at the University, including:
 - (i) the Counselling Service;
 - (ii) the Learning Centre;
 - (iii) the University Health Service; and
 - (iv) the student representative bodies.
 - (5) The Staying on Track information session will:
 - (a) provide information on study skills; and
 - (b) introduce students to the student support services in subclause (4) (b).
- Note:** See clause 78 for information on the show cause process.

77 Stage 2 - Students at risk of being asked to show good cause

- (1) Students who:
 - (a) are enrolled in an award course whose normal full-time duration is two years or less; and
 - (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;will be asked to show good cause why they should be permitted to re-enrol in the award course.
- (2) Students who:
 - (a) are enrolled in an award course whose normal full-time duration is more than two years; and
 - (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 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 an award course may be given credit for any work completed prior to exclusion, and elsewhere in the University or at another institution during a period of exclusion.

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 ≤ honours mark ≤ 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:
- 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
 - honours coursework of 12-36 credit points.



- (4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.
- (5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:
 - (a) 36-48 credit points as set out in subclause 97A(3); and
 - (b) the requirements for the combined degree as set out in the award course resolutions.
- (6) The honours mark will be:
 - (a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and
 - (b) based on results from 36-48 credit points of work as specified in subclause 97A(3).
- (7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

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 name of the honours component would replace the major indicated in brackets next to the title of the combined degree, consistently with the following examples:
 - (a) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy);
 - (b) Bachelor of Science / Bachelor of Advanced Studies (Mathematics) (Philosophy Honours);
 - (c) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy Honours).



PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

- (1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.
- (2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.
- (3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.
- (4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:
 - (a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student's honours mark and academic record for the entire combined award;
 - (b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and
 - (c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the [Coursework Rule](#), is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues their enrolment in a course during their first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this policy.



101 Termination of candidature where disqualifying circumstances exist

- (1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:
 - (a) the student, or someone acting on the student's behalf, made a material misrepresentation in applying for admission to an award course;
 - (b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or
 - (c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.
- (2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.
- (3) The notice must:
 - (a) set out the basis on which it is proposed that the student's candidature be terminated;
 - (b) inform the student that they may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;
 - (c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student's candidature.
- (4) The period for making submissions under subclause (3) must be at least 20 working days.
- (5) The Registrar will:
 - (a) consider the student's submissions within 10 working days of receiving them; and
 - (b) take all reasonable measures to finalise the process as soon as practicable.
- (6) If the Registrar is satisfied, after considering any submissions made by the student, that:
 - (a) the disqualifying circumstances specified in the notice exist; and
 - (b) because of those disqualifying circumstances the student's candidature in the award course should be terminated;the Registrar will terminate the student's candidature in the award course.
- (7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.
- (8) If the Registrar terminates the candidature of a student in accordance with this clause:
 - (a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and
 - (b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and



- (c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an 'academic decision' and cannot be appealed to the Student Appeals Body in accordance with the [*University of Sydney \(Student Appeals against Academic Decisions\) Rule 2006*](#).

102 Rescissions, replacements and transitional arrangements

- (1) This document replaces the following, which are rescinded as from the date of commencement of this document:
 - (a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
 - (b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
 - (c) Assessment Policy 2011, which commenced on 9 November 2011;
 - (d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
 - (e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
 - (f) Student Academic Progression Policy, which commenced on 13 December 2006.
- (2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.
- (3) Clauses 83A, 83B and 83C apply to
 - (a) all new courses approved after 25 July 2016; and
 - (b) all other courses from 1 January 2018.



SCHEDULE 1

Common Result Grades

- (1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.
- (2) Learning outcomes for units of study are reported in one of two ways:
 - (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
 - (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).
- ~~(3)~~ Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.
- ~~(3)~~



	Grade	Description	Mark Range	Use	Use in WAM	Impact on Progression/ at risk status
1	AF	Absent fail	Range from 0 to 49	To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.	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.



SCHEDULE 3

Weighted ~~Weighted~~ Average Marks

- (1) ~~The ~~W~~weighted ~~A~~average ~~M~~mark (WAM) takes the average of a student's marks over a selected period with each mark weighted according to an agreed value according to its credit point value and, optionally, a weighting according to level. From May 2020, the level weight for each unit of study will uniformly be one (1). It is calculated according to the following formula:~~

$$\frac{\sum (\text{mark} * \text{credit point value} * \text{level weight})}{\sum (\text{credit point value} * \text{level weight})}$$

- (2) ~~wam as follows:~~ Marks are included or excluded in the WAM according to the table in Schedule 1 of this policy.
- (3) ~~Average mark calculations other than the University WAM- may be used by faculties for specific purposes:~~
- (a) ~~specified in faculty resolutions; and~~
 - (b) ~~must be published in Faculty Resolutions and approved by the Academic Board.~~
- (4) ~~The Deputy Vice-Chancellor (Education), after consultation with the Vice-Chancellor and Chair of the Academic Board, may designate a particular teaching period or component part of a teaching period as being subject to an extraordinary adverse impact.~~
- (a) ~~The Deputy Vice-Chancellor (Education) must:~~
 - (i) ~~make any such designation in writing; and~~
 - (ii) ~~publish it on the University website.~~
- (5) ~~For any teaching period or component part of a teaching period that is designated as being subject to an extraordinary adverse impact:~~
- (a) ~~In order to ensure that students are not disadvantaged by the COVID-19 pandemic, for students enrolled in Semester 1 2020, the University will also calculate a ~~c~~Converted ~~w~~Weighted ~~a~~Average ~~m~~Mark (C WAM) at the conclusion of a student's award course.~~
 - (b) ~~The CWAM-is will be calculated according to the same formula as the University Weighted Average MarkWAM but- will excluding all marks from the designated teaching period or component part of a teaching period.~~
 - (c) ~~from units undertaken in Semester 1 2020. The CWAM will be published on a student's graduating transcript in addition to the WAM for students graduating from May 2020.~~



NOTES

Coursework Policy 2014

Date adopted: 3 December 2014

Date commenced: 18 December 2014

Date amended: 27 November 2018 (commencing 1 January 2019)
8 February 2019 (administrative amendments only)
24 March 2019

15 October 2019 (commencing 1 January 2020)

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



THE UNIVERSITY OF
SYDNEY

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 Admission 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



Provision	Amendment	Commencing
Various	Correction of typographical errors and clause references (administrative amendments only).	25 July 2016
Notes	Numbering of notes removed.	25 July 2016
6	Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes;	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 Admission 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



Provision	Amendment	Commencing
97A	New clause added.	25 July 2016
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~~ amendment – updated references to <i>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</i>	18 September 2017
5(1)	Administrative ~~amendment~~ 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);	Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016	1 January 2018



Provision	Amendment	Commencing
29(2) – (5); 30(2); 30(7) – (9); 31(7); 31(2) 31(6) 38(4); 38(6); 42(6); 43(1) – 43(4); 43A(4); 43B(1) – (2); 44(7); 46(1) – (2); 47(6); 52(1)-(2); 54(1)-(2); 55(3); 55(4); 56(3)(a); 58(2); 72(2)- (3); 59(2); 70(3); 73(1) – (3); 74(1); 75(1); 76(1); 76(3); 77(2); 77(5); 82(2); 90(4)(b); 93(1); 93(2); 93(3); 93(3)(a)(iii); 93(5); 100 note;		
5; 21(7); 21(8); 70(3)(c); 70(4); 70(4)(a); 70(5)	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</i> <i>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
27(2)	Amended rank points available via the Broadway Scheme from five to ten	14 August 2019
3	New administrative note	1 January 2020
4	Administrative amendment	1 January 2020
5	Definition of adjustment factor amended to read 'means an adjustment made to an ATAR or equivalent under Part 7 of this Policy	1 January 2020
5	Definition of Guaranteed ATR Selection Rank cut off removed	1 January 2020
5	Administrative amendment made to Bachelor degree definition	1 January 2020
5	Administrative amendments made to cross-semester average mark (CASM) definition	1 January 2020
5	Definition of embedded honours coursed added	1 January 2020
5	Definition of exchange student amended with addition words 'under the terms of the exchange agreement'	1 January 2020
5	Words 'flexible entry pathway scheme' amended to read 'flexible admission scheme' and 'means an admission pathway' added to body of definition	1 January 2020
5	Word honours amended administratively and new definition added.	1 January 2020
5	Industry and community project unit (ICPU) definition added.	1 January 2020
5	Integrated honours course definition added	1 January 2020
5	minimum ATAR definition added	1 January 2020



Provision	Amendment	Commencing
5	minimum selection rank definition added	1 January 2020
5	Administrative amendment to principal examiner	1 January 2020
5	Administrative amendments made to 'progression profile', 'progression rate', 'progression requirements' and 'recent school leaver'	1 January 2020
5	Definition of selection rank added	1 January 2020
5	Definition of semester added	1 January 2020
5	Administrative amendments made to 'semester average mark', 'simple extension', 'special admission program', 'specialisation', 'stream' and 'student'	1 January 2020
5	Definition of 'study abroad student' amended	1 January 2020
5	Administrative amendments made to 'Sydney professional certificate'	1 January 2020
5	Definition of 'teaching period' amended	1 January 2020
5	Definition of Summer School removed	1 January 2020
5	Definition of 'teaching block' added	1 January 2020
5	Definition of University removed	1 January 2020
5	Definition of Winter School removed	1 January 2020
7(2)	Minor administrative amendment	1 January 2020
8(1)(a); 8(2)	Administrative amendment and addition of 8(2)	1 January 2020
10; 10(2)	Minor administrative amendment and addition of 10(2). Renumbering of subsequent sub-clauses	1 January 2020
10(5)(a); 10(5)(b)	'ATAR or equivalent' added.	1 January 2020
14	'entry' replaced by admission and admission pathway	1 January 2020
16(a); 17(a)	new sub-clause (a) added and subsequent re-numbering of sub-clauses	1 January 2020
21A	Administrative amendments to Note.	1 January 2020
25	Clause re-written	1 January 2020
26	Entry replaced by admission and clause re-written	1 January 2020
26A	Clause re-written	1 January 2020



Provision	Amendment	Commencing
27(1); 27(4)	Amendment to subclauses	1 January 2020
28	Amendments to replace Cadigal with Gadigal and addition of sub-clauses (6) and (7) and subsequent re-numbering of sub-clauses. New 28(8)(a)(i) added. Note removed from (9).	1 January 2020
29(3); 29(4), 29(5); 29(6)	Minor administrative amendments to 29(3) and 29(4). New sub-clauses 29(5) and 29(6) added.	1 January 2020
30(6)(d)	Minor administrative amendment	1 January 2020
30(9); 30(10)	New sub-clause added and subsequent renumbering of sub-clauses	1 January 2020
31(4)(b)(iii); 31(4)(b)(iv); 31(4)(b)(v)	Addition of numbering to (iii), (iv) and (v)	1 January 2020
32(1)	Remove second paragraph and (a)	1 January 2020
32(8); 32(9); 32(10); 32(10)(a); 32(10)(b)	Add new sub-clause numbering and new sub-clauses 9, 10, 10(a) and 10(b).	1 January 2020
34(2)	Remove 34(2) and renumber subsequent sub-clauses. Addition of subclauses 34(3), 34(4) and 34(a) and (b)	1 January 2020
35(4)	Replace ATAR cut off points with minimum selection rank	1 January 2020
38; 38(5)	'undergraduate' removed from 38, 38(5) and 'must' replaced with 'may be required'	1 January 2020
42(3)	'Entry' replaced with 'Admission'	1 January 2020
48(1)	new 48(1) inserted	1 January 2020
51(1); 51(2)	New sub-clauses inserted	1 January 2020
53(1)(b)	New sub-clause inserted	1 January 2020
56(2); 56(3); 56(3a); 56(3)(b)	New sub-clause 56(2) inserted. New sub-clause 56(3) inserted and subsequent subclauses renumbered.	1 January 2020
58(1); (58(3)	Words 'that semester' inserted	1 January 2020
66A(3)	New sub-clause inserted	1 January 2020
70(3); 70(4); 70(5); 70(6)	New subclause 70(3) inserted. Further sub-clauses re-numbered to 70(6)	1 January 2020



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Provision	Amendment	Commencing
70(7); 70(8); 70(9)	New sub-clause 70(7) inserted. Further sub-clauses re-numbered to 70(9).	1 January 2020
75(1); 75(2)	New sub-clauses inserted.	1 January 2020
81(3)	Sub-clause amended	1 January 2020
55(5)	New subclause inserted	TBC
67A	New clause inserted	TBC
69 (1)(g)	New subclause inserted	TBC
73(3)	New subclause inserted	TBC
Schedule 3	New schedule added	TBC



LEARNING AND TEACHING POLICY 2019

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

Dated: 4 June 2019, commencing 1 July 2019

Amended: 5 November 2019, commencing 1 January 2020

9 April 2020 (administrative amendments)

11 May 2020 (COVID-19 amendment)

20 May 2020 (administrative amendment)

Signature:

Position: Chair, Academic Board

Variation due to COVID-19 pandemic emergency:

See subclause 13 (6A)

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PART 1 PRELIMINARY

1 Name of policy

This is the Learning and Teaching Policy 2019.

2 Commencement

This policy commences on 1 January 2020.

3 Policy is binding

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

4 Statement of intent

This policy:

- (a) describes the nature of education at the University;
- (b) sets out the manner in which curricula are structured;
- (c) provides for the effective management of learning and teaching; and
- (d) establishes quality assurance processes for learning and teaching.

5 Application

Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.



6 Definitions

(1) In this policy:

academic unit	means a faculty, board of studies, school, centre or interdisciplinary committee of the University.
assessment	means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
Associate Dean – Education	means: • the Associate Dean of a faculty or University school with responsibility for education at the relevant level; or • the deputy chairperson of a board of studies; or • a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean -Education, Associate Dean - Teaching or Learning, Associate Dean -Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean-Education specified in this policy may be shared between more than one Associate Dean position.
Australian Qualifications Framework (AQF)	means the national framework for recognition and endorsement of education qualifications.
award course	means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate, including a Sydney Professional Certificate. Note: See clause 21.
award course resolutions	means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate. Note: See clause 2.3 of the Coursework Rule 2014.



Bachelor degree	has the meaning given the Coursework Policy 2014, which at the date of this policy is: an undergraduate degree that: • achieves at least the outcome specified for level seven of the AQF; • is a program of liberal, professional or specialist learning and education; and • builds on prior secondary or tertiary study. The University offers two types of Bachelor degrees. • Liberal Studies Bachelor degrees; and • Professional or Specialist Bachelor degrees Note: See clause 83A of the Coursework Policy 2014
Bachelor of Advanced Studies	has the meaning given in the Coursework Policy 2014, which at the date of this policy is: the Bachelor degree available as a combined degree with all Liberal Studies Bachelor degrees and specified Specialist or Professional Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.
capstone experience	has the meaning given in the Coursework Policy 2014, which at the date of this policy is: a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation and intellectual and professional growth. Note See clause 21.
combined degree course	means a combination of two degree programs structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course. Note: See clause 21.
core	means a set of units of study that develops required knowledge and skills for an award course.
course	means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.



coursework award course	means a course approved by the Academic Board and endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, Sydney Professional Certificates, graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.
curriculum	means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments. Note: See clauses 15 - 17.
Dean	means: • in relation to a faculty, the Dean of the relevant faculty. • in relation to a University school, the Head of School and Dean of the relevant University school. See: University of Sydney (Governance of Faculties and University Schools) Rule 2016
double degree course	means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.
faculty	means a faculty, University school or appropriate board of studies and in this policy refers to the faculty, faculties or University schools responsible for the relevant award course. See: University of Sydney (Governance of Faculties and University Schools) Rule 2016
faculty office	means the professional staff led by a faculty manager or faculty general manager that support learning and teaching within a faculty.
graduate qualities	means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.
graduation statement	means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript.



Group of Eight (Go8)	means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia. Note: See https://go8.edu.au/
Head of School	means the head of a school within a faculty with responsibility for approving arrangements for teaching and appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the chair of a board of studies or interdisciplinary committee.)
honours units	means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the Coursework Policy 2014 .
industry and community project unit (ICPU)	has the meaning given in the Coursework Policy 2014 . At the date of this policy this is: means a unit of study in which students complete a project managed by the Pro-Vice Chancellor (Education – Enterprise and Engagement).
LMS	means learning management system, which is the online learning system used by the University to host unit of study websites.
learning outcomes	means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.
Liberal Studies Bachelor degree	has the meaning given in the Coursework Policy 2014 , which at the date of this policy is: a program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.
major	means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study. Note: See clause 21.
minor	means a defined sequence of units of study taken by a student, which develops expertise in a field of study. Note: See clause 21.



open learning environment	has the meaning given in the Coursework Policy 2014, which at the date of this policy is: a shared pool of units of study which are: • of zero, two or six credit points value; • approved by the Board of Interdisciplinary Studies; and • available to all students according to the award course resolutions applicable to the award course in which they are enrolled.
postgraduate award course	means an award course leading to the award of a Sydney Professional Certificate, Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.
program	means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major. Note: See clause 21.
Program Director	means the person responsible, at a program, major or degree level, for managing the curriculum and providing co-ordination and advice to staff and students.
Professional or Specialist Bachelor degree	has the meaning given in the Coursework Policy 2014, which at the date of this policy is: a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.
Research Pathway Masters degree	has the meaning given in the Coursework Policy 2014 which at the date of this policy is: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy
semester	means the main block of teaching in a teaching period as provided in Part 3.
shared pool	means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).



specialisation	means: • the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree; or • the research specialisation developed in a Research Pathway Masters Degree.
stream	means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. Note: See clause 21.
student	means a person who is currently admitted to candidature in an award course of the University or, where relevant, an exchange student or non-award student.
Sydney Professional Certificate	means an award, outside the Australian Qualifications Framework, obtained upon completion of an advanced course of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the University of Sydney (Coursework) Rule 2014.
Sydney Research Seminars	means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.
supervisor	means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.
teacher	means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.
teaching block	means a defined span within a teaching period which is available for scheduling the learning and assessment activities of a unit of study.
teaching period	means one of two periods each year, each of six months duration and including a semester, during which teaching is delivered in coursework courses. Note: See clause 13.
third party learning technologies	means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.
undergraduate award course	means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.



undergraduate degree	means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.
unit of study	means the smallest stand-alone component of an award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board. Note: See clause 21.
unit of study co-ordinator	means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

- (1) All undergraduate award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.
- (2) Graduate qualities consist of:
 - (a) depth of disciplinary expertise;
 - (b) broader skills:
 - (i) critical thinking and problem solving;
 - (ii) oral and written communication;
 - (iii) information and digital literacy; and
 - (iv) inventiveness;
 - (c) cultural competence;
 - (d) interdisciplinary effectiveness;
 - (e) an integrated professional, ethical and personal identity; and
 - (f) influence.
- (3) These qualities should be embedded in the curriculum in a way that enables students to:
 - (a) excel at applying and continuing to develop disciplinary expertise;
 - (b) learn and respond effectively and creatively to novel problems;
 - (c) work productively, collaboratively and openly in diverse groups and across cultural boundaries;
 - (d) work effectively in interdisciplinary (including inter-professional) settings;



- (e) build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;
 - (f) build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and
 - (g) be effective in exercising professional and social responsibility and making a positive contribution to society.
- (4) The graduate qualities adopted by the University for undergraduates, and their purposes, are set out in the following table (Table 1):

Table 1

Graduate qualities	Purpose
Depth of disciplinary expertise.	To excel at applying and continuing to develop disciplinary expertise.
Broader skills: • Critical thinking and problem solving; • Communication (oral and written); • Information/ digital literacy; • Inventiveness.	To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.
Cultural competence.	To work productively, collaboratively and openly in diverse groups and across cultural boundaries.
Interdisciplinary effectiveness.	To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.
An integrated professional, ethical and personal identity.	To build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty.
Influence.	To be effective in exercising professional and social responsibility and making a positive contribution to society.

Note: See also [Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills](#) and [Implementation Guidelines](#)

8 Educational excellence

- (1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.
- (2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:
 - (a) educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;



- (b) educational experience, as shown through:
 - (i) the impact of teachers and their capacity to engage students productively in the teaching and learning process; and
 - (ii) students' mastery of the meta-cognitive skills that form the basis for self-directed learning;and
- (c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:
 - (i) facilitates excellent outcomes and experience;
 - (ii) fosters innovation; and
 - (iii) seeks continuous improvement through systematic monitoring.
- (3) To ensure excellent outcomes, faculties must design processes in which:
 - (a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;
 - (b) students:
 - (i) are actively engaged in learning;
 - (ii) are challenged, guided and supported to reach a high standard of learning; and
 - (iii) become increasingly aware of, and responsible for, their learning;and
 - (c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.
- (4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

- (1) Learning programs must be designed to:
 - (a) enable students to acquire and apply knowledge and skills through engaged enquiry;
 - (b) challenge students with novel problems; and
 - (c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.
- (2) Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.
- (3) Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.
- (4) Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.



- (5) Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.
- (6) Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

- (1) Academic honesty by staff and students is an underlying ethos of all education.
- (2) Policy and procedures relating to academic honesty in coursework are set out in the [Academic Honesty in Coursework Policy 2015](#) and the [Academic Honesty Procedures 2016](#).

11 Collegial governance

- (1) The purpose of collegial governance is to provide a vehicle for:
 - (a) continuous improvement and innovation;
 - (b) an effective framework to achieve educational excellence; and
 - (c) the achievement of graduate qualities and learning outcomes to a high standard by each student.
- (2) All award course programs must be overseen by a course committee or standing committee of the relevant faculty or board of studies.

Note: A standing committee may have oversight of more than one award course, or of a category of award courses: for example, all undergraduate awards or all postgraduate coursework awards.
- (3) All committees with responsibility for oversight of award course programs must include:
 - (a) representatives of the academic disciplines responsible for teaching;
 - (b) representatives of students enrolled in the award course program; and
 - (c) the relevant Associate Dean - Education.
- (4) Committees responsible for award courses may:
 - (a) make recommendations to the faculty or Head of School and Dean on:
 - (i) learning outcomes;
 - (ii) curricula;
 - (iii) units of study;
 - (iv) assessment;
 - (v) educational excellence;
 - (vi) academic integrity; and
 - (vii) program review;
 - and
 - (b) take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty,



provided that the faculty retains oversight and responsibility for the outcomes, quality and review of award courses.

- (5) Faculties, or their relevant standing committees, may also establish such other program committees (including, if appropriate, unit of study committees) as are necessary for ensuring excellence in outcomes, experience and environment. Program committees must include:
 - (a) representatives of teachers within the program; and
 - (b) students enrolled in the program.
 - (6) Faculties, or their relevant standing committees, must ensure that award courses receive a comprehensive review including external referencing or other benchmarking at least every seven years and must forward a report of the review to the Academic Board.
 - (7) Award course review committees must include:
 - (a) representatives of the academic disciplines responsible for teaching in the award course;
 - (b) students enrolled in, or recently graduated from the award course; and
 - (c) relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.
 - (8) The faculty and award course committees are responsible for obtaining approval of units of study, programs and award courses consistently with Part 4.
 - (9) Learning programs must be developed and managed through a collegial process which must:
 - (a) be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and
 - (b) build on consultation with stakeholders listed in subclause 11(7).
- Note:** See clause 23 for specific authorities, roles and responsibilities for the management of learning and teaching.

12 Equality of opportunity

- (1) The University is committed to equality of opportunity in education and gives effect to that commitment through:
 - (a) special admission schemes, which make allowance for educational disadvantage through alternative pathways;
- Note:** See [Coursework Policy 2014](#)
- (b) support programs to assist certain students admitted under special admissions schemes to succeed;
 - (c) accessible examination and assessment arrangements, supported by the Disability Services unit;
 - (d) special consideration and special arrangements for examinations;
- Note:** See [Coursework Policy 2014](#) and [Assessment Procedures 2011](#)
- (e) support programs for Aboriginal and Torres Strait islander students; and
 - (f) counselling and psychological services.



PART 3 – TEACHING PERIODS AND MODES

13 Teaching periods

- (1) There will be two teaching periods for coursework award courses each year:
 - (a) Teaching Period 1; and
 - (b) Teaching Period 2.
- (2) Each teaching period will consist of:
 - (a) a semester period (called Semester 1 or Semester 2); and
 - (b) other teaching blocks, such as where units are delivered in intensive mode.
- (3) Teaching Period 1 will commence on 1 January and end on 30 June.

Note: See [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#) for delegate.
- (4) Teaching Period 2 will commence on 1 July and end on 31 December.

Note: See [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#) for delegate.
- (5) Teaching and learning must take place within a semester or other approved teaching block, or as set out in a calendar determined by a faculty and approved by the Academic Board.
- (6) A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.
- (6A) Subclause 13(6) is suspended, and will not apply until the end of 2020 or such earlier date as the Academic Board determines.
- (7) Except as provided for in this clause Semester 1 and Semester 2 will be compulsory study periods.
- (8) If a faculty wishes to designate compulsory study periods other than Semester 1 and Semester 2 it must:
 - (i) obtain the approval of the Academic Board for the relevant variations; and
 - (ii) clearly specify the compulsory study periods for each course in a faculty calendar.
- (9) All award courses should be scheduled so that a student may complete the requirements for the course by attending only during compulsory study periods.
- (10) Units offered outside the compulsory study period for a course may include:
 - (a) repeated compulsory components;
 - (b) special electives; or
 - (c) optional units and experiences.
- (11) Dates for teaching periods, semester periods, other teaching blocks and faculty calendars must be approved by the Academic Board.



14 Teaching modes

- (1) Coursework teaching may be delivered in one of two modes:
 - (a) standard mode, which:
 - (i) follows a weekly pattern of learning and assessment activities spread over a semester for six credit point courses or a shorter period for courses of less than six credit points; and
 - (ii) usually requires 1.5 to 2 hours of student effort per credit point per week.
 - (b) intensive mode, which:
 - (i) compresses learning and assessment activities into a shorter teaching block and
 - (ii) requires a higher commitment of student effort per credit point per week than is required for standard mode;
- (2) Intensive mode teaching may take place in either teaching period, and can occur at the same time as a semester.

PART 4 – CURRICULUM STRUCTURE

15 Statement of intent

This part:

- (a) prescribes the structure of the curriculum for award courses and units of study; and
- (b) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

16 Learning outcomes

- (1) Learning outcomes articulate the specific achievements in skill, knowledge and application necessary to demonstrate graduate qualities in a particular discipline. They must be aligned with graduate qualities and must be assessed as part of the curriculum.
- (2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, majors, programs and specialisations.
- (3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.

17 Award courses

- (1) An award course must enable students to demonstrate graduate qualities through defined learning outcomes.



- (2) Titles for awards in the Australian Qualifications Framework (AQF) must be consistent with the [AQF Issuance Policy](#).
- (3) The title of an award course must include:
 - (a) the qualification type; and
Note: See section 1.3 of the [University of Sydney \(Coursework\) Rule 2014](#) and section 1.03 of the [University of Sydney \(Higher Degree by Research\) Rule 2011](#).
 - (b) the discipline.
- (4) The title of an award course may include one or more optional components, such as a stream.
- (5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.
- (6) Award courses must have defined outcomes which:
 - (a) specify the relevant graduate qualities;
 - (b) specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and
 - (c) demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.
- (7) Award courses must follow a curriculum which:
 - (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
 - (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
Note See clause 11.
 - (c) incorporates the components of the curriculum framework set out in clauses 15 - 20.

18 Curricula generally

- (1) Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:
 - (a) specified knowledge and skills, expressed as learning outcomes;
 - (b) the learning experiences and inquiry processes by which they are acquired;
 - (c) how they are applied; and
 - (d) an orderly and methodical assessment process through which they are demonstrated to a high standard.
- (2) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.
 - (a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a



program, major, through the completion of components, or through the completion of a stream.

- (b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.
- (3) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.

19 Curriculum framework for undergraduate education

- (1) The curriculum framework for new and revised undergraduate awards must include the following components:
 - (a) a program, major, stream or specialisation in at least one field of study;
 - (b) a structured approach to the development of knowledge and skills;
 - (c) collaborative and group-based learning activities and assessments;
 - (d) interdisciplinary and inter-professional learning experiences;
 - (e) authentic problems and assessments;
 - (f) an open learning environment for the extension of knowledge and skills; and
 - (g) project-based learning.
- (2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.
- (3) The following table (Table 2) sets out the graduate qualities associated with each of these components.

Note: The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6)

Table 2

Component	Graduate qualities
A major or specialisation in at least one field of study	• Depth of disciplinary expertise
A structured approach to the development of knowledge and skills	• Depth of disciplinary expertise • Broader skills • Cultural competence • Integrated identity



Component	Graduate qualities
Collaborative and group-based learning activities and assessments	• Broader skills • Cultural competence • Integrated identity • Influence
Interdisciplinary and inter-professional learning experiences	• Broader skills • Interdisciplinary effectiveness • Influence
Authentic problems and assessments	• Depth of disciplinary expertise • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
An open learning environment for extension of knowledge and skills	• Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
Project-based learning	• Depth of disciplinary expertise • Broader skills • Integrated identity • Influence

20 Curriculum framework for postgraduate coursework education other than the Sydney Professional Certificate

- (1) This clause applies to graduate certificates, graduate diplomas, Masters degrees and Doctoral degrees at level 9 of the AQF. It does not apply to the Sydney Professional Certificate.

Note: The Sydney Professional Certificate is an award outside the AQF. See clause 89A of the [Coursework Policy 2014](#).

- (2) The curriculum framework for postgraduate coursework awards must include:
- advanced specialisation in a field of knowledge;
 - research skills;
 - a structured approach to the development of knowledge and skills;
 - a capstone experience in research, scholarship or professional project.



- (3) The curriculum framework for postgraduate coursework units may include one or more of the following:
- (a) a major;
 - (b) a minor;
 - (c) interdisciplinary study;
 - (d) exchange and work based projects;
 - (e) professional or industry experience;
 - (f) authentic problems and assessments;
 - (g) elective units; and
 - (h) project-based learning.
- (4) The following table (Table 3) sets out the graduate qualities associated with each of the above components of a coursework postgraduate award course.

Table 3

Component	Graduate qualities
Specialisation in a discipline area A capstone experience A major	• Depth of disciplinary expertise
Interdisciplinary study	• Depth of disciplinary expertise • Broader skills • Cultural competence • Integrated identity
Exchange and work based projects	• Broader skills • Cultural competence
Interdisciplinary and inter-professional learning experiences	• Broader skills • Interdisciplinary effectiveness • Influence
Professional or industry experience	• Broader skills • Cultural competence
Authentic problems and assessments	• Depth of disciplinary expertise • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
Research	• Broader skills



Component	Graduate qualities
Project-based learning	• Depth of disciplinary expertise • Broader skills • Integrated identity • Influence

Note: See Part 17 of the [Coursework Policy 2014](#) for the requirements for different postgraduate award types.

20A Curriculum framework for the Sydney Professional Certificate

- (1) This clause applies to courses offered within the Sydney Professional Certificate
- (2) The curriculum framework for courses within the Sydney Professional Certificate must include:
 - (a) advanced specialisation in a field of knowledge;
 - (b) a structured approach to the development of knowledge and skills to achieve the learning outcomes for the course.
- (3) The curriculum framework for courses within the Sydney Professional Certificate may include one or more of the following:
 - (a) interdisciplinary study;
 - (b) authentic problems and assessments;
 - (c) core and elective units; and
 - (d) project-based learning.

21 Components of award courses

Note: See Clause 26(2) for commencement dates of sub clauses 18(1) - (8) inclusive.

- (1) Only faculties or the Board of Interdisciplinary Studies may offer award courses, streams, programs, majors, minors and units of study, which must be approved consistently with this policy.
- (2) **Streams:**
 - (a) can be conceptualised as separate pathways within an award course;
 - (b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;
 - (c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;
 - (d) are identified by the name of the stream of the award in parentheses after the name of the award course of which they are a stream;
 - (e) are recorded on the student's transcript;
 - (f) apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as specified in the award course resolutions; and



- (g) are not restricted to a specific number of credit points.
- (3) **Programs:**
 - (a) are a combination of units of study that develop expertise in a multi-disciplinary domain or a professional or specialist field and include a recognised major in a field of study;
 - (b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and
 - (c) in undergraduate degrees, comprise:
 - (i) a minimum of 12 and a maximum of 24 credit points at 1000-level;
 - (ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;
 - (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;

Note: Three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

 - (iv) in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

Note: Four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).

 - (v) an embedded major;
 - (vi) at least 12 credit points of the degree core, if a degree core is specified for the degree; and
 - (d) are recorded on the student's transcript.
- (4) **Majors:**
 - (a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;
 - (b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;
 - (c) in all undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;
 - (d) in Liberal Studies Bachelor degrees, and undergraduate degrees of 144 credit points, must include:
 - (i) exactly 12 credit points at 1000-level units of study;
 - (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and
 - (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);
 - (e) in Professional or Specialist Bachelor degrees of 192 credit points or more, must include:
 - (i) a minimum of 12 credit points at 1000- or 2000-level;
 - (ii) a minimum of 18 credit points and a maximum of 36 credit points at or above 3000-level;



- (f) in undergraduate degrees, must include at the 3000-level (or, for 192 credit point Professional or Specialist degrees, at the 3000 level or higher):
 - (i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
 - (ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and
 - (g) are recorded on the student transcript.
- Note:** the requirements of sub clauses (4)(f)(i) and (4)(f)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (4)(f)(i) or (4)(f)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 4(f)(i) or 4(f)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.
- (h) Guidelines for majors are set out in Schedule 4 of the [Learning and Teaching Procedures 2014](#).
- (5) **Minors:**
- (a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;
 - (b) in undergraduate degrees, comprise units to the value of exactly 36 credit points including:
 - (i) exactly 12 credit points at 1000-level;
 - (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level;
 - (iii) a minimum of 6 and a maximum of 12 credit points at 3000-level;
- and
- (c) are recorded on the student's transcript.
- (6) **A degree core:**
- (a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;
 - (b) in Liberal Studies Bachelor degrees, comprises no more than 24 credit points at 1000- or 2000-level.
- (7) **A capstone experience** should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.
- Note:** See [Coursework Policy 2014](#)
- (8) **Combined degrees and double degrees** must meet the learning outcomes of both component award courses.
- (a) All Liberal Studies, and specified Specialist or Professional, Bachelor degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.
- (9) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.
- (a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, stream, program, major, minor or specialisation. Core units must be completed by all students enrolled in the award course or relevant curriculum component or specialisation.



- (b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(10) Units of study

- (a) Units of study:
 - (i) follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and
 - (ii) must be completed over one or two teaching sessions.
- (b) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.
- (c) Except in the case of 'shell' units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.
- (d) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.
- (e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.
- (f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.
- (g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.
- (h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.
- (i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.
- (j) 4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.
- (k) 5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

(11) Credit points and student workload

- (a) Credit points measure the relative quantitative contribution of a unit of study to an award course.
- (b) The full time credit point load for undergraduate and postgraduate coursework award courses is 48 credit points per calendar year.



- (i) This will normally consist of 24 credit points during each semester period, and may include a maximum of 32 credit points per teaching period or a maximum of 38 credit points with the approval of the Associate Dean.
 - (ii) A full time load of 48 credit points per year equates to a student workload of 1350 -1800 hours per year including class time, private study, assessment and assessment preparation.
- (c) The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.
- (d) The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.
- (e) Units of study shared across different award courses and between different faculties must have the same credit point value in every course.
- (f) Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.
- (g) The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.
- (h) Faculties must consider overall student workload in assigning credit point value as follows:
 - (i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.
 - (ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.
 - (iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.
- (i) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.
- (12) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

22 Assessment framework

- (1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.
- (2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.
- (3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key



milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

- (4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.
- (5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.
- (6) The University's policy and procedures on assessment are set out in Part 14 of the [Coursework Policy 2014](#) and in the [Assessment Procedures 2011](#).

22A Assessment plans

- (1) Assessment plans:
 - (a) articulate the pedagogical approach to assessment for a curriculum;
 - (b) map curriculum learning outcomes and graduate qualities against units and assessment tasks; and
 - (c) provide a whole-of-curriculum overview of the assessment framework.
- (2) For liberal studies degrees, assessment plans apply to:
 - (a) majors;
 - (b) streams
 - (c) programs; and
 - (d) degrees.
- (3) For professional and specialist degrees, assessment plans apply to:
 - (a) streams;
 - (b) degrees; and
 - (c) optionally, majors.
- (4) Where appropriate, an assessment plan for a degree or a component of a degree may also serve as the assessment plan for other embedded components or for the entire degree, provided that there must be a clear plan which demonstrates where the learning outcomes and graduate qualities are assessed for each part.
- (5) Assessment plans must be approved by the Academic Board when the major, program, stream or degree is initially approved.
- (6) Changes to assessment plans must be:
 - (a) approved by the relevant faculty board; and
 - (b) reported to the next meeting of the Academic Board.

23 Academic integrity in the design of curricula

- (1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.



- (a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.
- (2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.
- (3) Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the [Academic Honesty in Coursework Policy 2015](#) and associated procedures.

Note: See clause 12 of the [Academic Honesty in Coursework Policy 2015](#).

24 Third party learning technologies

- (1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:
 - (a) [Acceptable Use of ICT Resources Policy 2019](#);
 - (b) [Privacy Policy 2017](#); and
 - (c) [Recordkeeping Policy 2017](#).
- (2) Staff members and academic units:
 - (a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and
 - (b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).
- (3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice-Chancellor (Education).
- (4) Where a third party learning technology is introduced by the University, the University must:
 - (a) develop and communicate an appropriate strategy for support of the technology; and
 - (b) establish and implement appropriate mechanisms for:
 - (i) retrieving and storing records of student activity generated by the technology; and
 - (ii) trialling and evaluating the use of the technology.
- (5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:
 - (a) develop and communicate an appropriate strategy for support of the technology; and
 - (b) establish and implement appropriate mechanisms for:
 - (i) retrieving and storing records of student activity generated by the technology; and
 - (ii) trialling and evaluating the use of the technology.



PART 5 MANAGEMENT OF LEARNING AND TEACHING

25 Statement of intent

The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

26 Roles and responsibilities in managing learning and teaching

- (1) Delegations of authority for the management of learning and teaching are set out in:
 - (a) [*University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016*](#); and
 - (b) [*University of Sydney \(Delegations of Authority – Administrative Functions\) Rule 2016*](#).
- (2) **The Academic Board**
 - (a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty;
 - (b) approves requirements and other elements of award courses as set out in the [*Coursework Policy 2014*](#), award course resolutions and tables of units of study, including:
 - (i) determining the type of degree;
Note: For Bachelor degrees, types are: Liberal Studies, or Specialist or Professional.
For Masters degrees types are: Advanced Learning by coursework, Professional by coursework (including masters Degree (Extended)), Research Pathway by coursework, or research.
 - (ii) the inclusion of degree core, streams, programs, majors and minors in award course requirements;
 - (iii) the inclusion of mandatory units, and barrier assessments;
 - (iv) the table of units of study for an award course;
 - (v) the curriculum of streams within an award course;
 - (c) approves faculty resolutions;
 - (d) approves admission requirements and pre-requisites for award courses;
 - (e) approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:
 - (i) addition and deletion of award courses, streams, programs, majors, minors; and
 - (ii) changes to the degree core;
 - (f) approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;



- (g) approves courses and units of study for Sydney Professional Certificates on the recommendation of the Board of Interdisciplinary Studies;
 - (h) approves changes to the teaching mode or mode of delivery of a course or unit of study;
 - (i) determines deadlines for submitting proposals for new, amended and deleted award courses;
 - (j) determines teaching periods and their component parts, commencement and conclusion dates of the academic year and, if appropriate, variations requested by faculties;
 - (k) is responsible for:
 - (i) aligning the range of the University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;
 - (ii) reviewing education programs within faculties in a seven year cycle;
 - (iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;
 - (iv) monitoring processes within faculties to support the academic integrity of the University's programs and assessment;
 - (v) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;
 - (vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and
 - (vii) developing and maintaining quality and educational excellence as set out in Part 5.
- (3) **The Deputy Vice - Chancellor (Education)** is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):
- (a) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience;
 - (b) develops and maintains quality and educational excellence as set out in Part 5; and
 - (c) endorses proposals for new, amended and deleted courses for forwarding to:
 - (i) the University Executive Strategic Course and Student Profile Committee; and
 - (ii) the Academic Board.
- (4) **The Vice-Principal (External Relations)** is responsible for developing and maintaining::
- (a) institutional strategy to achieve excellence and innovation throughout the University; and
 - (b) institutional systems and strategy in order to achieve excellence in administration processes.



- (5) **The Vice-Principal (Operations):**
- (a) is responsible for the institutional systems and processes that support educational excellence; and
 - (b) develops and maintains institutional systems and strategy in order to achieve excellence in administration processes.
- (6) **The University Executive Strategic Course and Student Profile Committee:**
- (a) reviews the business case for new course proposals from faculties; and
 - (b) advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.
- (7) **The Board of Interdisciplinary Studies** approves:
- (a) units of study under a faculty's direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;
 - (b) units of study that are not under a faculty's direction;
 - (c) the inclusion of units of study that are not under a faculty's direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;
 - (d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree;
 - (e) units of study for Sydney Professional Certificates; and
 - (f) conditions applying to industry and community project units including:
 - (i) attendance requirements;
 - (ii) requirements for submitting assignments;
 - (iii) appeals procedures;
 - (iv) academic penalties; and
 - (v) other matters set out in the applicable unit of study outline.
- (8) **Faculties**
- (a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:
 - (i) establish a standing committee or committees with responsibility for excellence in outcomes and experience in award courses;
 - (ii) consider and, if appropriate, approve curriculum for all units of study, minors, and majors and programs in an award course;
 - (iii) approve learning outcomes for units of study, majors and programs;
 - (iv) approve assessment for units of study and other curriculum components as appropriate;
 - (v) approve pre-requisites and co-requisites for units of study and honours components;
 - (vi) determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;
 - (vii) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;



- (viii) determine faculty resolutions relating to award courses of the faculty;
- (ix) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
- (x) where appropriate, monitor alignment with standards set by professional and accrediting bodies;
- (xi) advise the Academic Board of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to tables of units of study;

Note: Course proposal and amendment requirements can be found on the [Academic Board website](#).

- (xii) ratify assessment results;
- (xiii) monitor and maintain standards in the quality of assessment practices and academic integrity;

Note: See the [Coursework Policy 2014](#), the [Assessment Procedures 2011](#) and the [Academic Honesty in Coursework Policy 2015](#).

- (xiv) review and act on educational quality data each semester as set out in Part 5;
- (xv) monitor breaches of academic integrity within the faculty;
- (xvi) review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;
- (xvii) report breaches of academic integrity to the Academic Board as required by the [Academic Honesty in Coursework Policy 2015](#); and
- (xviii) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.

Note: See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(9) Deans

- (a) Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans:
 - (i) exercise strategic oversight of faculties and their committees, the Associate Dean – Education and Heads of School to develop and maintain alignment with faculty strategy and operations;
 - (ii) consistently with the [Coursework Policy 2014](#), set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;
 - (iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 4 and Part 5;
 - (iv) direct the appropriate allocation of resources for educational excellence;



- (v) direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees;
- (vi) direct faculty or school offices to keep current and available relevant documentation relating to the faculty's academic programs, including documentation for units of study;
- (vii) appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the [Academic Honesty in Coursework Policy 2015](#); and
- (viii) consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres, or delegate this authority to a Head of School.

(10) Associate Deans – Education

- (a) Associate Deans – Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education:

- (i) co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;
- (ii) review and act on data on educational quality;
- (iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;
- (iv) implement collegial governance in the creation and review of educational programs within the faculty; and

Note: See clause 11.

- (v) support quality of teaching and learning across the faculty as set out in Part 5.

(11) Supervisors

- (a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors:
 - (i) support the student in the research project, including providing timely feedback and advice;
 - (ii) monitor progress within the context of the overall research project;
 - (iii) develop in the student the necessary skills to complete the project; and
 - (iv) educate students about the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.



(12) Heads of School

- (a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School:
- (i) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in clause 28;
 - (ii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;
 - (iii) act in relation to staff performance and effective allocation of quality resources; and
 - (iv) if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.
 - (v) appoint a unit of study co-ordinator for each unit of study for which the school is responsible;
 - (vi) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and
 - (vii) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

(13) Unit of study co-ordinators

- (a) Each unit of study must have a named unit of study co-ordinator, appointed by the relevant Head of School.
- (b) Subject to clause 26 (7) the Unit of study co-ordinator:
- (i) is appointed for the whole of a teaching period during which a unit of study is being provided;
 - (ii) should inform the relevant Head of School of any intended or foreseeable absence, at least four weeks in advance;
 - (iii) develops, implements and monitors unit of study curricula, learning activities and assessment, subject to approval by the faculty;
 - (iv) aligns learning outcomes between a unit of study and an award course, and implements, at the unit study level, strategies and policies for educational excellence;
 - (v) reviews unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, aligns with program learning goals and graduate qualities;
 - (vi) documents and communicates the unit of study curriculum as a unit of study outline in the LMS, and makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
 - (vii) reviews assessment tasks and standards in relation to policy and reports to the faculty and the program committee;



- (viii) reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;
- (ix) designs the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the [Academic Honesty in Coursework Policy 2015](#);
- (x) reports incidents of potential academic dishonesty or plagiarism in line with university policy;
- (xi) gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;
- (xii) administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience as set out in Part 5;
- (xiii) makes recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and
- (xiv) manages access to lecture recordings and, where necessary, submits applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean's nominee.

(14) Individual teachers

- (a) Educational excellence exists when teachers engage students in their learning. To this end, individual teachers:
 - (i) support and lead student learning of the curriculum, as specified and to the agreed standards;
 - (ii) prepare the educational content of units of study;
 - (iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
 - (iv) monitor and act to support academic standards and academic integrity; and
 - (v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(15) Students

- (a) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:
 - (i) be familiar with the award course resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and
 - (ii) satisfy attendance and assessment requirements.
- (b) In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.



26A Industry and Community Project units

- (1) Subject to the review and approval of the Board of Interdisciplinary Studies as required by this policy, the Pro Vice Chancellor (Education – Enterprise and Engagement), is responsible for managing learning and teaching in ICPUs. This includes:
 - (a) developing, implementing and monitoring curricula, learning activities and assessment, subject to approval by Board of Interdisciplinary Studies;
 - (b) consulting with faculties, degree coordinators and component coordinators to coordinate and align assessment, standards, management and delivery of ICPUs with curricula in which they are offered.
 - (c) implementing, at the unit study level, strategies and policies for educational excellence;
 - (d) reviewing unit of study curriculum design, including:
 - (i) learning outcomes;
 - (ii) teaching and learning activities; and
 - (iii) assessment;
 - (e) documenting and communicating the unit of study curriculum as a model unit of study outline applying to all shell units enrolling students in ICPUs, and making that unit of study outline available in the LMS;
 - (f) reviewing assessment tasks and standards for consistency with University policy;
 - (g) reviewing the academic integrity of each assessment task and the assessment matrix in ICPUs each time they are offered, to minimise the risk of breaches of academic integrity;
 - (h) designing the assessment framework for ICPUs to promote academic integrity in each assessment, consistently with the [Academic Honesty in Coursework Policy 2015](#);
 - (i) reporting incidents of potential academic dishonesty or plagiarism, consistently with university policy;
 - (j) gathering, reviewing and acting on data on educational quality; and
 - (k) evaluating ICPUs, including administering surveys of educational experience and providing reports to participating faculties on the quality of the student experience as specified in Part 5.
- (2) Unit of study coordinators for shell units enrolling students in ICPUs are not responsible for these matters.

27 Documentation and communication

- (1) This part of the policy sets out appropriate standards for:
 - (a) communicating with students and staff;
 - (b) managing the development of units of study, curricula and award courses; and
 - (c) institutional record keeping.

Note: See *Recordkeeping Policy 2017* and [Recordkeeping Manual](#)



- (2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:
 - (a) the unit of study outline;
 - (b) relevant curriculum resources; and
 - (c) any other material specified in the [Learning and Teaching Procedures 2016](#).

Note: See clause 11 of those procedures.
- (3) Unit of study outlines and the LMS website must be available to students:
 - (a) for -1000 and -5000 level units of study: no later than two weeks before the commencement of the teaching session in which the unit is offered; and
 - (b) for other units of study: no later than one week prior to the commencement of the teaching session in which the unit is offered.
- (4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.
- (5) Each faculty must publish an annual handbook, containing the minimum information specified in the [Learning and Teaching Procedures 2016](#).
- Note:** See clause 9 of those procedures.
- (6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the [Learning and Teaching Procedures 2016](#).
- Note:** See clause 8 of those procedures.
- (7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.
- (8) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the [Learning and Teaching Procedures 2016](#):
 - (a) a transcript;
 - (b) a certificate of graduate status; and
 - (c) a testamur.

Note: See clause 12 of those procedures.
- (9) Information other than that specified in the [Learning and Teaching Procedures 2016](#) may only be included on an academic transcript with the approval of the Deputy Vice-Chancellor (Education), after consultation with:
 - (a) the chair of the Academic Board or nominee;
 - (b) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Education);
 - (c) the Head, of the Sydney Student Team in the portfolio of the Vice-Principal (Operations);
- (10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Education) must be satisfied that the additional information:
 - (a) appropriately represents educational achievement;
 - (b) can be verified by the University; and
 - (c) can be collected in a timely and efficient manner.



- (11) Graduation statements may only be issued with the approval of the Deputy Vice-Chancellor (Education), after consultation with:
- (a) the chair of the Academic Board or nominee;
 - (b) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Education);
 - (c) the Head, of the Sydney Student Team in the portfolio of the Vice-Principal (Operations).

28 Qualifications of teachers, co-ordinators and supervisors

- (1) Heads of school must appoint unit of study co-ordinators and teachers who have appropriate knowledge, skills and qualifications, including:
- (a) up to date knowledge of a relevant field or discipline, which is informed by any of:
 - (i) ongoing research
 - (ii) scholarship; or
 - (iii) contemporary professional practice; and
 - (b) relevant skills in learning, teaching and assessment.
- (2) Individuals teaching or supervising units of study in award courses below AQF Level 10 must have:
- (a) a relevant qualification at least one AQF level higher than the course being taught, co-ordinated or supervised;
 - (b) equivalent academic attainment;
 - (c) equivalent professional experience; or
 - (d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 28(1) and 28(2) (a) to (c).
- (3) Individuals appointed on the basis of subclauses 28(2)(a) to (c) may also co-ordinate units of study in award courses below AQF Level 10.
- (4) Individuals appointed on the basis of subclauses 28(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.
- (5) Individuals teaching, co-ordinating or supervising units of study in an award course at AQF Level 10 must have:
- (a) a relevant qualification at AQF Level 10;
 - (b) equivalent academic attainment;
 - (c) equivalent professional experience; or
 - (d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 28(1) and 28(4) (a)-(c).



- (6) If individuals are appointed on the basis of equivalent academic merit or professional experience under subclauses 28(2) (b) to (d) or 28(4) (b) to (d), the academic attainment or professional experience must be documented and approved in writing by the head of the school;

Note: Records of approval must be retained and stored consistently with the requirements of the [Recordkeeping Policy 2017](#) and the *Privacy Policy 2017*

PART 6 QUALITY ASSURANCE

29 Quality assurance processes

- (1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:
- (a) standards driven;
 - (b) evidence based; and
 - (c) institutionally aligned.
- (2) Quality is measured in terms of excellence in:
- (a) educational outcomes;
 - (b) educational experience;
 - (c) educational environment.
- Note:** See Part 2.
- (3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.
- (a) Faculties and their Associate Deans – Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.
- (4) Excellence in educational experience is measured through students' reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.
- (a) Unit of study co-ordinators and Associate Deans – Education must administer surveys of educational experience each time a unit of study is offered.
 - (b) The Deputy Vice-Chancellor (Education) must implement surveys of students' experience of their learning at a University-wide level at least annually.
- (5) Excellence in educational environment is measured through students' responses to University, national and international surveys, and targeted *ad hoc* assessments of learning spaces.
- (a) The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.



(6) At unit of study level

- (a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.
 - (i) These standards must be easily visible at faculty level, generated through scrutiny of results data, and align with awards.
 - (ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.
- (b) Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys and peer observation of teaching where appropriate.
 - (i) The unit of study co-ordinator must provide annual reports on students' experience in a unit of study and feedback from surveys to students and the faculty.
- (c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:
 - (i) accepted learning space standards; and
 - (ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) At the curriculum level

- (a) Educational outcomes must:
 - (i) contribute to student qualifications;
 - (ii) meet accreditation requirements; and
 - (iii) be aligned with institutional, industry, professional and community expectations.
- (b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.
 - (i) Student survey results must be used to set standards and targets.
 - (ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.
- (c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.
 - (i) The Associate Dean – Education must provide annual reports on students' educational experience to the faculty.
 - (ii) Faculties must provide copies of formal benchmarking reports to the Academic Board.
 - (iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.
 - (iv) The Deputy Vice-Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.
- (d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community



of scholars within discipline and degree programs. Physical learning spaces are measured against:

- (i) accepted learning space standards; and
- (ii) student and teacher evaluations, including the effective use of existing resources.

(8) At the University level

- (a) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.
- (b) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.
- (c) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment should support working together to achieve excellence.
- (d) The University must evaluate the quality of outcomes, experience and environment using methods which include:
 - (i) using study survey results to set targets and benchmarks at faculty and University level;
 - (ii) accreditation reports;
 - (iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and
 - (iv) Academic Board and UE faculty reviews.
- (e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.
- (f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice-Chancellor (Education), the Vice-Chancellor and the Senate.
- (g) The Academic Board and the UE must provide reports of faculty reviews to the Senate.

30 Rescissions, replacements and transitional provisions

- (1) This document replaces the *Learning and Teaching Policy 2015*, which is rescinded as from the date of commencement of this document.



SCHEDULE ONE

Roles and responsibilities for curriculum (standards) and operational aspects

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Students	Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines. Satisfy attendance and assessment requirements.	Participate in evaluations of their experience, to ensure that educational excellence is achieved. Encouraged to participate in the development and review of courses and units of study.
Individual teachers	Support and lead student learning of the curriculum as specified, and to the agreed standard. Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy. Monitor and implement academic standards. Educate students on academic integrity and report any breaches of academic integrity.	Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator.



Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Unit of study co-ordinators	Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities. Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook. Review assessment tasks and standards in relation to policy and report to the faculty and program committee. Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015. Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches. Recommend student assessment tasks to the faculty and program committee. In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality.	Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.



Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Supervisors	Provide leadership, guidance and mentorship to students undertaking research projects. Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay. Educate students on, and monitor the project for compliance with, the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.	Support the student in the research project, including providing timely feedback and advice. Monitor progress within the context of the overall research plan. Provide the student with the necessary skills to complete the project.
Heads of school		Appoint a unit of study co-ordinator for each unit of study within the school. Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school. In consultation with unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.



Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Associate Dean – Education	Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty. On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry. Align educational standards and quality within the faculty with the University policy and strategy.	Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience. Review and act on data on educational quality. Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty. Support quality of learning and teaching across the faculty as set out in Part 5.
Dean		Have strategic oversight of faculties, the Associate De–n – Education and heads of school and heads of schools to ensure alignment with faculty strategy and operations (resources). Review and act on data relating to educational quality. Consistently with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.) Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5. Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation. Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty’s academic programs, including documentation for units of study.



Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Faculties	Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit. Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study. Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011). Review and act on data on educational quality and ensure educational excellence. Entrench academic integrity within the assessment framework of each award course at each stage of the program. Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015	Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs. May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.



Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Deputy Vice-Chancellor Education		Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience). Deliver quality assurance measures as set out in Part 5.
Vice-Principal (External Relations)		Establish and support institutional strategy to deliver the educational mission in relation to admission, recruitment and administration processes.
Vice Principal (Operations)		Establish and support institutional systems to deliver the educational mission in relation to admission, recruitment, and administration processes.
University		Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on: • reports of program committees, including curriculum review and assessment standards; • data on educational quality; and • academic integrity.



NOTES

Learning and Teaching Policy 2019

Date approved:	5 November 2019
Date amended:	9 April 2020 (administrative amendments) 11 May 2020 (COVID-19 amendment) 20 May 2020 (administrative amendments)
Date commenced:	1 January 2020
Administrator:	Deputy Vice-Chancellor (Education)
Review date:	5 November 2024

Rescinded documents: *Learning and Teaching Policy 2015*

Related documents:

University of Sydney (Coursework) Rule 2014

University of Sydney (Policies Development and Review) Rule 2011

Academic Honesty in Coursework Policy 2015

Code of Conduct for Students

Coursework Policy 2014

Research Code of Conduct 2013

Academic Honesty Procedures 2016

Assessment Procedures 2011

Learning and Teaching Procedures 2016



AMENDMENT HISTORY

Provision	Amendment	Commencing
Definitions (6)	Administrative amendments to replace references to clause 18 with clause 21.	9 April 2020
26(3)(c)(i); 26(6)	References to University Executive Course Curriculum Planning Committee replaced by University Executive Strategic Course and Student Profile Committee	9 April 2020
13(6A)	Subclause added	11 May 2020
12(a)(i); 28(2)(d); 28(3); 28(4); 28(5)(d); 28(6)	Administrative amendments to replace references to clause 24A with clause 28.	20 May 2020



ASSESSMENT PROCEDURES 2011

Issued by: Academic Board
Dated: 9 November 2011
Last amended: 12 June 2018 (commencing 1 January 2019)
3 September 2019 (commencing 10 September 2019)

Signature:

Name: Associate Professor Tony Masters, Chair, Academic Board

Variation of provisions due to COVID-19 pandemic emergency.

See clauses 3, 8 (1), 8(14A), 8(16), 8(19), 10(10), 13(9) –(10), 14(5A) and Schedule 4

1 Purpose and application

- (a) These procedures are to give effect to Part 14 of the [Coursework Policy 2014](#) ("the **policy**").
- (b) These procedures apply to:
 - (i) all coursework programs offered by the University; and
 - (ii) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

- (1) These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.
- (2) Sub-clause 5(7) commences in 2017 on a date to be determined by the Registrar.

3 Interpretation

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

Note: See clause 5 of the policy.

- (2) In these procedures:

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



aAssessment rubrics	means marking guides that state the criteria against which an assessment will be marked.
Dean	means: • In relation to a faculty, the Dean of the relevant faculty; • In relation to a University school, the Head of School and Dean of the relevant University school
due date	means the later of: • the date originally specified for submission of a piece of assigned work or any amended date; • the date specified for submission of a piece of assigned work after grant of a simple extension under clause 14A; or • the date specified for submission of a piece of assigned work after a grant of special consideration, special arrangements or reasonable adjustments
examination	means the final examination of a unit of study, which is held during the formal examination period
Examinations Office	means the University administrative unit responsible for the management of all examinations held during the formal examination period
fFaculty	means a faculty or a University school.
formal examination period	~~mMeans the two weeks following the end of the study break, 15 and 16 of each semester~~
late results	means results that are not entered into the student management system by the date determined by the Registrar for that purpose.
pPeer assessment	means students commenting upon and evaluating the work of a fellow student.
rReplacement examination period	means ~~week 18 of each semester, in which replacement examinations for the formal examination period take place~~ <u>the period determined by the Academic Board, usually commencing three weeks after the commencement of the formal examination period, during which replacement examinations for the formal examination period may be held</u>
rRetention period	means the mandatory period for which records must be maintained, as mandated by the NSW State Records Authority under the State Records Act 1998 (NSW) . Note: See also the University Recordkeeping Manual
self assessment	means students evaluating their own learning, both in relation to their process of learning and its outcomes.



sStandards-based assessment

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

Note: See clause 7

Student Identification Number

means the unique identification number assigned to each student upon their first enrolment at the University

study break (also Stu-Vac)

means the week following the last week available for teaching in a semester.

test

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

4 Application of implementation statements to assessment principles

- (1) These procedures set out the implementation statements designed to give effect to the assessment principles established by the policy.
- (2) Schedule 1 to these procedures is a table correlating assessment principles to implementation statements.

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

- (1) Standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work.
- (2) Standards should typically be defined in the context of the discipline, course or level of the unit.
- (3) Standards (including threshold or pass standards) should be benchmarked against comparable disciplinary and/or professional standards, within the University and beyond.

Note: See also the [Learning and Teaching Policy 2015](#)

- (4) Peer review or moderation of assessment tasks should be used to ensure the appropriateness of the tasks set and their conformity with the policy.
- (5) Program learning outcomes must be consistent with the [Learning and Teaching Policy 2015](#), and assessed at appropriate points throughout the degree.
- (6) Students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades.
- (7) In examinations, test or other assessments consisting of written elements, students should be identified on scripts, essay books or answers sheets by Student Identification Number only. Names should not be used.
- (8) Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student's time, such as other assessments or the requirements of other units of study.



- (9) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.
- (10) Feedback on student work should be sufficiently timely to allow improvement where necessary.
- (11) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.
- (12) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.
- (13) Evaluative feedback from students in relation to assessment should be incorporated by teachers, where appropriate, into teaching and learning strategies and future assessments.

6 Informing students – Principles 1 and 2

- (1) The scope and nature of the assessment for each unit of study should be explicitly stated in the unit of study outline and published no later than one week prior to the commencement of the semester or teaching period in which the unit is offered. This statement should include:
 - (a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;
Note: The University's requirements for assessments are set out in section 19 of the [Learning and Teaching Policy 2016](#), section 10 of the [Learning and Teaching Procedures 2016](#) and section 60 of the [Coursework Policy 2014](#).
 - (b) the standards against which performance will be measured;
 - (c) an assessment table, with:
 - (i) the weighting of items and of tasks or papers;
 - (ii) the due date for submission or testing;
 - (iii) the conditions under which examinations will be sat;
 - (d) the conditions for extensions of time (if any); and
 - (e) the penalties for lateness or violation of assessment specifications (e.g. length).
- (2) All new units of study commencing from semester 1, 2018 should use the standard assessment table in Schedule 2.
- (3) Changes to the nature, weighting or due date of assessment tasks made after the publication of unit of study outlines may only be made in exceptional circumstances.
- (4) Unit of study outlines must comply with the requirements of the [Learning and Teaching Policy 2015](#) of the Academic Board.
- (5) Any necessary modifications to the scope or nature of any assessment task must be communicated in writing to all students enrolled in the unit before the halfway point of the unit, and must be applied so that no student is differentially disadvantaged by the modification.



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

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

Note: See clause 11A of these procedures, and clause 66A of the [Coursework Policy 2014](#).

7 Marking and determination of grades – Principles 2 and 3

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

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

Note: See [Learning and Teaching Policy 2015](#).

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

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

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

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

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

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

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

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

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

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

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

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



- (8) Assessment related decisions which may impact on a student's progression or graduation:
 - (a) must be based solely on the assessments specified for that purpose; and
 - (b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.
- (9) When marks from tasks are combined, the methods used should be statistically and educationally defensible.
- (10) Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.

7A Late penalties

- (1) Subject to any contrary provision in any applicable faculty or course resolution, if penalties are applied for work submitted after the due date they must be consistent with this clause.
- (2) For any assessment task:
 - (a) late penalties may be applied, consistently with this clause; or
 - (b) late submission may be prohibited, with consequences as specified in the unit of study outline; or
 - (c) late penalties may be excluded from applying;provided that these conditions must be expressly stated in the unit of study outline.
- (3) Written work submitted electronically after 11.59 pm on the due date will be considered to have been submitted late.
- (4) For every calendar day up to and including ten calendar days after the due date, a penalty of 5% of the maximum awardable marks will be applied to late work.
 - (a) The penalty will be calculated by first marking the work, and then subtracting 5% of the maximum awardable mark for each calendar day after the due date.
- (5) For work submitted more than ten calendar days after the due date a mark of zero will be awarded. The marker may elect to, but is not required to, provide feedback on such work.
- (6) Copies of late work, including work which is not marked, must be retained consistently with the requirements of the [Recordkeeping Policy 2017](#) and the [Recordkeeping Manual](#).

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

8 Conduct of examinations – Principles 1 to 4

(1) The provisions of subclauses 8(3), 8 (6) to 8(8) inclusive, 8(10) and 8(13) do not apply to take home examinations.

(1)(2) The principal examiner is responsible for:

- (a) complying with and completing all administrative requirements for the examination by the specified deadline;



- (b) providing the examination paper to the Examinations Office by the specified deadline;
 - (c) securing working papers developed in preparation for examinations; and
 - (d) accounting for all secure papers.
- ~~(2)~~(3) Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point to a maximum of 3 hours. A shorter time is acceptable, especially when students are also assessed progressively.
- ~~(3)~~(4) Examinations should typically be of a higher weight than tests or other assessments required in a unit of study.
- ~~(4)~~(5) Examinations may consist of written elements, non-written elements or a combination of both.
- ~~(5)~~(6) All examinations other than those which include non-written elements must be administered by the Examinations Office.
- ~~(6)~~(7) In relation to all examinations, the Examinations Office is responsible for:
- (a) managing examination venue bookings;
 - (b) security protocol and printing examination papers;
 - (c) retaining final examination papers in the University archives;
 - (d) scheduling examinations generally;
 - (e) scheduling examinations in postgraduate coursework units of study, as far as practicable, at times consistent with class times; and
 - (f) recruiting and training examination invigilators; and
 - (g) preventing students from leaving the examination venue with examination materials.
- ~~(7)~~(8) All examinations must be of one of the following durations:
- (a) 1 hour;
 - (b) 1.5 hours;
 - (c) 2 hours;
 - (d) 2.5 hours; or
 - (e) 3 hours.
- ~~(8)~~(9) All examinations, except for those in the University of Sydney Law School, must provide for ten minutes reading time in addition to the stated examination duration. Examinations in the University of Sydney Law School must provide 30 minutes reading time.
- ~~(10)~~ All examinations ~~except take-home examinations and examinations listed under 14B~~ must be invigilated by University ~~trained~~ approved invigilators except for:
- ~~(a)~~ take-home examinations; and
 - ~~(a)~~(b) examinations to which subclause 8(19) applies.
- ~~(9)~~(11) Any unit of study with a value of six or fewer credit points should be examined in no more than one examination, apart from exceptional cases approved by the relevant dean.
- ~~(10)~~(12) Any unit of study with a value of more than six credit points should be examined in no more than two examinations sessions.



~~(11)~~(13) No student may be required to sit for more than two examinations on the same day. Where a student has three examinations scheduled for the same day, the Examinations Office must provide for one to be taken at an alternative time.

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

(14A) Until the end of 2020, unless rescinded earlier by the Academic Board, take-home tests, take-home examinations and written assignments:

(a) may have a scheduled due date which is:

(i) any day before the last day of the last week available for teaching in a semester; or

(ii) any day during the formal examination period;

but:

(b) must not be during the study break except if:

(i) applicable to a single degree, and its combined variants, for which examination is predominantly by means of take-home examination or take-home test; and

(ii) with the approval of the relevant Associate Dean (Education).

~~(14B) Until the end of 2020, unless rescinded earlier by the Academic Board, other time-based online examinations, taken synchronously by all candidates, including open book examinations and online MCQ and short answer examinations may be administered without invigilation or online proctoring~~

~~subject to approval of the academic risk assessment by the Associate Dean.~~

~~(12)~~(15) Tests may be held during classes provided that faculties ensure that the overall assessment practices in all units of study are reasonable and not structured in a way that may disrupt attendance at other classes.

~~(13)~~(16) The week after the end of teaching in each semester will be a study break (Stu-Vac, ~~week 14~~) with the formal examination period to commence the following week, ~~week 15~~.

~~(14)~~(17) Principal examiners seeking to directly administer written examinations without the involvement of the Examinations Office must obtain the Registrar's written permission to do so each year. Such requests must:

(a) set out the reason why the examination cannot be administered by the Examinations Office; and

(b) detail the arrangements for secure printing and storage of examination papers.

~~(15)~~(18) In relation to written examinations administered other than by the Examinations Office, the principal examiner is responsible for:

(a) providing the Examinations Office with all necessary information to schedule the examination, within the timeframes specified by the Examinations Office;

(b) arranging the Examinations Office to book an appropriate examination venue;

(c) arranging secure printing and storage of examination papers;

(d) providing a copy of the final examination paper to the Examinations office for retention in the University archives; and



(e) arranging for invigilation of the examination by University ~~trained~~-approved invigilators.

(19) Until the end of 2020, unless rescinded earlier by the Academic Board, the relevant Associate Dean may, after considering the applicable academic risk assessment, approve time-based online examinations which are taken at the same time by all candidates without invigilation or online proctoring. This includes but is not limited to

(a) open-book examinations;

(b) multiple choice questionnaires; and

~~(e)~~(c) short answer examinations.

9 Security of examination papers — Principles 1 to 4

- (1) In the preparation of examination papers, it is essential to ensure the security of questions and papers, so that examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.
- (2) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.
- (3) When questions are re-used in subsequent examination papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.
- (4) Students' examination scripts should be retained by the faculty for the specified retention period, after which they should be destroyed.

Note: At the date of these procedures this is 6 months. See the [Recordkeeping Manual](#).

- (5) Students are entitled to access their own written scripts, provided the request is made during the script retention period.
 - (a) Written work which answers questions from examinations not secured for re-use may be copied by students.
 - (b) Written work which answers questions from secured or confidential examination papers may not be copied, and may only be viewed by appointment, either individually or in groups, under appropriate academic supervision.
- (6) All possible breaches of security or incidences of misconduct during an examination must be reported to the principal examiner and, if appropriate, to the Registrar. All unusual events, breaches of security or difficulties encountered in the setting, transport, marking or entering of results should be reported to the head, if possible before the head determines the results of the examination.
- (7) Any paper whose security may have been compromised should be re-set.

10 Emergency evacuations during examinations — Principles 1 to 4

- (1) If an emergency evacuation is required:
 - (a) invigilators must:
 - (i) make a note of the time at which the examination is stopped; and



- (ii) adhere to the instructions of Campus Security staff and emergency services;
 - (b) the relevant precinct officer must contact the Examinations Office to inform them of the evacuation.
- (2) Precinct officers and or security staff will direct students and invigilators to an appropriate area, where they must await further information. Unless otherwise instructed by precinct officers or security staff, students must remain in the immediate vicinity.
- (3) Invigilators must inform students that there must be no communication between them and that the use of electronic or smart devices is not permitted.
- (4) If an emergency evacuation impacts one or more examination venues, the Examinations Office will:
 - (a) determine to resume the examination if:
 - (i) 30 minutes or less has elapsed since the time of evacuation; and
 - (ii) Campus Security or emergency services have confirmed that it is safe to do so;
 - or
 - (b) determine to abandon the examination if:
 - (i) more than 30 minutes has elapsed since the time of evacuation;
 - (ii) Campus Security or emergency services advise that the venue is not safe for the examination to resume; or
 - (iii) advised that the integrity of the examination paper has been compromised during the evacuation.
- (5) Immediately after a decision to resume or abandon an examination, the Examinations Office will notify the following by email:
 - (a) the principal examiner;
 - (b) all relevant Associate Deans (Education);
 - (c) the Deputy Vice-Chancellor (Education); and
 - (d) all relevant precinct officers.
- (6) Invigilators will:
 - (a) inform students of the decision to resume or abandon the examination; and
 - (b) if the examination is abandoned, advise students that:
 - (i) the Examinations Office will contact them through their University email account about arrangements for a replacement examination; and
 - (ii) they must remain close to campus until informed to the contrary by the Examinations Office, because they may be required to re-sit the examination on the same day.
- (7) If the examination is resumed, invigilators will allow students the full time lost to the emergency evacuation plus an additional five minutes, to compensate for the disruption.
- (8) If an examination is abandoned:
 - (a) students' work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking;



- (b) the principal examiner will arrange for the faculty to retain the examination work until the end of the next semester after the examination: and
 - (c) the Examinations Office will consult with the principal examiner to make arrangements for the impacted students to re-sit the examination as soon as possible.
- (9) If the original examination paper has been compromised the principal examiner must either:
 - (a) instruct the Examinations Office to use the replacement examination paper; or
 - (b) provide the Examinations Office with a new examination paper.
- (10) If the replacement examination paper is used, the principal examiner must provide the Examinations Office with a third paper, [for use in the replacement examination period or provide an alternative assessment by close of business Monday week 18 the first business day of the replacement examination period, for use in the replacement examination period.](#)
- (11) All University policies, including those relating to illness and misadventure, apply in the circumstances of the re-sitting of an abandoned examination as they would have to the original examination.

11 Use of handheld computing devices in examinations – Principle 3

- (1) Personal computers, electronic communication devices, recording devices, items with internet connectivity, Bluetooth connectivity or smart technology capability are not normally permitted in examinations. This includes, but is not limited to:
 - (a) laptop computers;
 - (b) mobile phones;
 - (c) tablet computers;
 - (d) smart watches; and
 - (e) headphones, earphones or earbuds
- (2) Students who bring such devices must switch them off and leave them in their bags or under their desk in the examination venue.
- (3) Invigilators must report any use or attempted use of an unauthorised device in an examination.
- (4) Faculties may develop examinations and assessments in which such devices are permitted but in doing so must consider the equity, supervisory and logistical implications of their use.
- (5) The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.
 - (a) A copy of this list is available on the University website:
<https://sydney.edu.au/students/exams/>
- (6) Students must have non-programmable calculators approved by the Student Centre before they can be used in an examination



12 Accessible examination and assessment arrangements —

Principle 3

- (1) Students who have registered with the University's Disability Services, and have satisfied the University's requirements for supporting documentation, may be eligible for reasonable adjustments or accessible examination and assessment arrangements.
- (2) University staff are generally required to implement the examination and assessment adjustments or arrangements notified by Disability Services, with the exceptions described in the [Disability Standards for Education \(2005\)](#).
- (3) Staff should familiarise themselves with the Disability Standards for Education (2005) and discuss any concerns about notified adjustments with Disability Services.
- (4) Disability Services will contact eligible students prior to the formal examination period to confirm required examination adjustments or accessible arrangements.
- (5) Disability Services in consultation with the relevant delegate will determine the adjustments and accessible examination arrangements which will apply to each registered student in relation to a given assessment or examination.
- (6) Adjustments applicable to the formal examination period also apply to, and must be provided in, the replacement examination period.
- (7) In-faculty-coordinated examinations, tests, take home tests, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:
 - (a) notifying students in a timely manner of
 - (i) the confirmed adjustments or arrangements; and
 - (ii) the time and location of any adjusted examination;
 - (b) providing notified adjustments and accommodations, including supervision, scribes or equipment;
Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and invigilators.
 - (c) providing adjustments or arrangements to the original examination or assessment for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be notified.
- (8) The provision of reasonable adjustments or accessible arrangements does not preclude a student from claiming special consideration due to illness or misadventure.
Note: See also clause 14 of these procedures and clause 67 of the policy.
 - (a) All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU).
Note: See schedule 3 of these procedures



13 Special arrangements for assessment or examinations =

Principle 3

- (1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.
- (2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student's absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.
- (3) A student seeking special arrangements for assessment or examination should make a request:
 - (a) in the case of religious commitments that might have an impact on the types of assessment or examination they can undertake, at the date of commencement of semester; and
 - (b) in the case of other types of commitment, as soon as the student becomes aware of a requirement to be absent from the University.
- (4) Faculties must advise students of any cut-off dates for requests for special arrangements for assessments or tests.
- (5) Late requests for special arrangements for assessment or examination will be considered only where the student provides a reasonable explanation for the delay.
- (6) Requests for special arrangements for examinations must be lodged, with all necessary forms and supporting documentation, no later than the close of business 14 days after the publication of the examination timetable.
- (7) A request for special arrangements must be accompanied by sufficient and relevant supporting documentation, in English. This may include, but is not limited to:
 - (a) in the case of religious beliefs, a supporting letter from the student's imam, pastor, rabbi or equivalent spiritual or community leader;
 - (b) in the case of compulsory absence, a copy of the summons, subpoena, court order or notice of selection for jury duty;
 - (c) in the case of sporting, cultural or political/ union commitments, supporting documentation from the organising body;
 - (d) in the case of parental or adoption commitments, a certificate from a medical practitioner or midwife stating the expected date of birth or documentation from the relevant adoption agency stating the expected date of placement;
 - (e) in the case of defence force or emergency services commitments, supporting documentation from the student's brigade or unit;
 - (f) in the case where continuing employment would be jeopardised, supporting documentation from the student's employer;
 - (g) in the case of other situations, such documentation as is considered necessary by the University.
- (8) Students requesting special arrangements must provide contact details for those individuals or organisations providing supporting documentation, so that further information or advice may be obtained.



- (9) Until the end of 2020, unless rescinded earlier by the Academic Board a student may apply directly to the relevant unit of study co-ordinator for special arrangements for assessments (including examinations) if:
- (a) the student is registered with the Australian Health Practitioner Health Regulation Agency as a health practitioner or student health practitioner; and
 - (b) is or will be at the relevant time providing professional service at short notice in response to the COVID-19 pandemic.
- (10) In relation to applications under clause 13(9):
- (a) faculties may not impose cut off dates;
 - (b) the provisions of subclauses 13(5) and (6) will not apply; and
 - (c) unit of study co-ordinators must create and retain written records of all approvals granted by them.

14 Special consideration due to illness, injury or misadventure =

Principle 3

- (1) All requests for special consideration will be considered in the same manner across the University, although the response may vary according to the circumstances.
 - (a) Schedule 3 to these procedures prescribes the standard responses to the most common circumstances.
- (2) Occasionally circumstances of a longer term nature may have a substantial impact on a student's ability to study and undertake assessments. In such cases, affected students should discuss their circumstances with an advisor or counsellor within or outside their faculty before lodging a request for special consideration.
- (3) Multiple and recurring requests for special consideration may be an indicator of a student at academic risk, and may be referred to the faculty for consideration under Part 15 of the policy.
- (4) Requests for special consideration should be lodged no later than three working days after the assessment.
 - (a) Where circumstances preclude this, a student may still request special consideration but must provide a reasonable explanation for the delay.
 - (b) The University will not decline a request on the grounds of late lodgement where a reasonable explanation is provided.
- (5) A request for special consideration must:
 - (a) use the electronic form specified for this purpose by the University;
 - (b) clearly set out the basis for the request;
 - (c) for illness or injury, provide an appropriate professional practitioner certificate completed by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:
 - (i) the practitioner's name, contact details, provider number and signature;
 - (ii) the date of consultation;



- (iii) an evaluation of the duration and degree of impact on the student's ability to attend classes, learn or complete assessment requirements; and
 - (iv) the date the certificate was written and issued; or
 - (d) where a professional practitioner certificate is not possible, include a statutory declaration:
 - (i) setting out the duration and degree of the impact of the illness, injury or misadventure on the student's ability to attend classes, learn or complete assessment requirements; and
 - (ii) attaching relevant supporting documents; ~~and~~
 - and
 - (e) provide details of any group work which might be affected
- (5AeA) Notwithstanding the requirements of subclauses 14(5) (c) and (d) and until the end of 2020, unless rescinded earlier by the Academic Board, where a professional practitioner certificate or a statutory declaration is not practicable, a student may include ~~include~~ a student declaration in the form of Schedule 4:
- (i) setting out the duration and degree of the impact of the illness, injury, ~~or misadventure~~ or exceptional circumstance on the student's ability to attend classes, learn or complete assessment requirements; and
 - (ii) attaching relevant supporting documents, if practicable; ~~and~~
- ~~(e) — provide details of any group work which might be affected.~~
- (6) The University may contact the author of a professional practitioner certificate or other supporting document to verify its authenticity.
 - (7) Students must retain the originals of any documents submitted in support of a special consideration request until their degree has been conferred, or their candidature is otherwise terminated.

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

- (8) International students suffering illness, injury or misadventure should also contact the University for information about possible impacts on visa and other arrangements.
- (9) A student may withdraw a request for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the earlier of:
 - (a) release of results for that assessment; or
 - (b) completion of a replacement assessment.

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

- (10) The University will maintain detailed records of the process of determination, and outcome, of any special consideration request.
- (11) The relevant delegate will determine the form of special consideration to be provided if a request is successful.

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



an approved precedent, the University will refer the request to the relevant delegate for determination.

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

(a) *Replacement assessment.*

- (i) This may be made available where a request relates to an examination or test. Subject to the provisions of sub-clauses 13(a)(v) to (viii), all students who make a successful request for special consideration relating to an examination will receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.
- (ii) A replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment.
- (iii) Where a successful request for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment including replacement examinations will be treated as a first attempt and the original attempt at the assessment will be deemed not to have occurred.
- (iv) The relevant delegate is responsible for setting the date of the replacement assessment, except for replacement examinations which are held in the replacement examination period and managed by the Examinations Office.
- (v) A student may lodge a further request for special consideration if they believe that their performance was impacted or they were unable to attend the first replacement assessment, due to injury, illness or misadventure.
- (vi) If the further request for special consideration is successful, the faculty should where practicable arrange a second replacement assessment, which should be held within three weeks of the date of the first replacement assessment.
- (vii) If the student is unable to attempt the second replacement assessment due to injury, illness or misadventure, previously approved exchange or study abroad commitments, or compulsory experiential placement, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).
- (viii) If the faculty is unable to arrange any form of appropriate or appropriately timed second replacement assessment, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).

(b) *Extension.*

- (i) This may be made available in relation to a non-examination assessment task which is not an examination or test.
- (ii) The relevant delegate will determine the length of any extension, and in doing so must consider the extent to which the student's ability to prepare was affected.
- (iii) Extensions of up to 20 working days may be granted.
- (iv) Extensions longer than 20 working days may only be granted if doing so would not advantage the student against the rest of the cohort. If



unfair advantage would occur, an alternative assessment should be set.

- (c) *Reweightings or averaging.*
 - (i) This may be made available in relation to assessments that repeat on a regular basis. These are typically assessments that occur throughout the semester (such as weekly class tests, tutorial participation marks or laboratory work) where each assessment alone is not worth a high percentage of the total unit mark.
 - (ii) The non-completion of a minor component of assessment must not compromise the integrity of the assessment of the curriculum. Where re-weighting is inappropriate on academic grounds this should be declared in the description of assessment for the unit of study or curriculum. In these cases an alternative assessment should be provided.
 - (iii) Should a student miss more than 30% of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.
- (13) The following provisions will apply where one or more members of a group involved in group work suffer an illness, injury or misadventure.
 - (a) Consideration must be given to the interests of:
 - (i) the member(s) suffering the illness injury or misadventure; and
 - (ii) the remaining group members whose ability to complete the task as originally assigned may be impacted, and may therefore also be considered to have suffered a form of misadventure. Ideally special consideration requests should be submitted by all affected parties.
 - (b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.
 - (c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.
 - (d) If the relevant delegate considers that the group can no longer function, the assessment task will be redefined for the remaining active members, based on the contributions they were to make.
 - (i) Assessment will then be based on the redefined task.
 - (ii) The lecturer or teacher may also allow an extension of time.
 - (iii) The group member(s) who suffered the illness, injury or misadventure will, if their request is accepted, be given an alternative assessment.
 - (e) If a group submits a request for special consideration on the basis of an absence of one or more members, and no matching request is submitted by the relevant member(s), the group request should be considered on its merits in accordance with this policy even if the relevant delegate has no knowledge of the absent member(s) suffering any illness, injury or misadventure.
- (14) Aegrotat and posthumous awards may be made in circumstances involving serious illness or death. For the purposes of clause 92A of the Coursework Policy, a Dean



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

14A Simple extensions — Principle 3

- (1) Students may apply for a simple extension, as provided in clause 66A of the [Coursework Policy 2014](#).
- (2) The faculty must determine the method for applying for simple extensions in that faculty, provided that the method must require written communication between the student and the relevant unit of study co-ordinator which records at least:
 - (a) the student's name;
 - (b) the student's student identification number; and
 - (c) the unit of study code.

15 Processing and release of results — Principles 1 to 4

- (1) The Registrar will determine in advance, and publish, dates for release of results to students. The Registrar may also determine, and publish the determination, that results for a specific unit of study be released on an earlier date than the originally determined date, if requested to do so by the relevant dean or associate dean.
- (2) Principal examiners must:
 - (a) assemble all marks and records of assessment for the unit of study;
 - (b) ensure security of marks;
 - (c) arrange the collation of marks;
 - (d) verify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of meetings in case an appeal process requires such evidence;
 - (e) submit the results to the relevant head of academic unit by the required date; and
 - (f) keep appropriate records to justify the final mark.

Note: See [Recordkeeping Manual](#).

- (3) The Dean and head of the relevant academic unit must ensure that:
 - (a) the results for all units of study comply with applicable policies, procedures and local provisions;
 - (b) appropriate information and training about processes for entering results is provided to those who require it; and
 - (c) final results are entered and agreed in the student management system by the date determined by the Registrar.
- (4) Late results must be:
 - (a) approved by the head of the relevant academic unit;
 - (b) entered into the student management system as soon as they become available; and
 - (c) released as soon as possible after the release date determined by the Registrar.



- (5) Changes to marks or grades after entry into the student management system must be:
 - (a) approved by the relevant delegate after consideration of an explanation for the change;
 - (b) submitted and entered in the manner specified by the Registrar; and
 - (c) released as soon as possible after the release date determined by the Registrar.
- (6) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the date determined by the Registrar for the date to convert all IC results to AF, the grade will be automatically converted either to “absent fail” (AF) or, if an incomplete mark has been entered with the IC grade, to the grade corresponding to that mark (note: an incomplete mark entered with an IC grade should be the maximum mark to which the student would be entitled if the assessment remains incomplete).
- (7) The Registrar must ensure that results are released to students by the dates determined.
 - (a) Final results of students in completed units of study will be provided to students through the student management system.
- (8) Faculties must, on request, provide students with the numerical mark for each assessment task which comprises the final numerical mark reported on the student’s Examination Result Notice.
 - (a) Records of such marks must be retained for 12 months.
- (9) To ensure confidentiality, students’ results must not be displayed in public places.
- (10) The faculty must establish mechanisms for review of results, including those for students affected by illness or misadventure, in accordance with applicable University policies.

Note: See also clause 16 of these procedures and [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#)
- (11) The faculty will determine the award of honours degrees and the levels at which they are awarded.
- (12) After the expiry of the applicable retention period, examination scripts and marking sheets may be destroyed. The destruction must be authorised by the head of the unit and documented as required by the [Recordkeeping Manual](#).

16 Appeals — Principles 1 to 4

- (1) Students may appeal against the procedures used to arrive at an academic decision, as provided in the [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#).
- (2) If an appeal is made:
 - (a) all documentation relevant to that student’s assessment must be placed on the student’s appeal file;
 - (b) all other annotated scripts must be retained together for each examination for the appeal period;
 - (c) mark sheets must be retained for 12 months; and
 - (d) minutes of meetings must be centrally filed.



17 Professional development – Principles 2 and 4

- (1) Staff with teaching responsibilities should be provided with professional development opportunities related to design, implementation, moderation and quality assurance of assessment.
- (2) Faculties should provide opportunities for recognition and sharing of effective assessment practices. The University will also provide such opportunities on a University-wide basis.
- (3) Professional development support will be provided by Educational Innovation in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of assessment policies – Principle 4

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

NOTES

Assessment Procedures 2011

Date adopted:	9 November 2011
Dates amended:	28 February 2017, effective 6 March 2017 20 April 2017 (Administrative amendments only) 4 May 2017 (Administrative amendments only) 10 October 2017 12 June 2018, effective 1 January 2019 3 September 2019 (commencing 10 September 2019)
Date commenced:	1 January 2012
Administrator:	Executive Officer, Academic Board
Review date:	7 December 2021
Related documents:	

Disability Discrimination Act 1992 (Cth)

Disability Services for Education



University of Sydney (Student Discipline) Rule 2016

University of Sydney (Coursework) Rule 2014

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

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

Academic Honesty in Coursework Policy 2016

Coursework Policy 2014

Learning and Teaching Policy 2016

Academic Honesty Procedures 2016

Recordkeeping Manual

AMENDMENT HISTORY

Provision	Amendment	Commencing
Clause 14(8)	Amended to allow the consideration of further information with the discretion of the ~~f~~ aculty	4 October 2012
Clause 3(2)	Amended to insert definition of late result	3 July 2014
Clause 14 (14)(a)(v)	Amended to align processing time with new student information system	3 July 2014
Clause 15 (1)	New clause inserted on determination of results dates	3 July 2014
Clause 15 (2)	Amended to clarify the responsibilities of principal examiners	3 July 2014
Clause 15 (3)	Amended to clarify the responsibility of deans and heads of academic units	3 July 2014
Clause 15 (4) (5) (6)	Inserted to clarify processing of late results, changes to marks or grades and incompletes	3 July 2014
Clause 15 (7)	Amended to clarify release of results	3 July 2014
Various	Updated references to the <i>Coursework Policy 2014</i> and relevant parts and clauses	22 January 2015
Clause 14(16)	Updated following the addition of clause 92A to the <i>Coursework Policy 2014</i>	25 March 2015
9(4) note	Updated retention period to reflect <i>Recordkeeping Manual</i> – administrative amendment only.	25 March 2015



Provision	Amendment	Commencing
8(6) (deleted), 13, 14	Amended to align with changes to the Coursework Policy 2014 related to the administration of special consideration and special arrangements.	1 January 2016
6(1), 6(2) (added)	Amended to clarify that amending assessment requirements should not disadvantage students	4 April 2016
Clause 6(6)	Added	29 June 2016
Clause 11A	Added	29 June 2016
Clause 2(2)	Added	3 January 2017
Clause 3(2)	Definitions added for examination, Examinations Office, formal examination period, replacement examination period, Student Identification Number and test Definitions amended for academic unit, peer assessment, self assessment, standards-based assessment and test	3 January 2017
Clause 5(7)	Added	3 January 2017
Clause 6(1)	Additional details added including updated references to other relevant documents and details regarding assessment tables	3 January 2017
Clause 6(2)	Added	3 January 2017
Clause 7(3) and 7(4)	Clause broken into different clauses and details regarding how grades are not determined added	3 January 2017
Clause 8	Amendments including addition of new clauses covering conduct of examinations and to reflect changes in terminology	3 January 2017
Clause 10(13)	Amended to reflect changes in terminology	3 January 2017
Clauses 10, 11 and 12	References to supervisors changed to invigilators throughout	3 January 2017
Clause 11(1)	Amendments regarding hand held computing devices	3 January 2017
Clauses 13(4) (5), 14(13)(a)(i), 14(13)(b)(i)	Minor amendments to reflect changes in terminology	3 January 2017
Clauses 7(3) (4), 8(4) (15) (16) (17), 14(13)(a)	Amendments to clarify requirements regarding replacement examinations and to reflect changes in terminology	3 January 2017



Provision	Amendment	Commencing
Schedule 2	Added	3 January 2017
Clause 11A	Former clause 11A deleted and relocated to become clause 14A	3 January 2017
Clause 14A	Former clause 11A becomes clause 14A	3 January 2017
Clause 7(4)(b)	Clause deleted	6 March 2017
Clause 7(4)(c)	Former clause 7(4)(c) deleted and relocated to become clause 7(4)(a)	6 March 2017
Clauses 14(2) and 14(2)(a)	Amendments including addition of new clause for schedule 3	6 March 2017
Clause 13(c)(iii)	Amendment to clarify weighting of regular assessment components	6 March 2017
Clause 17(3)	Reference to Institute for Teaching and Learning changed to Educational Innovation	6 March 2017
Schedule 2	'Closing date' column added	6 March 2017
Schedule 3	Added	6 March 2017
Schedule 3; notes	Administrative amendments only	20 April 2017
Notes	Reference to <i>By-law</i> changed to <i>University of Sydney (Student Discipline) Rule 2016</i>	20 April 2017
Schedule 3	Administrative amendments only	4 May 2017
Schedule 3	Administrative amendments only to footnote 2 and 4	23 May 2017
10(6); 14(13(a)(iv)-(v)	Consequential amendments arising from <i>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</i>	10 October 2017
14(1)	Rescinded	10 October 2017
3; 7(5); 9(4); 10(12); 10(15)(b); 11(2); 12(4); 15(8); 15(2)(d); 16(2)(d); Schedule 3	Consequential amendments arising from organisational design changes	10 October 2017
Clause 12	Amendments including addition of new clauses covering conduct of examinations and role of Disability Services	10 October 2017



Provision	Amendment	Commencing
Clause 13 (a)(i) and 9v)	Amended to clarify possibility of replacement assessment	10 October 2017
Schedule 3	Administrative amendments only	10 October 2017
Clause 3(2)	Definition added for due date	1 January 2019
Clause 7A	Added to stipulate a common system of late penalties	1 January 2019
Clause 8(6)	New subclause 8(6)(g) added	3 September 2019
Clause 10	Clause deleted and replaced.	3 September 2019
Clause 11 (1); (3); (5)(a)	Subclause 11(1) deleted. New subclauses 11(1) – (3) added. New subclause 11(5)(a) added. Clause 11 renumbered accordingly.	3 September 2019
<u>clause 3</u>	<u>Definitions of “formal examination period” and “replacement examination period” amended. Definition of “study break” inserted.</u>	<u>TBC</u>
<u>clause 8(1)</u>	<u>New subclause inserted, consequent renumbering</u>	<u>TBC</u>
<u>clause 8(10)</u>	<u>Reference to University trained invigilators replaced by University approved invigilators.</u>	<u>TBC</u>
<u>clause 8(10)(b)</u>	<u>New subclause added</u>	<u>TBC</u>
<u>clause 8(14A)(i)</u>	<u>“week 13” deleted and replaced by “last week available for teaching”</u>	<u>TBC</u>
<u>clause 8(14A)(b)</u>	<u>“week 14” deleted and replaced by “the study break”</u>	<u>TBC</u>
<u>clause 8(16)</u>	<u>References to “week 14” and “week 15” deleted</u>	<u>TBC</u>
<u>clause 8 (19)</u>	<u>New subclause inserted</u>	<u>TBC</u>
<u>clause 10(10)</u>	<u>“close of business Monday week 18” deleted and replaced by “first business day of the replacement examination period”</u>	<u>TBC</u>
<u>clause 13 (9) and (10)</u>	<u>New subclauses inserted</u>	<u>TBC</u>
<u>14(5A)</u>	<u>New subclause inserted</u>	<u>TBC</u>
<u>Schedule 3</u>	<u>References to take home exams and attendance requirements added</u>	<u>TBC</u>



Provision

Amendment

Commencing

Schedule 4

New schedule added

TBC



SCHEDULE 1 – IMPLEMENTATION TABLE

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



Principle and implementation statements

Assessment Procedures

- (3) 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.

7

11A-14

4. Assessment practices must be continuously improved and updated

- (1) Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.
- (2) Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.
- (3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

5

5

17



SCHEDULE 2 – STANDARD ASSESSMENT TABLE FOR ALL NEW UNITS OF STUDY COMMENCING SEMESTER 1, 2018

Valid values for individual assessments (see note over page)	Assessment title	Assessment category	Example of Assessment type	Description of Assessment type	Exam / Quiz type	Individual or Group	Length / duration	Weight	Due date and time ¹	Closing date
	Free format text to name each assessment		Valid Assessment type values for each			Specify for each assessment (select one)	Specify word limit or time limit for each assessment	Specify percentage contribution to final mark (%) for each	Specify for each	Specify for each
	Name of assessment task	Exam	Final exam	Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.	Final exam					
			In-semester exam	Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.	In-semester exam					
	Name of assessment task	Skills-based assessment	Placements	Professional experience placement, internship, or site visit.						
			Skills base evaluation	Clinical skills assessment or lab skills assessment.						
			Creative assessments / demonstrations	Performance, recital or jury-assessment performance, or exhibition.						

¹ Due date may be expressed as a time period when exact date not known e.g. final exam period, week 7. Time to be included where assessment must be submitted by a cut-off time e.g. 23:59 EST.



Valid values for individual assessments (see note)	Assessment title	Assessment category	Example of Assessment type	Description of Assessment type	Exam / Quiz type	Individual or Group	Length / duration	Weight	Due date and time ¹	Closing date
	Name of assessment task	Submitted work	Assignment	Essay, report, case study, proposal, literature review, portfolio, or design.						
			Honours thesis	Non-HDR thesis.						
			Dissertation							
	Name of assessment task	In-class assessments	Tutorial quiz, small test or online task	Worth less than 30%.		Tutorial quiz, small test or online task				
			Small continuous assessment	Worth less than 30%.						
			Presentation	Oral presentation.						
			Optional assignment or small test	Includes formative assessments.	Optional small test					
			Participation							
	Name of assessment task	Group work	Presentation							
			Assignment	Written, non-written elements.						

Note: Valid values for all assessments must comply with the requirements of section 19 of the [Learning and Teaching Policy 2015](#), section 10 of the [Learning and Teaching Procedures 2016](#), and section 60 of the [Coursework Policy 2014](#).



SCHEDULE 3 – DECISIONS MATRIX SPECIAL CONSIDERATION AND SPECIAL ARRANGEMENTS

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

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

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

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

A special consideration report listing all assessments and the form of consideration granted is available to UOS Coordinators.



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Exams	Final exam	Written exam	Replacement exam	Final exam scheduled and managed centrally	Select standard form of consideration from Decisions Matrix	Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate	Provide replacement exam paper by specified deadline Download special consideration report Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam
					Schedule and manage replacement exam		
					Manage and implement Disability Services adjustments		
					Inform student of the replacement exam schedule		



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Exams	Final exam	Written exam with non-written elements or non-written exam, or take-home exam	Replacement exam	Final and replacement exams may be managed by faculty, University, school, or school	Select standard form of consideration from Decisions Matrix For exams managed centrally, SAS will: Schedule and manage final and replacement exam; Manage and implement Disability Services adjustments; and Inform student of the schedule	For final, take-home and replacement exams managed by faculty, University school, or school, the relevant area will schedule and manage the exam including managing and implementing Disability Services adjustment and informing the student of the schedule Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate	Provide final and replacement exam paper Download special consideration report Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Exams	In-semester exam	Written exam, worth 30% or greater (refer to section 14.13(c)(iii) above) Exam type could be any of the following: written exam, take-home exam , written exam with non-written elements, or non-written exam, however administered.	Replacement exam for in-semester exam		Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and manage replacement exam Provide replacement exam Inform student of replacement exam schedule Manage and implement Disability Services adjustments
	Placements	Professional experience placement, internship, or site visit	New or varied placement		Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied placement details



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Skills based assessment	Skills based evaluation	Clinical skills assessment or lab skills assessment	New or varied evaluation	Not on “non-repeatable” list	Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied evaluation details
	Skills based evaluation	Clinical skills assessment or lab skills assessment	Alternative assessment	On “non-repeatable” list (e.g. evaluations with specialised resource requirements)	Select standard form of consideration from Decisions Matrix		Download special consideration report Determine appropriate alternative assessment Schedule and inform student of alternative assessment
	Creative assessments/ demonstrations	Performance, recital or jury-assessment performance, or exhibition	New or varied evaluation	Not on “non-repeatable” list	Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied evaluation



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Skills based assessment	Creative assessments/demonstrations	Performance, recital, jury-assessment performance, or exhibition	Alternative evaluation	On “non-repeatable” list, (e.g. assessments/demonstrations with specialised resource requirements)	Select standard form of consideration from Decisions Matrix		Download special consideration report Determine appropriate alternative evaluation Schedule and inform student of alternative evaluation details
	Assignment	Essay, report case study, proposal, literature review, portfolio or design	Extension of time (refer to section 14.13(b) above)	1. Impacted period is 20 or fewer working days (refer to section 14.13(b)(iii) above) and	Select standard form of consideration from Decisions Matrix		Download special consideration report Apply extension of time to due date
Submitted work	Honours Thesis	Non-HDR thesis		2. The new due date ² is prior to the return date ³ .			

² New due date is the revised submission date for the assessment.

³ Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Submitted work	Dissertation						
	Assignment	Essay, report, case study, proposal, literature review, portfolio or design	Determined by faculty or University school	1. Impacted period is more than 20 working days (refer to section 14.13(b)(iv) above) or	Refer to UOS Coordinator for form of consideration	Where the student is unable to attempt the replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate	Determine appropriate form of consideration Determine consideration longer than 20 working days or set an alternative assessment in cases where remaining student cohort would be disadvantaged
	Honours Thesis	Non-HDR thesis		2. The new due date ⁴ is after the return date ⁵			

⁴ New due date is the revised submission date for the assessment.

⁵ Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
In-class assessments	Dissertation						
	Tutorial quiz, small test or online task	Worth less than 30% Students will be encouraged	Mark adjustment (refer to section)	Not on “no mark adjustment allowed” list	Select standard form of consideration from Decisions Matrix		Download special consideration report



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
	Small continuous assessment	to check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application.	14.13(c) above)				Make mark adjustment (re-weight, average etc.) Provide an alternative assessment where a student has missed more than one third of the regular assessment components
	Tutorial quiz, small test or online task	Worth less than 30% (refer to section	New or varied assessment	On "no mark adjustment allowed" list	Select standard form of consideration from Decisions Matrix		Download special consideration report



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
In-class assessments	Small continuous assessment	14.13(c)(iii) above)					Determine new or varied assessment Schedule and inform student of new or varied assessment details
	Presentation	Oral presentation	New or varied presentation		Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied presentation details Provide alternative assessment if new or varied presentation is unable to be provided
	Optional assignment or small test	Includes formative assessments	No action required		None	None	None



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Group work (refer to section 14 above)	Attendance or participation	Requirement to attend lectures, tutorials, laboratory session or other learning experiences	Absence noted	Any attendance requirement that is not skill-based		Absence noted. Alternative arrangements as required	Absence noted. Alternative arrangements as required
	Presentation		Extension of time or alternative assessment for the impacted student		Select standard form of consideration from Decisions Matrix		Download special consideration report Provide the extension of time or alternative assessment for impacted student Impact on other group members to be noted during marking
	Assignment	Written, non-written elements	Extension of time or alternative assessment for the impacted student		Select standard form of consideration from Decisions Matrix		Download special consideration report Provide the extension of time or alternative assessment for impacted student Impact on other group members to be noted during marking



SCHEDULE 4 – STUDENT DECLARATION

Student Declaration

Name:

SID:

I solemnly and sincerely declare to the University of Sydney that:

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and I make this declaration conscientiously believing its contents to be true.

I understand and agree that:

- (a) in accordance with the University's *Student Charter 2020*, I am required to act honestly and ethically in all dealings with the University and members of its community;
- (b) the University may take steps to confirm the authenticity and accurateness of the contents of this declaration at any time during my candidature; and
- (c) knowingly making a false declaration will constitute student misconduct, and may result in the imposition of a penalty under the *University of Sydney (Student Discipline) Rule 2016*, including the suspension or termination of my candidature, or my temporary exclusion or permanent expulsion from the University.

.....

Signature

Date

Submission To	Academic Board
Date	9 June 2020
Item No	4.2

Non-Confidential

Proposal Title	Honours and Distinctions
Recommendation	That the Academic Board note the report of the Chair of the Academic Board on honours and distinctions and congratulate the recipients.
Proposal Presenter	Chair, Academic Board
Consultation Pipeline	Academic Board

FELLOWS OF THE AUSTRALIAN ACADEMY OF SCIENCE

Professor Tim Bedding FAA, Faculty of Science
Elected as a Fellow of the Australian Academy of Science

Professor Kate Jolliffe FAA, Faculty of Science
Elected as a Fellow of the Australian Academy of Science

UNIVERSITY OF SYDNEY ALUMNI AWARDS 2020

Dr Michelle Barakat-Johnson, Faculty of Medicine and Health
Recipient of the University of Sydney Alumni Award Graduate Medal: Rita and John Cornforth Medal for research excellence.

Professor Richard Scolyer, Faculty of Medicine and Health
Recipient of the University of Sydney Alumni Award for International Achievement.

Dr Mo'Ayyad Suleiman, Faculty of Medicine and Health
Recipient of the University of Sydney Alumni Award Graduate Medal: John C Harsanyi Medal for innovation.



Non-Confidential

Submission to:	Academic Board
Date	9 June 2020
Item No	7

Proposal Title	Report from Academic Standards and Policy Committee
Recommendation	That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee (ASPC) held on 28 April 2020 and on 19 May 2020: 1. approve the amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015; 2. approve the Thesis and Examination of Higher Degrees by Research Procedures 2020; 3. approve the amendments to the course resolutions for the following Faculty of Science research degree courses with effect from 1 January 2021: a. Master of Philosophy; b. Master of Clinical Psychology; and c. Doctor of Philosophy; 4. approve the amendments to the course resolutions from the Faculty of Arts and Social Sciences to amend the course resolutions for the following research degree courses with effect from 1 January 2021: a. Master of Arts (Research); b. Master of Philosophy; and c. Doctor of Arts/Doctor of Social Sciences; 5. approve the amendments to the course resolutions from the Sydney Conservatorium of Music to amend the course resolutions for the following research degree courses with effect from 1 January 2021: a. Master of Music; and b. Doctor of Musical Arts; and 6. approve amendments to the Coursework Policy 2014, to allow for the introduction of the Creative Arts Special Admissions Scheme.
Proposed Presenter	Professor Jane Hanrahan (Chair, Academic Standards and Policy Committee)
Consultation Pipeline	Academic Standards and Policy Committee → Academic Board

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the reserve meeting of the Academic Standards and Policy Committee held on 28 April 2020 and 19 May 2020.

ITEMS FOR APPROVAL

7.1 Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020

The Academic Standards and Policy Committee resolved to recommend that the Academic Board;

1. approve amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015; and
2. approve the Thesis and Examination of Higher Degrees by Research Procedures 2020.



Submission to:	Academic Board
Date	9 June 2020
Item No	7

Non-Confidential

7.2 Update to Prefatory Paragraph in Course Resolutions

The Academic Standards and Policy Committee resolved to recommend that the Academic Board approve:

- the proposal to amend the course resolutions for the following Faculty of Science research degree courses:
 - Master of Philosophy;
 - Master of Clinical Psychology; and
 - Doctor of Philosophy;
- the proposal from the Faculty of Arts and Social Sciences to amend the course resolutions for the following research degree courses:
 - Master of Arts (Research);
 - Master of Philosophy; and
 - Doctor of Arts/Doctor of Social Sciences;
- the proposal from the Sydney Conservatorium of Music to amend the course resolutions for the following research degree courses:
 - Master of Music;
 - Doctor of Musical Arts; and
- subsequent amendments to the course resolutions, with effect from 1 January 2021.

7.3 Proposed Creative Arts Special Admission Scheme and consequential amendments to the Coursework Policy 2014

The Academic Standards and Policy Committee resolved to;

- note the changes to the course resolutions for the following award courses submitted by Sydney Future Students (Admissions Office) on behalf of the Sydney Conservatorium of Music and the Sydney College of Arts, to introduce the Creative Arts Special Admissions Scheme with effect Semester 2, 2020 will require endorsement from the Undergraduate Studies Committee;
 - Bachelor of Music;
 - Bachelor of Music (Performance);
 - Bachelor of Music (Composition);
 - Bachelor of Visual Arts;
- recommend that the Academic Board approve amendments to the Coursework Policy 2014, to allow for the introduction of the, Creative Arts Special Admissions Scheme subject to the endorsement at (7.3.1).

ITEMS FOR NOTING

The Academic Standards and Policy Committee also noted:

- the report of the Chair;
- the report of the Academic Board;
- the report of the Admissions Subcommittee held on 21 April 2020; and
- the Academic Board Meeting Procedures 2020

FURTHER INFORMATION

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

Associate Professor Jane Hanrahan

Chair, Academic Standards and Policy Committee

Approver	Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee
Committee	Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee

ATTACHMENTS

- Thesis and Examination of Higher Degree by Research 2015
Thesis and Examination of Higher Degree by Research Procedures 2020
- Update to Prefatory paragraph in Course Resolutions
- Proposed Creative Arts Special Admission Scheme and consequential amendments to the Coursework Policy 2014



Submission to:	Academic Standards and Policy Committee
Date	19 May 2020
Item No	3.1

Paper Title	Thesis and Examination of Higher Degrees by Research Policy 2015; Thesis and Examination of Higher Degrees by Research Procedures 2020
Recommendation	That the Academic Standards and Policy Committee endorse amendments made to the Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020 as a result of discussion at the 28 April 2020 meeting.
Proposal Presenter	Prof Ross Coleman, Director, Graduate Research
Policy Review	Approved by PMU 8 May 2020
Consultation Pipeline	AB HDRESC → AB Academic Quality Committee → ASPC → Academic Board

EXECUTIVE SUMMARY

Following feedback from UE Research Education Committee, the Chair of the HDR Examinations Sub-Committee, and the Academic Quality Committee of the Academic Board, proposed changes to the *Thesis and Examination of Higher Degrees by Research Policy 2015*, and the *Higher Degrees by Research Procedures 2020* were submitted to the Academic Standards and Policy Committee of the Academic Board for endorsement. The proposed changes relating to oral examinations in particular, and the examination process in general, were discussed at the 28 April 2020 meeting of the Academic Standards and Policy Committee of the Academic Board. The Committee recommended further changes to the policy documents. Following the meeting and a subsequent review of the documents by the University Policy Manager, Ms Kerrie Henderson, further amendments were proposed.

Amendments from the ASPC meeting and the University Policy Manager have been incorporated into the relevant documents and are submitted to the Committee for further consideration and endorsement.

BACKGROUND / CONTEXT

Following feedback from UE Research Education Committee, the Chair of the HDR Examinations Sub-Committee, and the Academic Quality Committee of the Academic Board, proposed changes to the Thesis and Examination of Higher Degrees by Research Policy 2015, and the Higher Degrees by Research Procedures 2020 were submitted to the Academic Standards and Policy Committee of the Academic Board for endorsement. The proposed changes relating to oral examinations in particular, and the examination process in general, were discussed at the 28 April 2020 meeting of the Academic Standards and Policy Committee of the Academic Board.

The Committee recommended further changes to the policy documents. Following the meeting and a subsequent review of the documents by the University Policy Manager, Ms Kerrie Henderson, further amendments were proposed.

These changes have now been made as set out in Attachment 1 and are presented to the Committee for endorsement.

Approver	Prof Ross Coleman, Director, Graduate Research
Proposal Sponsor	Prof Ross Coleman, Director, Graduate Research



THE UNIVERSITY OF
SYDNEY

Submission to:	Academic Standards and Policy Committee
Date	19 May 2020
Item No	3.1

ATTACHMENTS

Please attach a copy of the completed policy proposal.

Attachment 1 [Table of amendments post ASPC 28 April 2020](#)

Attachment 2 [Thesis and Examination of Higher Degrees by Research Policy 2015](#)

Attachment 3 [Thesis and Examination of Higher Degrees by Research Procedures 2020](#)

ATTACHMENT 1: Table of amendments to Thesis and Examination of Higher Degrees by Research policy documents: post ASPC 28 April 2020

The following tables list the changes made to the policy documents as a result of discussion at the 28 April ASPC meeting, and after subsequent review by Kerrie Henderson, University Policy Manager, Policy Management Unit. They do not show changes made prior to that meeting. Typographical errors and changes made to ensure that the documents conform to the preferred language and style of University policy documents are not included.

1 Amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015

Clause numbers are as in the document presented for consideration and endorsement. Please note that the deletion and re-ordering of subclauses, has resulted in renumbering of clauses in relation to the copy presented at the 28 April 2020 ASPC meeting.

Please note that, with the exception of the new clauses 10; 12(2)(a); 14(3)(c); 14A; 15(1)(d); and 16(2), all changes are shown as track changes in the attached document. In addition, amended text is shown in full for each relevant clause and subclause in the 'amendments' column.

Clause no.	Amendment	Amended by
Definitions		
6	Cotutelle Deleted: <i>policy rescinded; any remaining cotutelles will still have their cotutelle agreement to cover their administration</i>	PMU
6	Exhibition examination New definition referring to clause 10(1)(b) of this policy	PMU
6	External examiner Insert additional text at end of definition: subject to the provisions given in clause 16 of this policy	ASPC
6	Faculty Amended to read: Includes references to a University school. In this policy it means the faculty or school in which a student is enrolled.	ASPC PMU
6	Joint PhD Amended to read: Has the meaning given in the Dual and Joint Award Policy 2019. At the date of this policy this is.....	PMU
6	Oral examination New definition referring to clause 10(10(a) of this policy	PMU
6	RECS Deleted by PMU	PMU
6	Supervisor Amended to read: has the meaning provided for lead supervisor in the Higher Degree by Research Supervision Policy 2020 which at the date of this policy is:.....	ASPC
6	Thesis only examination New definition referring to clause 10(1(C) of this policy	PMU
Administration of examinations		
9A	Deleted	PMU
Mode of examination		
10(1)(c)	Amended to read: (ii) the examination is based on these reports and the report of the chair of examination, as specified in the <i>Thesis and Examination of Higher Degrees by Research Procedures 2020</i>	ASPC PMU

Clause no.	Amendment	Amended by
10(2)	Amended to read: (2) Students must select the mode of examination when providing their notice of intent to submit their thesis. Note: see clause 14.	ASPC PMU
Examination of joint PhD degrees		
11(1)	Delete 'including cotutelle agreements'	PMU
Thesis with publications		
12(2)(a)	Amended to read: (a) Students and supervisors must prioritise the timely submission of a thesis over manuscripts for publication.	ASPC PMU
Form of thesis for examination		
13(7)	Amended to read: (7) If a thesis is submitted for examination without the supervisor's statement, the Associate Dean will decide whether it will be sent for examination.	PMU
13(8)	Amended to read: (8) The Associate Dean may decline to send a thesis to examination if:	ASPC
13(8)(c)	Amended to read: (c) suitable examiners, as determined by the Associate Dean, cannot be found;	PMU
13(8)(d)	Amended to read: (d) the student requests withdrawal from the examination and Associate Dean determines there is good reason to do so;	PMU
13(8)(h)	<i>University of Sydney (Student Discipline) Rule 2016</i> added to the list of policies	PMU
Notice of intention to submit		
14(1)	Amended to read: (1) The student must provide written notice of their intention to submit a thesis for examination and should do so at least three months prior to the intended submission date Note: See clause 6 of the procedures	PMU DGR
14(2)	Amended to read: (2) Notice is required to allow sufficient time for:	ASPC PMU
14(3)	Insert new clause: Late notice may delay the start of the examination.	PMU
14(4)	Amended to read: (4) At the time of providing the notice of intention to submit the student must: (a) certify that they have complied with: (i) any ethics approvals given; (ii) their research data management plan and report to their supervisor; (b) select the mode of examination as required by clause 10.	ASPC PMU
14(5)	Amended to read (5) The selection of mode of examination must be made in writing and endorsed by the lead supervisor. (a) if the student and the lead supervisor cannot agree on the mode of examination, the chair of examinations will determine the appropriate mode of examination after consultation	ASPC PMU
14(7)	Amended to read: (7) Students may amend their intention to submit to: (a) change the mode of examination; or (b) change the intended submission date.	ASPC PMU
Previous 14(5) note	Deleted	ASPC

Clause no.	Amendment	Amended by
Nominating examiners and mode of examination		
14A	Deleted and moved to 15(2) <i>nominating mode of exam already dealt with in 14; prefer to avoid adding in A clauses; have instead renamed 15 and included the material from 14A in there</i>	PMU
Proposing examiners		
15(1)(d)	Amended to read (d) not have a conflict of interest which cannot be, or is not, appropriately managed	ASPC PMU
15(2)	New clause (1) The lead supervisor must: (a) propose examiners with sufficient international standing to evaluate the contribution of the thesis to the relevant field of research; (b) only consider examiners who are: (i) free from conflicts of interests; of (ii) whose conflicts of interests can be effectively and appropriately managed; (c) seek agreement from proposed examiners to the mode of examination; and (d) propose an additional examiner to act as a reserve should any commissioned examiner need replacing.	PMU
Previous 15(2)	deleted and content moved to 16	PMU
Appointment of chair of examination		
15A(2)	Amended to read: (2) The chair of examination will: (a) be a senior academic in the school with substantial experience in higher degree by research supervision and examination. The faculty may nominate as chair of examination: (i) an associate dean; (ii) the postgraduate coordinator; or (iii) any other relevant academic. (b) have relevant experience or knowledge in the mode of examination; and (c) had no supervisory responsibility for the student's candidature.	ASPC PMU
Approving examiners		
16(1)	New clause (previously 15(2)) (1) Nominated examiners must be approved by the chair of examinations on the advice of the supervisor, then: (a) for doctoral degrees, by the HDR Examinations Sub-Committee; (b) for masters degrees by research, by the faculty committee.	PMU
16(2)(b)	Amended to read: (b) for a masters degrees by research, a minimum of two examiners, both of whom must be external.	ASPC
16(3)	Amended to read: (2) An examiner is considered to be external if: (a) the proposed examiner is not a current member of staff; (b) the proposed examiner is not a current affiliate; (c) the proposed examiner ceased employment with the University more than two years prior to the scheduled date of the examination; or (d) the proposed examiner's affiliation with the University ceased more than two years prior to the scheduled date of the examination.	ASPC
Appointing examiner-as-assessor		
19(1)	Amended to read: (1) Where the relevant committee is unable to form an intention regarding the award, the relevant committee may nominate an examiner-as-assessor to examine the thesis and act as an assessor of the original examiners' reports.	ASPC
Replacing examiners		
20(2)	Amended to read: (2) The administrative unit must:	ASPC

Clause no.	Amendment	Amended by
20(2)(c)	Amended to read: (c) request the supervisor to seek a new examiner in accordance with clause 16 of this policy.	ASPC
Communication during examination process		
22(2)(c)	Amended to read: (b) Students, or persons acting on their behalf, must not communicate with the examiners, regarding their thesis or examination, during the examination process (i.e. from submission to award of degree).	ASPC
Outcome of the examination		
23(1)	Amended to read: (1) The outcome of the examination will be decided: (a) for masters degrees, as determined by faculty resolutions. (b) for doctoral examinations, except joint PhD examinations, where the examiners and the chair of examination all recommend that the degree be awarded by the faculty committee. (c) by the HDR Examinations Sub-Committee for all other examinations, except joint PhD examinations.	ASPC
23(2)(a)	Amended to read: (a) Award without conditions: the degree can be awarded without any further action by the student.	ASPC

2 Amendments to Thesis and Examination of Higher Degrees by Research Procedures 2020

Clause numbers are as in the document presented for consideration and endorsement. Please note that the inclusion of new clauses 6 and 24; together with deletion and re-ordering of subclauses, has resulted in significant renumbering of clauses in relation to the copy presented at the 28 April 2020 ASPC meeting.

Amendments are not shown in track changes. Amended text is shown in full for each relevant clause and subclause in the 'amendments' column.

Clause	Amendments	Amended by
Purpose and application		
1(2)	Amended to read: Apply to staff, students, affiliates and any other persons involved in research higher degree theses and examination.:	PMU
Interpretation		
3	Chair of examination Deleted <i>already defined in policy; no need to repeat</i>	PMU –
3	Open access Amended to read: means, in relation to a thesis lodged with the University library, the thesis will be available on unrestricted and free online access	PMU
3	Relevant committee Deleted <i>already defined in policy; no need to repeat</i>	PMU
3	Research Education Candidature System (RECS) Amended to read: means the software system provided by the University to support higher degree by research students, and with the management of research education candidature	ASPC
3	Deleted <i>already defined in policy; no need to repeat</i>	PMU
Administration of examinations		

Clause	Amendments	Amended by
4	Amended to read: Examinations will be managed and administered through RECS, except for: (a) venue booking; (b) scheduling; or (c) remitting with payment of examiners honoraria.	PMU DGR
Proof reading and editing of thesis		
5(2)(a)	Amended to read: (a) discuss the use of an editor with their lead supervisor;	PMU
NEW CLAUSE Notice of intention to submit – all subsequent clauses renumbered		
6	(1) The student must submit their Notice of intention to submit in RECS three months before the maximum last date for submission, or three months before the date when the student wishes to submit their thesis, if this is earlier	DGR
Thesis examination progress		
7(1) and (2)	Amended to read: (1) RECS will inform students and supervisors about the progress of the examination by displaying the current stage of the examination and the date on which the examination entered that stage. (2) Stages include:	PMU
7(2)(c)	Amended to read: (c) thesis successfully submitted for examination	ASPC
Submission checks		
8(2)	Amended to read: (2) If the similarity detection software results indicate the possible inappropriate academic practice, code breach or research misconduct, the administrative unit will arrange for an academic staff member with appropriate expertise in the subject matter of the thesis to review the results and determine if the matter should be further investigated.	PMU
8(4)	New clause (4) The administrative unit may only forward a thesis to examiners once satisfied that: (a) it is compliant with the Thesis and Examination of Higher Degree by Research Policy 2015; and (b) there is no detected inappropriate academic practice, code breach or research misconduct.	PMU
Approving examiners		
9	Amended to read Proposing examiners	PMU
Previous 8(1)	Deleted <i>dealt with in 8(3); no need to repeat</i>	PMU
9(1)	Amended to read (1) The lead supervisor should consult potential examiners before proposing them to confirm that:	PMU
9(2)	Amended to read: (2) The lead supervisor must: (a) propose examiners using RECS; (b) submit the proposal using RECS, within four weeks of the earlier of: (i) the submission of the student's intention to submit; or (ii) the submission of thesis for examination.	PMU DGR
9(3)	Amended to read: (3) If the lead supervisor has not proposed examiners within two weeks of the date required in subclause 8(2), the associate dean must nominate examiners consistently with these procedures.	PMU
9(4)	Amended to read: (4) The lead supervisor (or, if appropriate, the associate dean) must provide the following for each proposed examiner:	PMU

Clause	Amendments	Amended by
9(4)(f) – (j)	Amended to read: (f) whether they are able to conduct an oral examination; (g) whether they are able to conduct an exhibition examination; (h) whether they are able to examine the thesis in electronic form; (i) the language, if not English, in which they would submit their report; and (j) a conflict of interests declaration.	PMU
9(5)	Amended to read: (5) The lead supervisor must provide written justification if proposing any of the following:	PMU
9(5)(d)	Amended to read: (d) an individual with a conflict of interests	PMU
9(6)(b)	Amended to read: (b) how any conflicts of interest could be effectively and appropriately managed	PMU
Commissioning examiners		
10(1)(c)	Amended to read: (c) the resolutions applicable to any faculty-based higher degree by research, as appropriate;	ASPC
10(1)(e)	Amended to read: (e) proposed arrangements for an exhibition examination, if applicable;	PMU
10(1)(g)	Amended to read: (g) the name and contact details of the relevant administrative staff member for communication regarding the process.	PMU DGR
Examiners' reports on the thesis		
11(4)(d)	Amended to read: (d) the basis for requiring the student to revise and resubmit; or	PMU
Monitoring examiners' reports		
12(4)(b)	Amended to read: (b) if an external examiner, the examiner will not be eligible for payment of an honorarium; and	PMU
12(5)	Deleted and moved to 12	PMU
Replacing examiners		
13(1)	New clause (1) If an examiner's report is not received within the further two week period referred to in subclause 11(4): (a) the lead supervisor will propose a replacement examiner; and (b) the faculty will appoint a replacement examiner based on this recommendation.	PMU
13(3)	Amended to read: (3) If an additional examiner has not already been approved, one must be proposed, approved and commissioned consistently with clauses 8 and 9 of these procedures.	PMU
Considering examiners' reports		
14(1)	Amended to read: (1) The administrative unit will release the examiners' reports to the lead supervisor and chair of examination after all examiners' reports have been received. (a) The relevant Associate Dean or Chair of the faculty committee may release reports to the lead supervisor and chair of examination at an earlier date in exceptional circumstances.	PMU
14(2)(b)	Amended to read: (b) should consult the lead supervisor, head of school or postgraduate co-ordinator, any of whom may provide a written report.	PMU
14(3)	Amended to read: (3) The chair of examination will then provide a report and make a recommendation regarding to the relevant committee about the outcome of the examination. (a) This report must be completed no less than two weeks after receipt of the examiners' reports and must include: (i) details of the nature and extent of any consultation; and (ii) a copy of any written report received.	PMU

Clause	Amendments	Amended by
14(5)	Amended to read: (5) After considering the examiners' reports and the chair of examination's recommendation, the relevant committee will determine whether:	PMU
14(5)(d)	Amended to read: (d) there is a need to refer the matter for further investigation, for example in the relation to possible plagiarism or research misconduct.	PMU
14(6)	Amended to read: (6) If the relevant committee is unable to form an intention in respect of an award or non-award, it must appoint an examiner-as-assessor as provided in clause 19 of the policy.	PMU
14(7)	Amended to read: (7) When it considers that it has sufficient information to do so, the relevant committee will make an initial decision on the outcome of examination consistently with clause 23 of the policy.	PMU
48)	Amended to read: (8) If the initial decision is to award the degree, whether without conditions or with corrections, the relevant committee will follow the steps prescribed in clause 16 of these procedures	ASPC PMU
14(9)	Amended to read: (9) If the initial decision is not to award (whether with or without an option to revise and resubmit or to award to another degree) the relevant committee must notify the student in writing of the decision, and:	PMU
14(10)(b)	Amended to read: (b) confirm or revise its initial decision on the outcome of examination. The relevant committee will follow, as appropriate to the decision, the steps prescribed in clauses 16, 17, 18, and 19 of these procedures.	PMU
Additional examiner		
15(1) and (2)	Amended to read: (1) Additional examiners should be proposed and commissioned consistently with clauses 8 and 9 of these procedures. (2) These procedures apply to the provision and consideration of an additional examiner's report in the same way as for an original examiner's report.	PMU
Examiner-as-assessor		
16(1)(a)	Amended to read: (a) For exhibition examinations, this will include a review of a documentary recording	PMU
Outcome of the award – award without conditions or with corrections		
17	Amended to read: 16 Outcome of examination: award without conditions or with corrections	ASPC
17(1)	Amended to read: (1) If the outcome of an examination is that the degree be awarded without conditions, the relevant committee must:	ASPC
17(3)	Amended to read: (3) When the corrected version is provided, the chair of examination will review the final version of the thesis and either:	PMU
17(3)(b)	Amended to read: (b) notify the student in writing of the further corrections required to be made and set the latest date by which the final version of the thesis must be lodged with the University.	PMU
Outcome of examination: non-award with revision and re-examination		
18(1)(a)	Amended to read: (a) specify the reasons for non-award;	PMU
18(7)(a)	Amended to read: (a) The documentary record of the exhibition or performance must be included in a resubmission of a thesis previously examined in exhibition mode.	PMU
Outcome of examination: non-award with option to award another degree		

Clause	Amendments	Amended by
19(a)	Amended to read: (a) specify the reasons for non-award;	PMU
Communication with the student during examination process		
21(1)	Amended to read: (1) Any consultation with the student required under the policy or these procedures must be undertaken in writing and appropriately recorded. Note: See Recordkeeping Policy 2017	PMU
Part 4 – Oral and Exhibition examinations		DGR
Requesting an oral or an exhibition examination		
22(1)	Amended to read: (1) Oral examinations may be requested by: (a) the student at the notification of intention to submit after discussion with the lead supervisor; or (b) a lead supervisor when proposing examiners	PMU
22(2)	Amended to read: (2) Proposed examiners must have agreed to an oral examination	PMU
22(4)	Amended to read (4) Proposed examiners must have agreed to the way in which the oral examination is to be held, such as in-person, or through electronic conferencing.	
Conduct of oral or exhibition examinations generally		
23(1)	Amended to read: (1) If an oral examination is to be held the chair of examination will act as convenor of the oral examination, nothing that the chair of examination is not an examiner.	PMU
23(5)	Amended to read (5) The Associate Dean will set the date of the oral examination.	PMU
23(6)	Amended to read: (6) Each examiner will be sent the thesis or, in the case of an exhibition mode examination, the written component of the thesis, as soon as possible after the date of submission.	PMU
23(6)(a)	New clause (a) These recommendations must not be passed on to the student.	PMU
23(8)(a)(i)	Deleted	PMU
23(9)(c)	Amended to read: (c) indicative questions than may be asked of the student to help clarify issues raised by the summary of strengths and weaknesses.	PMU
23(12)	Amended to read: (12) The chair of examination will: (a) review the interim reports; and (b) release them to the lead supervisor no less than three days before the scheduled date of the oral examination.	PMU
23(14)	Amended to read: (14) If one or more examiners recommend that the thesis is not sufficiently prepared for an oral examination, then: (a) each examiner making such a recommendation must give (i) reasons for this recommendation; and (ii) guidance for the student on remediation. (b) the chair of examination must advise the relevant committee whether or not the oral examination should proceed, with written reasons; and (c) the relevant committee must decide whether to proceed with the oral examination or cancel	PMU
Previous 23(15)	Deleted	PMU
23(15)	Amended to read: (1) An oral examination cancelled on the basis of subclause 23(14) will be treated as a decision not to award with an option to revise and resubmit, in accordance with clause 18 of these procedures;	PMU

Clause	Amendments	Amended by
23(16)	Amended to read (1) If the examined thesis was submitted in response to a previous revise and resubmit decision, the relevant committee will determine the outcome which must be either: (a) non-award with option to award another degree, as provided in clause 18 of these procedures; or (b) non-award as provided in clause 20 of these procedures.	PMU
Previous 23(18)	Deleted <i>Substance moved to new clause 24(4): Exhibition examinations</i>	DGR
23(18)(b)	Amended to read: (b) examination phase where the examiners discuss the thesis with the student, noting that the chair is not an examiner, and that student may have a support person present;	PMU
23(18)(d)	Amended to read: (d) The Chair of examination must update the examination record in RECS as to whether consensus was reached, no more than 24 hours after the oral examination of exhibition has been concluded.	ASPC
NEW CLAUSE Exhibition examinations – all subsequent clauses renumbered		DGR
24(1)	(1) An exhibition examination is one where a physical installation, a gallery display or an in-person performance is part of the thesis under examination.	DGR
24(2)	(2) Supervisors must not be present during an exhibition examination.	DGR
24(3)	(3) An exhibition examination consists of two phases: (a) a gallery phase where the student presents their art work to the examiners and may discuss the research with examiners, mediated by the convenor; and (b) an oral examination phase as described in clause 22.	DGR
24(4)	(4) An exhibition examination may also include any of: (a) a contextualisation of the student's work, where the student presents the development of the thesis to the examination panel; (b) discussion of the creative or artistic component of the thesis at the site of the exhibition with the student; or (c) discussion of the written component and related matters with the student.	DGR
Role of chair of examination in an oral examination		
25	Amended to read: The chair of examination is a representative of the faculty and must: (a) Inform the examiners and the student of the administrative arrangements for holding the oral examination; (b) discuss with the student, prior to the examination, the nature of an oral examination, noting that students are expected to prepare their own responses; (c) inform the student of the main issues that may be raised by the examiners, noting that the examiners have the right to raise additional questions; (d) assure the student that the examination is intended to be constructive and helpful; (e) to explain the proceedings to the examiners and to the student; (f) chair the oral examination of the thesis, and any subsequent meeting of examiners; (g) provide a report to the relevant committee; and (h) inform the student about the examiners recommendations.	ASPC PMU
Examination of joint PhD degrees		
26(1)	Reference to cotutelle degrees deleted	PMU
26(2)	Amended to read (2) The HDR Examinations Subcommittee will determine the outcome of the examination in accordance with the policy, based on the notification from the partner institution.	PMU
26(3) and (4)	Reference to cotutelle degrees deleted	PMU

Clause	Amendments	Amended by
Nature of publications to be considered with thesis		
27(1)	Amended to read: (1) Students may include as a publication material that is: (a) submitted for publication; (b) under review for publication; (c) in press; or (d) published.	PMU
Method of inclusion of published material in a thesis		
28(3) and (4)	Amended to read: (3) Published papers may be reformatted as long as it is clear that the text in the thesis is identical to that in the published paper. (4) If the text of the thesis differs substantially from the published version, it should be included by citation and quotation rather than directly included in the thesis.	PMU
Lodgement of theses in the University library		
32(3)	Amended to read: (3) The student must provide the title and an abstract of the thesis by the time of lodgement to be included in the Library catalogue meta-data.	PMU

THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH POLICY 2015

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

Dated: 12 November 2014

Last amended: **INSERT DATE**

Signature:

Position: Chair, Academic Board

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1 Name of policy

This is the Thesis and Examination of Higher Degrees by Research Policy 2015.

2 Commencement

This policy commences on 1 January 2015.

3 Policy is binding

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

4 Statement of intent

This policy:

- (a) describes the nature of the thesis for a higher degree by research; and
- (b) prescribes the requirements for the examination of a higher degree by research.

5 Application

- (1) This policy applies to the thesis for, and examination of, all higher degrees by research, including:
 - (a) masters degrees by research;
 - (b) the Doctor of Philosophy; and
 - (c) doctorates by research other than the Doctor of Philosophy.
- (2) This policy does not apply to higher doctorates as defined in section 5 of the [*University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)*](#).

6 Definitions and interpretation

- (1) In this policy:

AQF	means the Australian Qualifications Framework (see http://www.aqf.edu.au/)
administrative unit	means the central University administrative unit responsible for the processes of candidature management
associate dean	~~means the associate dean with authority for overseeing higher degrees by research in the relevant faculty, means the Associate Dean of a faculty with authority for matters relating to higher degrees by research within the faculty, or the Deputy Chairperson of a Board of Studies, or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the faculty.~~
chair of examination	means the person appointed by the associate dean to co-ordinate the examination, as defined in clause 15A of this policy.
cotutelle agreement	~~means an agreement between the University and another university or institution that permits joint candidature in the Doctor of Philosophy consistently with the <u>Cotutelle Scheme Policy</u>.~~
course resolutions	means resolutions made by the Academic Board in accordance with sections 2.1 and 3.1 of the <i>University of Sydney (Higher Degree by Research) Rule 2011 (as amended)</i> .

dean	<u>means, as appropriate, any of:</u> • <u>the Executive Dean and Pro Vic-Chancellor of the Faculty of Medicine and Health;</u> • <u>the Dean-dean of a faculty,; or</u> • <u>the Head of School and Dean (of a University school) of a University school or the chairperson of a board of studies.</u>
doctorate by research	includes the PhD and all faculty doctorates and has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended). <u>At which at</u> the date of this policy <u>this</u> is: a degree with the word 'Doctor' in the title comprising a minimum of two-thirds research that is approved by the Academic Board. Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework at AQF level 10.
examination	means the examination of a thesis as the basis for the award of a higher degree by research.
examiner	means a person appointed to examine a higher degree by research thesis. An examiner may be an internal or an external examiner.
<u>exhibition examination</u>	<u>means an examination which meets the requirements of subclause 10(1)(b) of this policy</u>
external examiner	~~means a suitably qualified person who is neither an employee or an honorary title holder (as defined by the Honorary Titles Policy 2013) of the University. Persons who have previously been employed by the University, and who have not been involved in the candidature, may be approved as external examiners.~~ <u>means a suitably qualified person who has not been either a member of staff or an affiliate of the University at any time during the period of two years prior to the proposed date of the examination.</u>
faculty	<u>Includes references to a University school. In this policy it refers to means the faculty or University School in which the a student is enrolled.</u>
faculty committee	means the committee that is responsible for the examination of a higher degree by research student for the faculty in which the student is enrolled. This may be a faculty, University school or other relevant committee or board.
HDR Examinations Subcommittee	means the HDR-Higher Degree by Research Examinations Subcommittee of the Graduate Studies Academic Quality Committee of the Academic Board. Note: The terms of reference of these committees are available from ~~the Graduate Studies Committee website~~ here.
internal examiner	~~means a suitably qualified person who is an employee or honorary title holder (as defined by the Honorary Titles Policy 2013) of the University.~~

joint award PhD	has the meaning given in the <u>Dual and Joint Degree Policy 2019</u>. <u>At the date of this policy this is:</u> <u>means a Doctor of Philosophy degree program that:</u> <u>• shares candidature between the University and one or more partner institutions;</u> <u>• produces a single thesis;</u> <u>• has one examination process; and</u> <u>• is jointly awarded by the University and the partner institution.</u> ~~<u>_means an agreement between the University and another university or institution pursuant to an agreement that permits such awards.</u>~~ ~~<u>Note: See also Cotutelle Scheme Policy</u>~~
masters degree by research	has the meaning provided in the <u>University of Sydney (Higher Degree by Research) Rule 2011 (as amended)</u>. ~~<u>which a</u>~~At the date of this policy <u>this</u> is: a degree with the word 'Master' in the title comprising a minimum of two thirds research that is approved by the Academic Board. Note: The Academic Board will not approve a masters degree by research unless it complies with the Australian Qualifications Framework at AQF Level 9.
oral examination	<u>means an examination that meets the requirements of subclause 10(1)(a) of this policy.</u>
outcome	means the outcome of an examination for a higher degree by research as defined in clause ~~-~~23 of this policy.
plagiarism	has the meaning provided in the <u>Academic Honesty in Coursework Policy 2015</u>. ~~<u>which a</u>~~At the date of this policy <u>this</u> is presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.
postgraduate co-ordinator	means the <u>academic staff</u> member ~~of academic staff within a school with~~ <u>overall</u> responsibility for ~~matters relating to the planning and coordination of~~ higher degrees <u>by research students within a faculty by research.</u> ~~<u>Note: In the Faculty of Medicine and Health, this role is performed by the Research Education academic director.</u>~~
relevant committee	means the committee deciding the outcome of the examination. ~~7~~ ~~<u>as defined in</u>~~<u>Note: See subclause 23(1) of this policy.</u>
school	means the academic unit or disciplinary grouping (however named) within a faculty primarily responsible for the teaching and examining of higher degree by research students. If a faculty does not have an internal school structure, a reference to a school is a reference to the faculty.

student	has the meaning provided in the University of Sydney By-law 1999 (as amended) ~~which at~~ the date of this policy <u>this</u> is: a person who is currently admitted to candidature in an award course at the University.
submission check	means a review of a higher degree by research thesis undertaken at the point of submission by the central University administrative unit responsible for the processes of candidature management, as specified in ~~subclause Clause 13(1).~~ Note: See also Thesis and Examination of Higher Degree by Research Procedures 2015, Thesis and Examination of Higher Degree by Research Procedures 2020 and Academic Honesty Procedures 2016.
supervisor	has the meaning ~~provided for co-ordinating lead supervisor in the Supervision of Higher Degree by Research Students Policy 2013 which at the Higher Degree by Research Supervision Policy 2020. At the~~ date of this policy <u>this</u> is: <u>means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clauses 13 and 15 [of that policy]. the research supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.</u>
thesis	means the whole of the assessable work submitted for examination. This may include previously published material, creative or artistic components, software, codes, models, and appendices.
<u>thesis-only examination</u>	<u>means an examination which meets the requirements of subclause 10(1)(c) of this policy.</u>
~~(2) — Subject to the requirements of the applicable faculty constitution, an action to be undertaken by a faculty pursuant to this policy may be undertaken by a staff member, academic or professional, to whom the Dean has allocated responsibility for the relevant activity.~~	

7 Roles of thesis and examination

- (1) The thesis is the complete body of assessable work submitted by a student for examination for a higher degree by research.
- (2) The examination of the thesis is the basis for the award of a higher degree by research (subject to the completion of coursework where required by degree resolutions).

Note: Some masters degrees by research and doctorates may include coursework requirements.
- (3) The examination determines whether a higher degree by research is awarded or not awarded.
- (4) Subject to Section 6 of the [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#), a candidate for a higher degree by research will not be permitted to undertake a program of advanced study and research that is likely to

result in the lodgement in the University Library of a thesis that cannot be made available for public use.

8 The thesis

- (1) The thesis must:
 - (a) be the student's own work;
 - (b) embody the results of the work undertaken by the student during candidature;
 - (c) form a substantially original contribution to the area of knowledge concerned;
 - (d) afford evidence of originality by the:
 - (i) discovery of new knowledge; and
 - (ii) exercise of independent critical ability;
 - (e) form a cohesive and unified whole;
 - (f) include a substantial amount of material that may be suitable for publication;
 - (g) satisfactorily demonstrate that the student is able to identify, access, organise and communicate new and established knowledge;
 - (h) be written to a standard generally acceptable to the discipline; and
 - (i) be written in English except where permitted under the [*University of Sydney Higher Degree by Research Rule\) 2011 \(as amended\)*](#).
- (2) The thesis must **clearly** document, generally in the preface, or in the notes, or elsewhere as appropriate:
 - (a) the animal and human ethics approval obtained;
 - (b) the sources from which the information in the thesis is derived;
 - (c) the nature of collaborations, or assistance, with the work described in the thesis, including:
 - (i) any assistance provided during the research phase; and
 - (ii) any editorial assistance in the writing of the thesis.

Note: In relation to editorial assistance see clause [3-5](#) of the [*Thesis and Examination of Higher Degrees by Research Procedures 2015-2020*](#)
- (3) The thesis must contain a written component generally in the form of one or more critical hypotheses that investigate the subject of the thesis in the relevant body of knowledge.
- (4) The thesis may contain:
 - (a) artistic or creative works, software, computer code, or models which must be documented or recorded in a way sufficient for the purpose of assessment;
 - (b) material that has been published during candidature with the student as either sole or joint author, provided that the supervisor or corresponding author submits evidence identifying the student's contribution to the published material;
 - (c) appendices.

- (5) The role of an appendix is to provide a place for the inclusion of supplementary material that is related to the research but not directly relevant to the argument of the thesis.
 - (a) Material in appendices is assessable except where written entirely by authors other than the candidate.
 - (b) Appendices may include:
 - (i) data sets; or
 - (ii) software code; or
 - (iii) examples of surveys or instruments used to gather research data; or
 - (iv) handbooks and manuals; or
 - (v) publications arising from the research but not directly relevant to the arguments included in the thesis; or
 - (vi) documentary recordings of exhibitions or installations mounted during the candidature but not part of the thesis; or
 - (vii) archival and primary texts; or
 - (viii) other material as deemed necessary by the student and supervisor.
- (6) The required length of the thesis depends on the degree for which it is submitted.
 - (a) For doctoral degrees:
 - (i) the total upper limit is 80,000 words which may be exceeded by no more than 20,000 words with the written permission of the Dean, Associate Dean, or the Chair of the faculty committee;
 - (ii) subject to clause 8(6)(a)(i), a shorter required length may be specified by course resolutions, or in the case of the PhD, by local provisions;
 - (iii) this word limit does not include appendices.
 - (b) For masters degrees by research:
 - (i) The total upper limit is 50,000 words which may be exceeded by no more than 10,000 words with the written permission of the Dean, Associate Dean, or the Chair of the faculty committee.
 - (ii) Subject to Clause 8(6)(b)(i), a shorter required length may be specified in course resolutions.
 - (iii) The word limit does not include appendices.

9 The examination generally

- (1) The examination is an assessment of the total thesis presented.
- (2) The examination process proceeds on the basis that:
 - (a) the thesis consists of advanced research which makes an original contribution to knowledge; and
 - (b) the awarded thesis will be lodged in the University library in electronic format.

Note: See also [University of Sydney \(Higher Degree by Research\) Rule 2011](#) (as amended) and [Thesis and Examination of Higher Degrees by Research Procedures 2020](#).

- (3) The outcome of the examination is an academic decision by the relevant committee based on a body of evidence which includes:
- (a) mandatory items:
- (i) the thesis;
 - (ii) examiners' reports specified in clause 21 of this policy;
 - (iii) a recommendation from the relevant chair of examination, which is based on the examiners' reports; and
 - (iv) where applicable, any reports of investigations under the [Academic Honesty Procedures 2016](#) or its related policies;
- Note:** See [Academic Honesty in Coursework Policy 2015](#) and [Research Code of Conduct 2013/2019](#).
- and
- (b) as deemed necessary by the relevant committee:
- (i) reports from supervisor(s), postgraduate co-ordinator, head of school and the Associate Dean;
 - (ii) comments from the student; or
 - (iii) any other information deemed necessary.
- Note:** See also clauses ~~5-9-16~~–~~14~~ of the [Thesis and Examination of Higher Degrees by Research Procedures 2015/2020](#).

10—Oral examinations

- ~~(1)—Oral examinations may be:~~
- ~~(a)—recommended by the chair of examination; or~~
 - ~~(b)—requested by a student, except in relation to a resubmitted thesis.~~
- ~~**Note:** See also clauses 15—16 of the [Thesis and Examination of Higher Degrees by Research Procedures 2015](#).~~
- ~~(2)—Oral examinations will only be undertaken if approved by the chair of examination.~~
- ~~(3)—Oral examinations may be conducted:~~
- ~~(a)—as an integral part of the whole examination process; or~~
 - ~~(b)—as an in-person consultation with the student at the conclusion of the standard examination.~~
- ~~(4)—The purpose of an oral examination is to:~~
- ~~(a)—reduce the potential length of the examination process;~~
 - ~~(b)—fit the convention of the discipline;~~
 - ~~(c)—test the student's understanding of the knowledge described within the thesis;~~
 - ~~(d)—clarify points of principle or detail within the thesis; or~~
 - ~~(e)—assess the contribution made by the student to the content and presentation of the thesis.~~
- ~~(5)—Oral examinations may only examine material that would be examined under a thesis-only examination i.e. the complete thesis as specified in clause 8 of this policy.~~

10 Mode of examination

(1) The modes of examination are:

(a) an oral examination where:

- (i) after having considered the submitted thesis, the examiners meet with the student;
- (ii) at the examination meeting, examiners consider points of clarification of principle or detail in the thesis; and
- (iii) examiners then assess the contribution of the student to the content and presentation of the thesis.

(b) an exhibition examination where:

- (i) the student presents one or more pieces of creative art as part of the thesis, as specified in subclause 8(4)(a), in a gallery or exhibition setting to examiners; and
- (ii) the examiners subsequently conduct an oral examination in accordance with subclause 10(2)(a)

(c) a thesis-only examination where:

- (i) each of the examiners provides a detailed report on the thesis; and
- (ii) the examination is based on these reports and the report of the chair of examination, as specified in the *Thesis and Examination of Higher Degree by Research Procedures 2020*.

(2) Students must select the mode of examination when providing their notice of intention to submit.

Note: See clause 14 of this policy.

11 Examination of ~~cotutelle and joint award~~ PhD degrees

(1) For joint ~~degrees~~ PhD degrees, ~~including cotutelle degrees~~, the examination processes to be used must be specified in the individual student agreement at the beginning of the candidature.

(2) The examination of such degrees must be conducted:

- (a) by the University, in accordance with this policy; or
- (b) by the partner institution, consistently with the terms of the applicable individual student agreement.

(3) If the examination is to be conducted by the partner institution:

(a) the proposed examination process must be approved before the agreement is executed, by one of:

- ~~(i) the Chair of the Graduate Studies Committee of the Academic Board;~~
~~or~~
- (i) the HDR Examinations Subcommittee ~~of the Graduate Studies Committee of the Academic Board~~; and
- (ii) the Chair of the Academic Quality Committee of the Academic Board; and

(b) the relevant individual student agreement should require consistency with the following clauses of this policy:

- (i) the qualifications of examiners (clause 15)
- (ii) the examiners' reports (clause 21); and
- (iii) the outcome of the award examination (clause 23).

Note: See also ~~Cotutelle Scheme Policy~~ Dual and Joint Degree Policy 2019 and clause ~~48-26~~ of the Thesis and Examination of Higher Degrees by Research Procedures 2015/2020.

12 Thesis with publications

- (1) Students and supervisors may publish research findings from a research candidature whenever it is appropriate to do so and consistent with the norms of the discipline or field of research.
- (2) The award of a research degree arises from the successful examination of a thesis. Prior publication of included material is not a requirement for examination of the thesis.
 - (a) Students and supervisors must prioritise the timely submission of a thesis over manuscripts for publication.
- (4)(3) The University will accept for examination a thesis which contains previously published material provided that:
 - (a) the thesis makes an original and substantial contribution to the field of knowledge;
 - (b) the thesis forms a consistent, coherent and unified whole;
 - (c) the previously published material relates to research undertaken during the candidature and was published during the candidature; and
 - (d) in addition to the published material, the student provides, at the minimum:
 - (i) an introduction which argues for the aim(s) of the thesis and contextualises the research problems it purports to address; and
 - (ii) a conclusion which draws together the findings of the studies in the context of the stated aims of the thesis.
- (5)(4) The student may also provide other separate chapters to supplement the published papers such as a literature review, background information, or description of the methodology used.
- (6)(5) Acceptable publications (including material already published, accepted for publication, or submitted for publication) include:
 - (a) papers in refereed journals;
 - (b) book chapters;
 - (c) conference papers;
 - (d) a documentary record of an exhibition or installation mounted during candidature which is not part of the creative or artistic component of a thesis.
- (7)(6) A blog is not an acceptable publication.
- (8)(7) A collection of disparate publications, no matter what their quality, must not be approved for the award of a higher degree by research if they do not meet the criteria for the award.
- (9)(8) A thesis containing published material must be examined using the same criteria, and by the same process, as one which does not.

13 Form of thesis for examination

- (1) The student must submit their thesis for examination as an electronic document.
 - (a) A thesis in paper format may be accepted in addition to the electronic document, with the prior approval of the head of the administrative unit.
 - (b) If an examiner expresses a preference for examining a paper copy of the thesis, then this must be supplied by the administrative unit.
 - (c) The administrative unit must conduct the submission check, including applying similarity detecting software and making other appropriate checks to all theses submitted for examination.
- (2) The following information must appear on the title page:
 - (a) the full title of the thesis;
 - (b) the student's name;
 - (c) the words "A thesis submitted in fulfilment [or "partial fulfilment", if determined by the degree resolutions] of the requirements for the degree of [degree name, e.g. Doctor of Philosophy]";
 - (d) the faculty in which the student is enrolled;
 - (e) the name of the University of Sydney.
- (3) If a thesis includes an artistic or creative component such as an exhibition, performance, model, software or data, a documentary record of this component of sufficient quality for assessment must be included as part of the submitted thesis.
- (4) The thesis must be accompanied by an abstract in the format prescribed by the Academic Board. Some faculties may require the abstract in advance of submission of the thesis for examination.

Note: All information on thesis preparation, submission and lodgement is available through the ~~HDRAC / current students~~ University website. See: <http://sydney.edu.au/students/prepare-your-thesis.html> and <http://sydney.edu.au/students/thesis-submission.html>. See also clause ~~23-32~~ of the Thesis and Examination of Higher Degrees by Research Procedures 2015/2020.

- (5) Students must submit a statement with the thesis certifying their understanding that, if their candidature is successful, their thesis will be lodged with the ~~Director of University Libraries~~ University Librarian and made available for immediate use.

Note: See also University of Sydney (Higher Degree by Research) Rule 2011 (as amended) for requirements for lodging theses.

- (6) The thesis must be accompanied by a statement from the supervisor stating whether, in the supervisor's opinion, the thesis:
 - (a) is sufficiently well presented to be examined; and
 - (b) does not exceed the prescribed word limit or any extended word limit for which prior approval has been granted.
- (7) If a thesis is submitted for examination without the supervisor's statement, the ~~faculty committee~~ Associate Dean will decide whether it will be ~~accepted sent~~ for examination.
- (8) The ~~faculty committee~~ Associate Dean may decline to ~~examine a thesis~~ send a thesis to examination if:
 - (a) the supervisor does not certify that it is ready for examination;
 - (b) it exceeds the prescribed word limits without prior approval to do so;

- (c) suitable examiners, as determined by the ~~faculty committee~~ Associate Dean, cannot be found;
 - (d) the student requests withdrawal from the examination and the ~~faculty committee~~ Associate Dean determines there is good reason to do so;
 - (e) the student has not successfully completed required research training activities, including any required units of study;
 - (f) there is a finding of inappropriate academic practice, research misconduct or a breach of the Research Code of Conduct 2013 2019.
- Note:** See Academic Honesty in Coursework Policy 2015; ~~Research Code of Conduct 2013~~ Research Code of Conduct 2019 and Academic Honesty Procedures 2016
- (g) it is not compliant with ethics approvals; or
 - (h) it breaches any of:
 - (i) the University of Sydney ((Student Discipline) Rule 2016
 - (ii) the Student Charter 2020
 - ~~(i)(iii)~~ the Academic Honesty in Coursework Policy 2015; or
 - ~~(ii)(iv)~~ the Research Data Management Policy 2014;
 - ~~(iii)(v)~~ the Research Data Management Procedures 2015; or
 - ~~(iv)(vi)~~ any applicable faculty local provisions relating to research data management.
- (9) When ~~a faculty committee~~ the Associate Dean declines ~~to examine a thesis~~ send a thesis for examination, they must:
- (a) report the circumstances and reasons for the decision to the HDR Examinations Subcommittee;
 - (b) document in writing:
 - (i) the reasons for declining to send ~~examine~~ the thesis for examination;
 - (ii) any changes necessary to make the thesis acceptable for examination; and
 - (iii) any other actions required to be completed prior to examination;
- and
- ~~(c) recommend to the Associate Dean that the student be either:~~
 - ~~(i) permitted to re-enrol in order to complete the necessary actions and changes and resubmit the thesis; or~~
 - ~~(ii) asked to show good cause why they should be permitted to re-enrol.~~
 - (c) ~~The Associate Dean will~~ decide whether the student will be permitted to re-enrol or required to show good cause.
- Note:** The show good cause process is specified in the University of Sydney (Higher Degree by Research) Rule 2011 clauses 2.13, 3.13 and 4.12.
- (10) ~~When-If~~ the Associate Dean ~~has made a decision in accordance with 9(d)~~ decides to permit the student to re-enrol, the student will be informed ~~of in~~ writing of:
- (a) the reasons for declining to ~~examine the thesis~~ send the thesis for examination;
 - (b) any changes necessary to make the thesis acceptable for examination;

- (c) any other actions required to be completed prior to examination;
 - (d) the date by which the student must re-enrol or apply for suspension of candidature.
- (11) ~~When-If~~ the Associate ~~Dean has made a decision in accordance with 9(d) to require~~ decides to require the student to show good cause, the student will be informed ~~of~~in writing of:
- (i) the reasons for declining to examine the thesis; and
 - (ii) the show cause notice in accordance with the requirements of the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#).

~~Note: The show good cause process is specified in the [University of Sydney \(Higher Degree by Research\) Rule 2011](#) clauses 2.13, 3.13 and 4.12.~~

14 Notice of intention to submit

- (1) The student must provide written notice of their intention to submit a thesis for examination ~~prior to the final submission date and should do so at least three months prior to the intended submission date.~~

Note: See clause 8 of the procedures

Note: See the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)

- ~~(1)(2)~~ Notice ~~should be given at least three months prior to the intended submission date~~ is required to allow sufficient time for:

- (a) the appointment of the chair of examination;
- (b) the appointment of examiners; and
- (c) the organisation of other examination requirements such as oral examinations, exhibitions or performances.

- ~~(2)(3)~~ Late notice may delay the examination of the thesis.

- (4) ~~At the time of providing the~~The notice of intention to submit the student must:

- (a) ~~include certification by the student~~certify that they have complied with:
 - (i) any ethics approvals given; ~~and~~
 - (ii) their research data management plan and report to their supervisor;
- (b) select the mode of examination as required by clause 10.

- (5) The selection of mode of examination must be made in writing and endorsed by the supervisor:

- ~~(b)(a)~~ if the student and the lead supervisor cannot agree on the mode of examination, the chair of examinations will determine the appropriate mode of examination after consultation.

Note: See also [Research Data Management Policy 2014](#), [Research Data Management Procedures 2015](#) and any relevant faculty local provisions.

- ~~(3)(6)~~ The lead supervisor, ~~head of school, or postgraduate coordinator~~ should discuss with the student:

- (a) the possibility of an oral examination; and
- (b) the selection of a chair of examination and possible examiners, noting that students:

- (i) may advise the supervisor, in writing, of the names of individuals that they consider appropriate to be appointed as examiners; and
- (ii) may advise the supervisor, in writing, of the names of individuals that they would prefer not to be appointed as examiners; and
- (iii) are not permitted to communicate with examiners regarding the examination during the examination.

(7) Students may amend their intention to submit to:

- (a) change the mode of examination; or
- (b) change the intended submission date.

15 ~~Qualifications of~~Proposing examiners

(1) Examiners must:

- (a) have international standing in the field of research;
- (b) be independent of the conduct of the research;
- (c) be competent to undertake the assessment; and
- (d) not have a conflict of interest which cannot be, or is not, appropriately managed.

(2) The lead supervisor must:

- (a) propose examiners with sufficient international standing to evaluate the contribution of the thesis to the relevant field of research;
- (b) only consider examiners who are:
 - (i) free from conflicts of interests; or
 - (ii) whose conflicts of interests can be effectively and appropriately managed;
- (c) seek agreement from proposed examiners to the mode of examination; and
- (d) propose an additional examiner to act as a reserve should any commissioned examiner need replacing.

~~(4)(1) Nominated examiners must be approved by the chair of examinations on the advice of the supervisor, then:~~

- ~~(a) for doctoral degrees, by the HDR Examinations Sub Committee;~~
- ~~(b)(a) for masters degrees by research, by the faculty committee.~~

~~(5)(3)~~ Examiners should be active in research or scholarship. A research active examiner is understood to be someone who pursues research on an ongoing basis, as a major focus of their academic activity.

~~(6)(4)~~ Examiners should have the following qualifications appropriate to the discipline, and as determined by the faculty committee or HDR Examinations Sub-Committee:

- (a) a qualification equivalent to the level being examined; or
- (b) equivalent professional or research experience.

~~(7)(5)~~ Examiners should have experience of, or be familiar with, the supervision and examination of research theses for the University or other local and international educational institutions, as determined by the faculty committee or HDR Examinations Subcommittee.

~~(8)~~(6) The University should take all reasonable steps to ensure that examiners are :

- (a) free from bias for or against the student or the supervisor; and
- (b) free from actual, potential or perceived conflicts of interests.

~~(9)~~(7) A person must not be an examiner if they:

- (a) have been involved in the student's research;
- (b) are a co-author on any part of the work;
- (c) have a past or current close personal relationship with the student or supervisor;
- (d) have had substantial contact with the student or supervisor in any other circumstances which might jeopardise the independence, or the perceived independence, of the examination;
- (e) have been a research student of the supervisor within the last ten years; or
- (f) have supervised the student at any time.

Note: See also [External Interests Policy 2010](#)

~~(10)~~(8) Subject to this clause 15, a person from another institution, who has held the role of supervisor for other higher degree by research students at the University of Sydney, may be appointed as an external examiner.

~~(11)~~(9) Former research students of the supervisor must not be appointed as examiners for at least ten years after graduation, except with the specific approval of the [Chair of the](#) HDR Examinations Subcommittee and [only](#) in exceptional circumstances.

15A Appointment of chair of examination

(1) The [relevant](#) Associate Dean must appoint a chair of examination to co-ordinate the examination.

(2) The chair of examination will:

- ~~(a) Be usually be the Associate Dean (Research Education) but could also be an experienced Head of School or Postgraduate Co-ordinator, or another academic in the school with substantial experience in HDR examinations a senior academic in the school with substantial experience in higher degree by research supervision and examination. The faculty may nominate as chair of examination:-~~
 - ~~(i) an associate dean;~~
 - ~~(ii) the postgraduate coordinator; or~~
 - ~~(+)(iii) any other relevant academic.~~
- ~~(b) have relevant experience or knowledge in the mode of examination; and~~
- ~~(c) have not be a current or previous research or auxiliary supervisor of the student for the candidature had no supervisory responsibility for the student's candidature;.~~

16 Approving examiners

(1) Nominated examiners must be approved by the chair of examinations on the advice of the supervisor, then:

- (a) for doctoral degrees, by the HDR Examinations Sub-Committee;

(b) for masters degrees by research, by the faculty committee.

~~(4)~~(2) The chair of examination must make recommendations regarding the appointment of examiners, as follows:

(a) for a doctorate by research, a minimum of ~~three~~two examiners, both of whom must be external; and

~~(b)~~ for a masters degrees by research, a minimum of two examiners, both of whom must be external.

Note: See TEQSA Higher Education Standards Framework

~~(2)~~(3) The chair of examination should inform the ~~faculty committee or HDR Examinations Sub-Committee~~relevant committee of any preferences regarding examiners received from the student.

~~(3)~~(4) Each group of examiners approved to examine a thesis should include:

(a) no more than one from any given university or institution; and

~~(b)~~ at least one examiner affiliated with a university or degree granting institution; and

~~(c)~~(b) no more than one internal examiner.

~~(4)~~(5) The chair of examination may recommend one or more additional individuals who are qualified to examine to be held in reserve and commissioned, consistently with clause 17 of this policy, as required.

~~(5)~~(6) Once the ~~faculty committee or HDR Examinations Sub-Committee~~relevant committee has received recommendations from the chair of examination regarding the examiners it may consult with the supervisor, associate dean, head of school or postgraduate co-ordinator as required.

~~(6)~~(7) The ~~faculty committee or HDR Examinations Sub-Committee~~relevant committee may:

(a) approve any of the examiners as recommended; or

~~(b)~~ approve different examiners after consultation with the:

~~(i)~~ the chair of examination; i

~~(ii)~~ lead supervisor; i

~~(iii)~~ associate dean; and

~~(iv)~~ head of school or postgraduate co-ordinator; i

and

~~(v)~~

~~(b)~~(c) The supervisor should ensure propose examiners that examiners are nominated at least four weeks before the submission of the thesis.

~~(7)~~(8) If the student does not submit the thesis for examination within three months following the approval of examiners, the administrative unit must:

(a) request a revised submission date from the student and the supervisor; and

(b) write to each examiner:

(i) to inform them of the delay; and

(ii) ask if they are still willing to conduct the examination of the thesis at a future date.

17 Commissioning ~~of~~ examiners

- (1) Once approved, examiners must be commissioned by the administrative unit in the manner provided in the [Thesis and Examination of Higher Degrees by Research Procedures 2015/2020](#).

Note: See Clause ~~6-10~~ of those procedures.

- (2) At least the minimum number of approved examiners for the degree must be commissioned.
- (3) Approved examiners who are not initially commissioned may be used at a later stage as replacement or additional examiners.
- (4) At the time of commissioning, the administrative unit must ensure that examiners are informed that:
 - (a) the contents of the thesis, including any intellectual property rights contained in the thesis, remain strictly confidential;
 - (b) the thesis can only be used for the purposes of performing the examination;
 - (c) their names may be released to the student during or after the examination; and
 - (d) their reports may be released to the student during or after the examination.

Note: Students have the right to access information about themselves, including their examinations. See the ~~Privacy Policy 2013~~[Privacy Policy 2013](#)~~Privacy Policy 2013~~[Privacy Policy 2013](#)~~Privacy Policy 2013~~[Privacy Policy 2017](#) and [Privacy Procedures 2018](#) ~~the Privacy Management Plan~~.

18 Approving and commissioning of additional examiners

- (1) Additional approved examiners may be commissioned to examine a thesis if:
 - (a) an original examiner is unable to examine subsequent to appointment; or
 - (b) an original examiner does not complete their examination within the required time frame

Note: see clause 20 ~~below~~[of this policy](#)

or

- (c) as required by the faculty committee or the HDR Examinations Subcommittee.

~~(2) — An internal examiner may only replace an original internal examiner.~~

~~(3)~~[\(2\)](#) Any additional examiners must be approved consistently with clause 16 of this policy. This may include examiners approved, but not commissioned, at the time of submission.

19 Appointing examiner-as-assessor

- (1) Where the relevant committee is unable to form an intention regarding the award, the relevant committee may ~~appoint~~[nominate](#) an examiner-as-assessor to examine the thesis and act as an assessor of the original examiners' reports.
- (2) Previous approval as an examiner is not sufficient to act as examiner-as-assessor.
- (3) Examiners appointed as assessors must:
 - (a) be an external appointment;

- (b) have the qualifications required in Clause 15 of the policy;
- (c) possess very high international standing in the subject of the thesis; and
- (d) be approved by the Chair of the HDR Examinations Sub-~~C~~committee.

20 Replacing examiners

- (1) Replacement examiners must be appointed-commissioned when:
 - (a) a report has not been received from an original examiner within ~~ten weeks of the twelve~~12 weeks of the receipt of the thesis; or
 - (b) an examiner is unable to examine subsequent to appointment.
- (2) The ~~faculty committee~~administrative unit must:
 - (a) inform the original examiner that their services are no longer required; and
 - (b) commission a previously approved examiner; or
 - (c) ~~approve a request the supervisor to seek a~~ new examiner in accordance with clause 16 of this policy.
- (3) Once commissioned, the new examiner must examine the thesis consistently with clause 9 of this policy.
- (4) If the original examiner returns a report after the replacement examiner has been sent a copy of the thesis, the original examiner's report will not form part of the body of evidence used to determine the award of the degree.

21 Examiners reports

- (5) Within six weeks of the receipt of the thesis, each examiner must:
 - (a) complete the examination; and
 - (b) submit a report to the administrative unit.
- (6) Each examiner must submit an independent report, which will remain confidential until:
 - (a) all reports have been received; or
 - (b) the Associate Dean considers that special circumstances exist which warrant its earlier release.
- (7) Examiner's reports must be in English, except where the language of the thesis is in a language other than English.

Note: See the [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#).

- (a) If the thesis is in a language other than English, the preferred language of the examiner's report is English, but the examiner's report may be provided in the same language as the thesis.
- (b) An examiner who provides a report in a language other than English must also submit a summary of their report in English. This summary must be sufficient for:
 - (i) the relevant committee to review the examination as necessary; and
 - (ii) reviewers to understand the key aspects of the report.
- (8) Examiners' reports must

- (a) state whether, in the opinion of the examiner, the thesis fulfils the criteria in clause 8 of this policy; and
- (b) include any other material required by the [Thesis and Examination of Higher Degrees by Research Procedures 2015-2020](#)

22 Communication during examination process

(1) Between examiners

- (a) The names of examiners must not be disclosed to other examiners until a determination has been made about the awarding of the degree, except if required by the use of an oral or exhibition examination:
 - ~~(i) by the use of an oral examination; or~~
 - ~~(ii) during the examination of a creative or artistic component of a thesis.~~
- (b) Examiners must not correspond or communicate with other examiners regarding the examination or the thesis, except in discussion at an oral or exhibition examination:
 - ~~(i) at an oral examination; or~~
 - ~~(ii) at the examination of a creative or artistic component of a thesis.~~

(2) Between examiners and students, except during an oral or exhibition examination

- (a) The names of examiners may be disclosed to students, on request, after the thesis has been submitted for examination.
- (b) Students, or persons acting on their behalf, must not communicate with the examiners, regarding their thesis or examination, during the examination process (i.e. from submission to award of degree).
- (c) If a student, or a person acting on their behalf, communicates with an examiner during the examination process:
 - (i) the examination must be discontinued; and
 - (ii) a new examination process must commence with newly commissioned examiners.

Note: Breaches of the ~~Code of Conduct for Students~~ Student Charter 2020 or the University of Sydney (Student Discipline) Rule 2016 may result in disciplinary action.

(3) Between the University and examiners

- (a) University staff, including academic and professional staff, may contact examiners:
 - (i) to arrange for an oral or an exhibition examination ~~or the examination of a creative or artistic component of a thesis~~; or
 - (ii) to ascertain if progress of the report is delayed.
- (b) If University staff, including academic and professional staff, communicate with an examiner they ~~should~~ **must** not make any comment which could be seen as influencing, or having the potential to influence, the examination outcome.
- (c) The administrative unit will inform the examiners of the outcome of the examination at the conclusion of the examination.

(4) Between the University and the student

- (a) Students may be provided with status updates on the examination process, at the stages specified in the ~~Thesis and Examination of Higher Degrees by Research Procedures 2015~~ Thesis and Examination of Higher Degrees by Research Procedures 2020.

Note: See clause ~~45-21~~ of those procedures.

- (b) The faculty should provide the student with the names of the examiners at the conclusion of the examination process.
- (c) The administrative unit must also contact any student who is required to:
 - (i) comment on the examination; or
 - (ii) fulfil conditions related to the outcome of the examination.

23 Outcome of the examination

- (1) The outcome of the examination will be decided:
 - (a) for masters degrees, as determined by faculty resolutions.
 - (b) ~~for doctoral examinations by the faculty committee for examinations~~, except ~~cotutelle joint PhD~~ examinations, where the examiners and the chair of examination all recommend that the degree be awarded by the faculty committee.
 - (c) for all other examinations by the HDR Examinations Sub-Committee ~~for all other examinations, including all cotutelle examinations~~.
- (2) The outcome of the examination must be one of the following:
 - (a) Award without qualification conditions: the degree can be awarded without any further action by the student.
 - (b) Award with corrections: the degree can be awarded once all required corrections to the thesis have been addressed by the student to the satisfaction of the chair of examination.
 - (c) Non-award - revision and re-examination: the degree is not awarded; and the option is provided for the student to revise and resubmit the thesis for a new examination subject to the following:
 - (i) the revision and re-examination process must be conducted consistently with the Thesis and Examination of Higher Degrees by Research Procedures 2015 ~~2020~~ and

Note: See clause ~~44-18~~ of those procedures.
 - ~~(ii)~~ (iii) An exhibition mode examination is not permitted for the subsequent examination of a thesis after a period of revision and re-submission
 - (d) Non-award - option to award another degree: the thesis is not considered satisfactory for the award of the degree for which it was submitted, but another degree for which the student is eligible may be awarded instead.
 - (e) Non-award: the thesis is unsatisfactory for the award of the degree for which it was submitted and for any other another degree for which the student is eligible, and does not demonstrate sufficient potential to achieve this standard through resubmission.

- (3) The administrative unit will notify the student and supervisor when the decision has been made.
- (4) When the decision to award the degree has been made, the faculty may certify that the student is eligible to graduate subject to the student:
 - (a) fulfilling any conditions of award to the satisfaction of the chair of examination; and
 - (b) lodging a final copy of the final thesis with the University for the Library.

23A Appeals of examination decisions

Examination decisions are academic decisions, and are subject to appeal in accordance with the [*University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006 \(as amended\)*](#).

Note: Such appeals are described in Clauses 3.2, 4.2 and Part 5 of [*University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006 \(as amended\)*](#).

24 Rescissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

- (1) Postgraduate: Degree of Doctor of Philosophy
- (2) Higher degree theses policy
- (3) Oral examinations of PhD Theses at the University of Sydney
- (4) PhD: Appointment of Additional Examiner as Assessor
- (5) PhD: Submission of Doctor of Philosophy Theses containing published work
- (6) Proof reading and editing of theses and dissertations
- (7) Submission of treatise containing published work

NOTES

Thesis and Examination of Higher Degrees by Research Policy 2015

Date adopted: 12 November 2014

Date amended: 28 October 2015, commencing 1 January 2016
12 April 2016
17 August 2016, commencing 19 September 2016
2 November 2016, commencing 16 November 2016
31 March 2017 (administrative amendment only)
11 May 2017 (administrative amendment only)
28 November 2017, commencing 1 January 2018

[INSERT DATE]

Administrator: Director, Graduate Research

Review date: 1 January 2020.

Related documents:

[University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)

[University of Sydney \(Student Discipline\) Rule 2016](#)

[Academic Honesty in Coursework Policy 2015](#)

[Academic Honesty Procedures 2016](#)

[~~Cotutelle Scheme Policy~~Dual and Joint Degrees Policy 2019](#)

[External Interests Policy 2010](#)

[Honorary Titles Policy 2013](#)

[~~Privacy Policy 2013~~Privacy Policy 2018](#)

[~~Supervision of Higher Degree by Research Students Policy 2013~~Higher Degree by Research Supervision Policy 2020](#)

[Higher Degree by Research Supervision Procedures 2020](#)

[~~Privacy Management Plan 2013~~Privacy Procedures 2019](#)

[Thesis and Examination of Higher Degrees by Research Procedures ~~2015~~2020.](#)

[Student Charter 2020](#)

AMENDMENT HISTORY

Provision	Amendment	Commencing
6	Added definition of administrative unit	1 January 2016
7.2	Note amended	1 January 2016
8.3, 9.3, 10.5, 13.5, 13.6.a, 13.6.b, 7.a, 7.b, 7.c, 8, 8.b.ii, 8.b.iii, 15.5.a, 15.6.d, 15.6.e, 23.2.b, 23.2.c	Minor amendments	1 January 2016
13.1	Changes to submission requirements	1 January 2016

Provision	Amendment	Commencing
13.7.e, 13.7.f	Additional clauses	1 January 2016
15.8	Clause replaced	1 January 2016
24.2	Added Higher Degree Theses Policy which was rescinded 19 February 2015 and was inadvertently left off the original document	1 January 2016
Notes	Change to Administrator of document	1 January 2016
Notes	Updated reference and hyperlink to related document	12 April 2016
Definitions	Definitions of <i>plagiarism</i> and <i>submission check</i> added	19 September 2016
9(3)(iv)	Subclause and note added	19 September 2016
13(1)(c), 13(8)(f), 14(1)	Minor amendments	19 September 2016
13(8)(g), 13(8)(h), 14(4)	Subclauses added	19 September 2016
Notes	Change to Administrator of document	19 September 2016
Notes	<i>Academic Honesty Procedures</i> added to related documents	19 September 2016
6	Amended hyperlink in AQF, added definitions for chair of examination, HDR Examinations Sub-Committee, relevant committee, school. Removed definitions for head of department, PhD Award Sub-Committee. References to these also updated throughout the document	16 November 2016
13(9)(d)	Note deleted	16 November 2016
13(9)(e) and 13.9.f	Subclauses added	16 November 2016
14(2)(a)	Subclause added	16 November 2016
14(3)(b)	Updated reference to research data management plan	16 November 2016
15A	Clause added	16 November 2016
23(1)(a)-(c)	Subclauses added and other subclauses deleted	16 November 2016
23(2)(b)	Subclause deleted and minor amendments for clarification	16 November 2016
23(1)(b); 23(1)(c)	Minor amendment	31 March 2017
13(4) note	Updated reference to thesis lodgement and submission process	11 May 2017
15A(1); 23(3)	Minor amendments	11 May 2017
Notes	Delete reference to Final thesis submission guidelines	11 May 2017
6	Consequential amendments arising from organisational design changes	1 January 2018

Provision	Amendment	Commencing
13(9)(c)-(f); 21(2)(b)	Consequential amendments arising from the <i>University of Sydney (Delegations of Authority – Academic Functions) 2016</i>	1 January 2018
<u>6(1)</u>	<u>Definitions for associate dean, dean, doctorate by research, external examiner, faculty, HDR Examinations subcommittee, joint PhD, masters by research, plagiarism, postgraduate coordinator, relevant committee, student, submission check and supervisor amended</u>	<u>1 July 2020</u>
<u>6(1)</u>	<u>New definitions for exhibition examination, oral examination, and thesis-only examination added</u>	<u>1 July 2020</u>
<u>6(1)</u>	<u>Definitions for ‘cotutelle’ and ‘internal examiner’ deleted</u>	<u>1 July 2020</u>
<u>6(2)</u>	<u>Deleted</u>	<u>1 July 2020</u>
<u>8(2)</u>	<u>Minor amendment</u>	<u>1 July 2020</u>
<u>10</u>	<u>Clause ‘Oral examinations’ deleted and replaced with ‘Mode of examinations’</u>	<u>1 July 2020</u>
<u>11</u>	<u>Clause renamed Examination of joint PhD degrees</u>	<u>1 July 2020</u>
<u>11(1)</u>	<u>‘cotutelle’ deleted; joint degrees replaced with joint PhD degrees</u>	<u>1 July 2020</u>
<u>11(3)(a)</u>	<u>Subclause amended to replace Graduate Studies Committee with Academic Quality Committee</u>	<u>1 July 2020</u>
<u>11(3)(b)(iii)</u>	<u>‘award’ replaced with ‘examination’</u>	<u>1 July 2020</u>
<u>12(1); 12 (2)</u>	<u>Subclauses added</u>	<u>1 July 2020</u>
<u>13(4)note</u>	<u>Minor amendment</u>	<u>1 July 2020</u>
<u>13(5)</u>	<u>Replace ‘Director of University Libraries’ with ‘University Librarian’</u>	<u>1 July 2020</u>
<u>13(7); 13(8); 13(8)(c); 13(8)(d); 13(9)</u>	<u>Replace ‘faculty committee’ with ‘Associate Dean’</u>	<u>1 July 2020</u>
<u>13(7)</u>	<u>Replace ‘accepted’ with ‘sent’</u>	<u>1 July 2020</u>
<u>13(8); 13(9); 13(9)(b)(i); 13(10)(a)</u>	<u>Replace ‘examine and thesis’ with ‘send a thesis for examination’</u>	<u>1 July 2020</u>
<u>13(8)(h)</u>	<u>Add University of Sydney (Student Discipline) Rule 2016 to list of policy documents</u>	<u>1 July 2020</u>
<u>13(9)(c)</u>	<u>Subclause deleted; subsequent clauses renumbered</u>	<u>1 July 2020</u>
<u>13(9)(c)</u>	<u>Delete ‘the Associate Dean’</u>	<u>1 July 2020</u>
<u>13(9)(c) note</u>	<u>Note moved from 13(11)</u>	<u>1 July 2020</u>
<u>13(10); 13(11)</u>	<u>Minor amendments to subclauses for clarification</u>	<u>1 July 2020</u>
<u>14(1); 14(2); 14(4); 14(4)(a)</u>	<u>Subclauses amended for clarification</u>	<u>1 July 2020</u>
<u>14(3); 14(4)(b); 14(5); 14(5)(a)</u>	<u>New subclauses added; subsequent clauses renumbered</u>	<u>1 July 2020</u>

Provision	Amendment	Commencing
<u>14(6)</u>	<u>'lead' inserted before 'supervisor'; 'head of school and postgraduate coordinator' deleted</u>	<u>1 July 2020</u>
<u>14(7)</u>	<u>New subclause added</u>	<u>1 July 2020</u>
<u>15</u>	<u>Clause amended to read 'Proposing examiners'</u>	<u>1 July 2020</u>
<u>15(1); 15(2)</u>	<u>New subclauses added</u>	<u>1 July 2020</u>
<u>15(9)</u>	<u>Minor amendment to subclause for clarification</u>	<u>1 July 2020</u>
<u>15A(1)</u>	<u>Insert 'relevant' before 'Associate Dean'</u>	<u>1 July 2020</u>
<u>15A(2)</u>	<u>Subclauses amended for clarification</u>	<u>1 July 2020</u>
<u>16(2)(a)</u>	<u>Number of examiners changed from three to two</u>	<u>1 July 2020</u>
<u>16(2)(a); 16(2)(b)</u>	<u>'both of whom must be external' added to subclauses</u>	<u>1 July 2020</u>
<u>16(3); 16(6); 16(7)</u>	<u>'faculty or HDR Examinations subcommittee' replaced with 'relevant committee'</u>	<u>1 July 2020</u>
<u>16(4)(b)</u>	<u>Subclause deleted; subsequent subclauses renumbered</u>	<u>1 July 2020</u>
<u>16(7)(b)</u>	<u>Subclause amended for clarification</u>	<u>1 July 2020</u>
<u>16(7)(c)</u>	<u>'the supervisor should ensure that examiners are nominated' replaced with 'propose examiners'</u>	<u>1 July 2020</u>
<u>17</u>	<u>'of' deleted</u>	<u>1 July 2020</u>
<u>18(2)</u>	<u>Subclause deleted</u>	<u>1 July 2020</u>
<u>19(1)</u>	<u>'appoint' replaced with 'nominate'</u>	<u>1 July 2020</u>
<u>19(3)(c)</u>	<u>'international' inserted between 'high' and 'standing'</u>	<u>1 July 2020</u>
<u>19(3)(d)</u>	<u>Minor amendment for clarification</u>	<u>1 July 2020</u>
<u>20(1)</u>	<u>'appointed' replaced with 'commissioned'</u>	<u>1 July 2020</u>
<u>20(1)(a)</u>	<u>'ten weeks of the twelve' replaced with '12'</u>	<u>1 July 2020</u>
<u>20(2)</u>	<u>'faculty committee' replaced with 'administrative unit'</u>	<u>1 July 2020</u>
<u>20(2)(c)</u>	<u>'approve' replaced with 'request the supervisor to seek'</u>	<u>1 July 2020</u>
<u>22(1)(a)(ii) and (ii); 22(1)(b)(i) and (ii)</u>	<u>Subclauses deleted</u>	<u>1 July 2020</u>
<u>22(1)(a); 22(1)(b)</u>	<u>'by the use of an oral or exhibition examination' added to end of subclause.</u>	<u>1 July 2020</u>
<u>22(2)</u>	<u>'except during an oral or exhibition examination' added to subclause</u>	<u>1 July 2020</u>
<u>22(2)(b)</u>	<u>'regarding their thesis or examination' inserted between 'examiners' or 'during'</u>	<u>1 July 2020</u>
<u>22(2) note</u>	<u>University of Sydney (Student Discipline) Rule 2016 added</u>	<u>1 July 2020</u>
<u>22(3)(a)(i)</u>	<u>'or the examination of a creative or artistic component of a thesis' replaced with 'or an oral or exhibition examination'</u>	<u>1 July 2020</u>
<u>22(3)(b)</u>	<u>'should' replaced with 'must'</u>	<u>1 July 2020</u>
<u>23(1)(b); 23(1)(c)</u>	<u>Subclauses deleted; minor amendments for clarification; cotutelle replaced with joint PhD</u>	<u>1 July 2020</u>
<u>23(2)(a)</u>	<u>'qualifications' replaced with 'conditions'</u>	<u>1 July 2020</u>

Provision	Amendment	Commencing
<u>23(2)(c)9iii)</u>	<u>New subclause</u>	<u>1 July 2020</u>
<u>8(2) note;</u> <u>9(2) note;</u> <u>9(3)(b) note;</u> <u>11(3)(b)</u> <u>note: 17(1);</u> <u>21(4)(b);</u> <u>22(4)(a);</u> <u>23(2)(c)(i)</u>	<u>Replaced Thesis and Examination of Higher Degrees by Research Procedures 2015 with Thesis and Examination of Higher Degrees by Research 2020; and updating clause references as appropriate</u>	<u>1 July 2020</u>
<u>9(3)note;</u> <u>13(8)(f) and</u> <u>note</u>	<u>Replaced Research Code of Conduct 2013 with Research Code of Conduct 2019</u>	<u>1 July 2020</u>
<u>17(4)</u>	<u>Replaced Privacy Policy and Privacy Management Plan with Privacy Policy 2017 and Privacy Procedures 2018</u>	<u>1 July 2020</u>
<u>13(8)(h)(iii);</u> <u>22(2)note</u>	<u>Replaced Code of Conduct for students with Student Charter 2020</u>	<u>1 July 2020</u>
<u>Notes:</u> <u>Related</u> <u>documents</u>	<u>Updated titles and dates of internal policy documents</u>	<u>1 July 2020</u>

THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH PROCEDURES 2020

Issued by: Academic Board

Dated: [insert date]

Last amended:

Signature:

Name: Associate Professor Anthony Masters, Chair, Academic Board

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1 Purpose and application

- (1) These procedures are to give effect to the [Thesis and Examination of Higher Degrees by Research Policy 2015](#) ("the policy").
- (2) These procedures apply to staff, students, affiliates and any other persons involved in research higher degree theses and examination.

2 Commencement

These procedures commence on 1 July 2020

3 Interpretation

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

Note: See clause 6 of the policy

copy-editing and proof reading

means identifying errors in, and correcting, the presentation of the text so as to conform with standard usage and conventions, including:

- spelling
- quotations
- use of italics
- lists
- word usage
- punctuation
- graphs
- charts
- citations
- references
- heading hierarchies
- symbols and equations
- headers and footers
- style of numbers

editor	means any person providing paid or unpaid assistance to students in the preparation of the thesis. This also includes University and faculty writing advisors. Editors are not required to be accredited by the University or any professional organisation.
local availability	means, in relation to a thesis lodged with the University library, the thesis will be able to accessed, viewed, re-used and cited by current staff and students of the University.
open access	means, in relation to a thesis lodged with the University library, the thesis will be available on unrestricted and free online access.
Research Education Candidature System (RECS)	means the software system provided by the University to support higher degree by research students, and with the management of research education candidature.

PART 1 – ADMINISTRATION OF EXAMINATIONS

4 Administration of examinations

- (1) Examinations will be managed and administered through RECS, except for.
 - (a) venue booking;
 - (b) scheduling; or
 - (c) remitting with payment of examiner honoraria.

PART 2 – PROOF-READING AND EDITING OF THESES

5 Proof-reading and editing of theses

- (1) Students are permitted to use editors in preparing their thesis for submission.

Note: See clause 8(2)(c)(ii) of the policy
- (2) Before using an editor, a student must:
 - (a) discuss the use of an editor with their lead supervisor;
 - (b) provide the editor with a copy of these procedures; and
 - (c) require that their editor is aware of and abides by the standards set out in the [Australian Standards for Editing Practice \(ASEP\) 2013](#).

Note: As at the date of these procedures the Australian Standards for Editing Practice (ASEP) 2013 can be found at the website of the [Institute of Professional Editors Limited](#).
- (3) An editor may only be used for:
 - (a) copy-editing and proofreading; and
 - (b) providing advice about:

- (i) matters of structure (the need to structure and reword, deletions, additions);
 - (ii) conventions of grammar and syntax;
 - (iii) using clear language;
 - (iv) logical connections between phrases, clauses, sentences, paragraphs, and sections;
 - (v) voice and tone; and
 - (vi) avoiding ambiguity, repetition and verbosity.
- (4) When an editor has been used:
 - (a) the name of the editor and a brief description of the service rendered must be printed as part of the list of acknowledgements or other prefatory matter near the front of the work when it is presented for examination; and
 - (b) if the editor's current or former area of academic specialisation is similar to that of the student, this must also be stated.

PART 3 – THESIS EXAMINATION PROCESS AND OUTCOME

6 Notice of intention to submit

- (1) The student must submit their Notice of intention to submit in RECS and should do so at least three months prior to the intended submission date.

7 Thesis examination progress

- (1) RECS will inform students and supervisors about the progress of the examination by displaying the current stage of the examination and the date on which the examination entered that stage.
- (2) Stages include:
 - (a) examiners nominated;
 - (b) examiners appointed;
 - (c) thesis successfully submitted for examination;
 - (d) thesis checked for integrity and acceptability;
 - (e) thesis sent to examiners;
 - (f) oral examination scheduled, if required;
 - (g) assigned to exhibition, if required;
 - (h) all examiners have reported back;
 - (i) oral or exhibition examinations have been completed;
 - (j) examination reports are with the relevant committee for decision.

8 Submission checks

- (1) On receipt of a thesis submitted for examination, the administrative unit responsible for candidature management processes will apply similarity detection software.
- (2) If the similarity detection software results indicate possible inappropriate academic practice, code breach, or research misconduct, the administrative units will arrange for an academic staff member with appropriate expertise in the subject matter of the thesis to review the results and determine if the matter should be further investigated
- (3) Any possible inappropriate academic practice, code breach or research misconduct will be managed in accordance with the [Academic Honesty Procedures 2016](#).
- (4) The administrative unit may only forward a thesis to examiners once they are satisfied that:
 - (a) it is compliant with the [Thesis and Examination of Higher Degrees by Research Policy 2015](#); and
 - (b) there is no detected inappropriate academic practice, code breach or research misconduct.

9 Proposing examiners

- (1) The lead supervisor should consult potential examiners before proposing them to confirm that:
 - (a) they are willing and able to act within the timeframe expected; and
 - (b) they agree to their names and comments being released to the student.

Note: In exceptional circumstances this information may be withheld. See clause 21 of these procedures.
- (2) The lead supervisor must:
 - (a) propose examiners using RECS;
 - (b) submit the proposal using RECS, within four weeks of the earlier of:
 - (i) the submission of the student's intention to submit; or
 - (ii) the submission of thesis for examination.
- (3) If the lead supervisor has not proposed examiners within two weeks of the date required in subclause 9(2), the Associate Dean must nominate examiners consistently with these procedures.
- (4) The lead supervisor (or, if appropriate, the Associate Dean) must provide the following for each proposed examiner:
 - (a) whether they are currently active in research;
 - (b) their previous experience as an examiner;
 - (c) their relevant expertise;
 - (d) the international standing of the examiner's research
 - (e) whether they have agreed to act as examiner;
 - (f) whether they are able to conduct an oral examination;

- (g) whether they are able to conduct an exhibition examination;
- (h) whether they are able to examine the thesis in electronic form;
- (i) the language, if not English, in which they would submit their report; and
- (j) a conflict of interests declaration.

Note: See [Declaration of external interests](#)

- (5) The lead supervisor must provide written justification if proposing any of the following:
 - (a) an individual who does not come from a university or degree-granting institution;
 - (b) an emeritus or honorary professor, or other retired academic; or
 - (c) an individual with no previous experience examining research higher degree theses; or
 - (d) an individual with a conflict of interests.
- (6) Where appropriate, such written justification should include:
 - (a) information regarding research activity in the past 5 years; and
 - (b) how any conflicts of interest could be effectively and appropriately managed.

10 Commissioning examiners

- (1) The administrative unit will commission approved examiners by sending each examiner:
 - (a) access to the thesis in the requested format;
 - (b) a copy of the policy, these procedures and all applicable guidelines;
 - (c) the resolutions applicable to any faculty-based higher degree by research, as appropriate;
 - (d) proposed arrangements for an oral examination, if applicable;
 - (e) proposed arrangements for an exhibition examination, if applicable;
 - (f) any specific conditions relating to the examination process; and
 - (g) the name and contact details of the relevant administrative staff member for communication regarding the process.

11 Examiners' reports on the thesis

- (1) Examiners must complete their reports in RECS within six weeks of the despatch of the thesis.
- (2) Each examiner's report must include a statement as to whether the examiner is satisfied that the thesis meets the criteria prescribed in clause 8 of the policy.
- (3) Each examiner must include a recommendation about the outcome of the award consistent with clause 23 of the policy.
- (4) Each examiner's report must specify:
 - (a) the grounds on which their recommendation is based; and

- (b) the strengths and weaknesses of the thesis and the particular contributions made by the student; and
 - (c) a detailed list of corrections required; or
 - (d) the basis for requiring the student to revise and resubmit; or
 - (e) the basis for non-award.
- (5) Examiners who are submitting a report in a language other than English must provide their recommendation and a summary of their report in English.
- (6) Examiners may include suggestions for the next steps in research or improvements for publication that are not essential for the award of the degree.

12 Monitoring examiners' reports

- (1) When an examiner submits a report, the administrative unit will:
 - (a) acknowledges receipt of the report; and
 - (b) arranges for payment of the appropriate honoraria to external examiners.
- (2) If an examiner has not returned the report within four weeks, the administrative unit will contact the examiner with a reminder of the due date.
- (3) If an examiner has not returned a report within six weeks, the administrative unit will make contact to:
 - (a) remind the examiner of the conditions of examination; and
 - (b) ask when the report can be expected.
- (4) If an examiner has not returned a report within ten weeks, the administrative unit will inform the examiner that if the report is not received within a further two weeks:
 - (a) it will not be accepted;
 - (b) if an external examiner, the examiner will not be eligible for payment of an honorarium; and
 - (c) a replacement examiner will be appointed.

13 Replacing examiners

- (1) If an examiner's report is not received within the further two week period referred to in subclause 12(4):
 - (a) the lead supervisor will propose a replacement examiner; and
 - (b) the faculty will appoint a replacement examiner based on this recommendation.
- (2) If an additional or reserve examiner has already been approved then this person may be used as a replacement examiner.
- (3) If an additional examiner has not already been approved, one must be proposed, approved and commissioned consistently with clauses 9 and 10 of these procedures.
- (4) If the original examiner returns a report after a replacement examiner has been commissioned:
 - (a) the original examiner's report will not form part of the body of evidence considered in awarding the degree;

- (b) the original examiner will be informed that no further information is required; and
- (c) no honorarium will be made.

14 Considering examiners' reports

- (1) The administrative unit will release the examiners' reports to the lead supervisor and chair of examination after all examiners' reports have been received.
 - (a) The relevant Associate Dean or Chair of the faculty committee may release reports to the lead supervisor and chair of examination at an earlier date in exceptional circumstances.
- (2) Once all the examiners' reports have been received, the chair of examination:
 - (a) will consider the reports; and
 - (b) should consult the lead supervisor, head of school or postgraduate coordinator, any of whom may provide a written report.
- (3) The chair of examination will then provide a report and make a recommendation to the relevant committee about the outcome of the examination.
 - (a) This report must be completed no less than two weeks after receipt of the examiners' reports and must include:
 - (i) details of the nature and extent of any consultation; and
 - (ii) a copy of any written report received.
- (4) The chair of examination's report must specifically refer to all concerns expressed by the examiners:
 - (a) specifying which concerns must be addressed and which need not be addressed; and
 - (b) including instructions to the student where the recommendation is:
 - (i) award with corrections;
 - (ii) non-award with provision to revise and resubmit; or
 - (iii) non-award with the option to award another degree, where corrections are required.
- (5) After considering the examiners' reports and the chair of examination's recommendation, the relevant committee will determine whether:
 - (a) there is sufficient information to determine the outcome of examination consistently with clause 23 of the policy;
or
 - (b) further information is required, such as:
 - (i) consulting with the student (which must be done in writing);
 - (ii) requesting additional information from the lead supervisor, chair of examination, Associate Dean, head of school or postgraduate coordinator;
 - (iii) where the relevant committee is the faculty committee, consulting the HDR Examinations Subcommittee; or
 - (iv) obtaining any further information deemed necessary;

- (c) further action is required, such as:
 - (i) appointing an additional examiner; or
 - (ii) appointing an examiner-as-assessor;
- (d) there is a need to refer the matter for further investigation, for example in the relation to possible plagiarism or research misconduct.

Note: See also clauses 15 and 16 of these procedures

- (6) If the relevant committee is unable to form an intention in respect of an award or non-award, it must appoint an examiner-as-assessor as provided in clause 19 of the policy.
- (7) When it considers that it has sufficient information to do so, the relevant committee will make an initial decision on the outcome of examination consistently with clause 23 of the policy.
- (8) If the initial decision is to award the degree, whether without conditions or with corrections, the relevant committee will follow the steps prescribed in clause 17 of these procedures.
- (9) If the initial decision is not to award (whether with or without an option to revise and resubmit or to award to another degree) the relevant committee must notify the student in writing of the decision, and:
 - (a) provide the student with
 - (i) de-identified copies of the examiners' reports;
 - (ii) the chair of examination's recommendation; and
 - (iii) any written supervisor reports; and
 - (b) inform the student that they have:
 - (i) two weeks from the date of notification to state their intention to reply; and
 - (ii) if the student has stated an intention to reply, six weeks from the date of notification to provide written comments to the relevant committee.
- (10) If the student provides comments within the specified time, the relevant committee will:
 - (a) further consider the examiners' reports, the chair of examination's report, and any comments provided by:
 - (i) the student;
 - (ii) the supervisor; and
 - (iii) the head of school or postgraduate co-ordinator;and
 - (b) confirm or revise its initial decision on the outcome of examination. The relevant committee will follow, as appropriate to the decision, the steps prescribed in clauses 17, 18, 19, and 20 of these procedures.

15 Additional examiner

- (1) Additional examiners should be proposed and commissioned consistently with clauses 9 and 10 of these procedures.

- (2) These procedures apply to the provision and consideration of an additional examiner's report in the same way as for an original examiner's report.

16 Examiner-as-assessor

- (1) An examiner-as-assessor must complete an initial independent examination of the thesis based on the same criteria as all examiners.

- (a) For exhibition examinations, this will include a review of a documentary recording

Note: See subclauses 8(4)(a) and 13(3) of the policy

- (2) Having completed the initial examination of the thesis, the examiner-as-assessor must then consider:

- (a) de-identified copies of all examiners' reports;
 - (b) comments from the chair of examination;
 - (c) comments from the supervisor, if received;
 - (d) comments from the student, if received;

and assess the validity of the expressed concerns with the work under examination.

- (3) The examiner-as-assessor must provide a written report containing:

- (a) an examiner's report, including a recommendation about the outcome of the examination; and
 - (b) response to the comments of the other parties.

- (4) The chair of examination will consider the report of the examiner-as-assessor and provide a further report, including a recommendation regarding the outcome of the examination, to the relevant committee.

- (5) The relevant committee will then consider the examiner-as-assessor's report and the chair of examination's report in the manner required by clause 11 of these procedures.

17 Outcome of examination: award without conditions or with corrections

- (1) If the outcome of an examination is that the degree be awarded without conditions, the relevant committee must:

- (a) set the latest date by which the final version of the thesis must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
 - (b) notify the student in writing.

- (2) If the outcome of an examination is that the degree be awarded subject to corrections, the relevant committee must:

- (a) detail the corrections required to be made to the final version of the thesis;
 - (b) set the latest date by which the final version of the thesis, including the corrections, must be lodged with the University.

- (i) The latest date should be consistent with the extent of corrections required and usually not more than three months from the date of notification of outcome of examination; and
 - (c) notify the student in writing.
- (3) When the corrected version is provided, the chair of examination will review the final version of the thesis and either:
 - (a) verify that the required corrections have been addressed to their satisfaction; or
 - (b) notify the student in writing of the further corrections required to be made and set the latest date by which the final version of the thesis must be lodged with the University.
- (4) Where the student does not lodge the final version of the thesis by the set date, the Associate Dean must either:
 - (a) set a new latest date by which the final version must be lodged and notify the student in writing; or
 - (b) determine the result to be 'not awarded'.

18 Outcome of examination: non-award with revision and re-examination

- (1) If the outcome of an examination is that the degree not be awarded, but the student be permitted to revise and resubmit the thesis for re-examination, the relevant committee must:
 - (a) specify the reasons for non-award;
 - (b) prescribe a maximum period of further candidature, normally two to four research periods;
 - (c) set the latest date for the student to resubmit their thesis for examination;
 - (d) set the date by which the student must re-enrol or apply for suspension of candidature consistently with subclauses 18(2) and 18(3);
 - (e) detail the additional work or changes required;
 - (f) prescribe any other conditions that must be met by the student; and
 - (g) notify the student in writing within one week of the decision being made.
- (2) The student must re-enrol for the degree whilst the thesis is being revised.
- (3) The student must re-enrol or apply for a suspension of candidature no later than census date of the next research period following the notification of permission to revise and resubmit.
 - (a) If the student does not do so, the Associate Dean must determine the result to be 'not awarded'.
- (4) The original examiners should be invited to re-examine the thesis if they are available and willing to do so unless, in the opinion of the relevant committee:
 - (a) they have previously required modifications to the thesis that are considered unnecessary or undesirable; or
 - (b) there are academic reasons for not recommissioning any or all of the original examiners.

- (5) The examination of a revised and resubmitted thesis is a new examination of the whole thesis, which must be carried out in accordance with the policy and these procedures.
- (6) The HDR Examinations Subcommittee may prescribe a form for presentation of reports by examiners of a revised and resubmitted thesis and examiners must use any such form.
- (7) The examination of a thesis resubmitted after a period of revision can be done in oral or thesis-only mode. Exhibition mode examinations are unavailable.
 - (a) The documentary record of the exhibition or performance must be included in a resubmission of a thesis previously examined in exhibition mode.
- (8) No further opportunity to revise and resubmit the thesis is permitted as an outcome of the new examination.

19 Outcome of examination: non-award with option to award another degree

If the outcome of an examination is that the degree not be awarded, but with the option to award another degree, the relevant committee must:

- (a) specify the reasons for non-award;
- (b) specify the other degree for which the student is eligible which may be awarded instead;
- (c) detail any corrections required to be made to the final version of the thesis to the satisfaction of the chair of examination as per the process in subclauses 17(2), (3) and (4) of these procedures;
- (d) set the latest date by which the final version of the thesis, including the corrections, must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
- (e) notify the student in writing within one week of the decision being made.

20 Outcome of examination: non-award

If the outcome of an examination is that the degree not be awarded, the relevant committee must:

- (a) specify the reasons for non-award; and
- (b) notify the student in writing within one week of the decision being made.

21 Communication with the student during examination process

- (1) Any consultation with the student required under the policy or these procedures must be undertaken in writing and appropriately recorded.

Note: See [Recordkeeping Policy 2017](#)

- (2) Unless, in exceptional circumstances, the Associate Dean determines otherwise, the administrative unit should provide the student with de-identified examiners reports:
 - (a) as part of any consultation process with the student; and

- (b) at the notification of the result of the examination.
- (3) Unless, in exceptional circumstances, the Associate Dean determine otherwise, the administrative unit will provide the student with the names of the examiners at the conclusion of the examination process.

PART 4 – ORAL AND EXHIBITION EXAMINATIONS

22 Requesting an oral or an exhibition examination

- (1) Oral examinations may be requested by:
 - (a) the student at the notification of intention to submit after discussion with the lead supervisor; or
 - (b) a lead supervisor when proposing examiners.
- (2) Proposed examiners must have agreed to an oral examination.
- (3) Prior to commissioning an in-person oral examination, the postgraduate coordinator must have:
 - (a) agreed to financial support for the examiner's travel and accommodation; and
 - (b) have secured the relevant budget-holder's approval for expenditure of funds.
- (4) Proposed examiners must have agreed to the way in which the oral examination is to be held, such as in-person, or through electronic conferencing.

23 Conduct of oral examinations generally

- (1) If an oral examination is to be held the chair of examination will act as convenor of the oral examination, nothing that the chair of examination is not an examiner.
- (2) Supervisors must not be present in the oral examination.
- (3) All parties to an oral examination must participate in person, or by telephone, video, web or teleconference.
- (4) The student may elect to have a support person attend the oral examination. In this case, the support person must also participate in person, or by telephone, video, web or teleconference. In-person participation is preferable.
- (5) The Associate Dean will set the date of the oral examination.
 - (a) Where an oral examination is planned from the outset of the examination process, this date should be set before the thesis is submitted and should be no more than six weeks from despatch of the thesis to examiners.
- (6) Each examiner will be sent the thesis or, in the case of an exhibition mode examination, the written component of the thesis, as soon as possible after the date of submission.
 - (a) These recommendations must not be passed on to the student.
- (7) Each examiner must submit an interim report at least seven days prior to the scheduled date for the oral examination, including interim recommendations for the outcome.
- (8) This interim report must contain:

- (a) interim recommendations for the outcomes;
 - (b) a summary of key strengths and weaknesses of the work presented in the thesis;
 - (c) indicative questions than may be asked of the student to help clarify issues raised by the summary of strengths and weaknesses.
- (9) If one or more examiners do not submit their interim reports by the date, the administrative unit must:
 - (a) contact them to determine whether an interim report will be received before the scheduled date for the oral examination; and
 - (b) advise the chair of examination of the new due date, or if the report is not going to be received.
- (10) The chair of examination will determine whether:
 - (a) the oral examination will proceed on the scheduled date, with or without all of the interim reports; or
 - (b) the oral examination should be re-scheduled; and
 - (c) will notify the student of the decision in writing.
- (11) The chair of examination will:
 - (a) review the interim reports; and
 - (b) release them to the lead supervisor no less than three days before the scheduled date of the oral examination.
- (12) The lead supervisor must discuss the interim reports with the student no less than two days before the scheduled date of the oral examination.
- (13) Unless local provisions prescribe otherwise, oral examinations should not exceed six hours duration.
- (14) If one or more examiners recommend that the thesis is not sufficiently prepared for an oral examination, then:
 - (a) each examiner making such a recommendation must give
 - (i) reasons for this recommendation; and
 - (ii) guidance for the student on remediation.
 - (b) the chair of examination must advise the relevant committee whether or not the oral examination should proceed, with written reasons; and
 - (c) the relevant committee must decide whether to proceed with the oral examination or cancel.
- (15) An oral examination cancelled on the basis of subclause 23(14) will be treated as a decision not to award with an option to revise and resubmit, in accordance with clause 18 of these procedures.
- (16) If the examined thesis was submitted in response to a previous revise and resubmit decision, the relevant committee will determine the outcome which must be either:
 - (a) non-award with option to award another degree, as provided in clause 18 of these procedures; or
 - (b) non-award as provided in clause 20 of these procedures.
- (17) An oral examination of a thesis which includes a creative or artistic component must:

- (a) test the comprehension of the student of the field of study described by the thesis and presented in the creative or artistic component;
 - (b) clarify points either of principle or of detail in the creative or artistic component; and
 - (c) assess the contribution made by the student to the content and presentation of the creative or artistic component and the written component of the thesis.
- (18) The oral examination will be conducted in three phases:
- (a) initial consensus, where the examiners will meet, discuss their interim recommendations and agree questions to be asked;
 - (b) examination phase where the examiners discuss the thesis with the student, noting that the chair is not an examiner, and that student may have a support person present;
 - (c) final consensus, where the examiners agree a recommended outcome and necessary actions to be completed by the student. Only the chair of examination and the examiners may be present at this discussion.
 - (i) if a consensus has been reached, the student may be invited back to the meeting; and
 - (ii) informed of the recommendation being made.
 - (d) The chair of examination must update the examination record in RECS as to whether consensus was reached, no more than 24 hours after the oral examination of exhibition has been concluded.
- (19) The chair of examination must prepare a single report containing a consensus recommendation about the outcome and must specify:
- (a) the recommended outcome of the examination, consistent with clause 23 of the policy;
 - (b) the process undertaken by the conduct of the oral examination;
 - (c) the information provided to the candidate; and
 - (d) recommendations for any corrections or other conditions necessary for an award.
- (20) The oral examination report will be considered together with, and in the same manner as, the examiners' reports.
- Note:** See clause 14 of these procedures
- (21) If the examiners fail to reach consensus:
- (a) each examiner must confirm or revise their interim reports within two weeks of the private meeting; and
 - (b) the examiners' final reports and the chair of examination's report must then be considered in the same manner as examiners' reports in a thesis-only examination.

Note: See clause 21 of the policy and clause 14 of these procedures

24 Exhibition examinations

- (1) An exhibition examination is one where a physical installation, a gallery display or an in-person performance is part of the thesis under examination.
- (2) Supervisors must not be present during an exhibition examination.

- (3) An exhibition examination consists of two phases:
 - (a) a gallery phase where the student presents their art work to the examiners and may discuss the research with examiners, mediated by the convenor; and
 - (b) an oral examination phase as described in clause 22.
- (4) An exhibition examination may also include any of:
 - (a) a contextualisation of the student's work, where the student presents the development of the thesis to the examination panel;
 - (b) discussion of the creative or artistic component of the thesis at the site of the exhibition with the student; or
 - (c) discussion of the written component and related matters with the student.

25 Role of the chair of examination in an oral examination

The chair of examination is a representative of the faculty and must:

- (a) inform the examiners and the student of the administrative arrangements for holding the oral examination;
- (b) discuss with the student, prior to the examination, the nature of an oral examination, noting that students are expected to prepare their own responses;
- (c) inform the student of the main issues that may be raised by the examiners, noting that the examiners have the right to raise additional questions;
- (d) assure the student that the examination is intended to be constructive and helpful;
- (e) to explain the proceedings to the examiners and to the student;
- (f) chair the oral examination of the thesis, and any subsequent meeting of examiners;
- (g) provide a report to the relevant committee; and
- (h) inform the student about the examiners recommendations.

PART 5 – JOINT PHD DEGREES

26 Examination of joint PhD degrees

- (1) Where the examination of a joint PhD is to be conducted by the partner institution:
 - (a) The faculty must notify the HDR Examinations Subcommittee when the examination commences. This notification must include:
 - (i) confirmation that the examination meets the conditions of the individual student agreement; and
 - (ii) the names and affiliations of all the examiners.
 - (b) The faculty must notify the HDR Examinations Subcommittee of the completion of the examination. This notification must include:
 - (i) a summary of the examination process;

- (ii) a statement of the outcome of the award from the partner institution;
and
- (iii) copies of the examiners reports and English summaries, where the language of the reports is in a language other than English

Note: see subclause 11(5) of these procedures.

- (2) The HDR Examinations Subcommittee will determine the outcome of the examination in accordance with the policy, based on the notification from the partner institution.
- (3) Where the examination of a joint PhD is to be conducted by the University of Sydney, the relevant committee will be the HDR Examinations Subcommittee.
 - (a) The examination will be conducted in accordance with the policy and these procedures.
 - (b) The faculty will notify the partner institution of the outcome of the examination in writing.
- (4) Where a student enrolled in a joint PhD subsequently transfers to a degree solely awarded by the University, the examination will be conducted according the policy and these procedures, but the HDR Examinations Subcommittee may approve the use of any existing examiners' reports in fulfilment of the applicable requirements.

PART 6 – THESIS WITH PUBLICATIONS

27 Nature of publications to be considered with thesis

- (1) Students may include as a publication material that is:
 - (a) submitted for publication;
 - (b) under review for publication;
 - (c) in press; or
 - (d) published.
- (2) The thesis must form a cohesive and unified whole.

Note: See subclause 8(1)(e) of the Policy.

28 Method of inclusion of published material in a thesis

- (1) Sections of the thesis that have been published previously must be clearly identified as such.
- (2) Published material may also be included as an appendix.
- (3) Published papers may be reformatted as long as it is clear that the text in the thesis is identical to that in the published paper.
- (4) If the text of the thesis differs substantially from the published version, it should be included by citation and quotation rather than directly included in the thesis.

29 Authorship of papers included in a thesis with publications

- (1) Previously published material should only be included in the thesis where the student's contribution is substantial.
- (2) Where a student is an author of a work but had a lesser contribution to the published work, the paper may be included as an appendix.
- (3) Students must clearly indicate their role and the extent of their contribution to the paper either in the introduction to the thesis or the introduction to the chapter. Provided that this is done, where more than one of the authors of a work is a higher degree by research student, each student may include the work as part of their thesis.
- (4) Works with multiple authors should only be included with the permission of the corresponding author.
- (5) Where a student is a joint author of a previously published work, the supervisor or corresponding author must submit a supporting statement identifying the student's contribution to the work covered in the article.
- (6) The convention for author placement in the list of contributing authors within the discipline should be stated e.g. alphabetical, corresponding author first.

30 Examination of a thesis with publications

- (1) The examination process is the assessment of the thesis against the criteria set out in clause 8 of the policy. This examination is a different process than the refereed assessment of material for publication.
- (2) Examiners must address:
 - (a) whether the thesis including previously published material indicates that the student has made a substantially original contribution to the knowledge of the subject concerned; and
 - (b) for publications where there are multiple authors, whether the quality and extent of the student's contribution merits the award of the degree.
- (3) As the included publications are examined as part of a larger work, reviewers of individual papers may be nominated to act as examiners if they meet the criteria set out in clause 15 of the policy.

PART 7 – THESIS CONTAINING CREATIVE OR ARTISTIC COMPONENTS

31 Examination of a thesis containing creative or artistic components

- (1) The creative work and the written component will be examined as an integrated whole.
- (2) The creative work may be presented in the context of an exhibition, installation, performance or other in-person context.
- (3) Where the creative component is an exhibition or installation, the documentary record may take the form of a catalogue with images of sufficient quality for examination.

- (4) The student is responsible for creating the documentary record of the creative work.
- (5) Where the examination of a creative work component includes a performance, installation or exhibition, the written component of the thesis should be provided to the examiners prior to the examination of the creative component.
- (6) Where the examination of the creative work component is in exhibition mode, examiners should attend in person.
- (7) Where there is no performance, installation or exhibition, or where an examiner cannot attend in person the examiner(s) shall conduct their examination using the documentary record of the creative work.
- (8) Except as otherwise stated in faculty resolutions, the examination of a thesis with a creative component must comply with procedures, including (where appropriate) those relating to oral examinations, as determined in Part 4 of these procedures.
- (9) The outcomes of the examination for a thesis submitted with a creative or artistic component must relate to the whole thesis, including the artistic or creative work.

Note: See clause 23 of the policy.

PART 8 – LODGEMENT OF THESES IN LIBRARY

32 Lodgement of theses in the University library

- (1) The final copy of the thesis lodged in the University library must be in electronic format except as permitted by the Chair of the Graduate Studies Committee of the Academic Board.
- (2) The copy must be complete, including:
 - (a) any appendices submitted for examination;
 - (b) any published material included in the thesis;
 - (c) documentary recording of any artistic or creative works; and
 - (d) any corrections required by the University addressed to the satisfaction of the chair of examination.

- (3) The student must provide the title and an abstract of the thesis by the time of lodgement to be included in the Library catalogue meta-data.

Note: All information on thesis preparation, submission and lodgement is available through the University website. <http://sydney.edu.au/students/prepare-your-thesis.html> and <http://sydney.edu.au/students/thesis-submission.html>.

- (4) The student may specify at the time of lodgement whether they prefer for their thesis to be locally available or published to open access. Where a student does not indicate a preference, the thesis will be lodged in the Library for local access.

Note: All information on thesis preparation, submission and lodgement is available through the University website. <http://sydney.edu.au/students/prepare-your-thesis.html> and <http://sydney.edu.au/students/thesis-submission.html>.

- (5) Where a student has been permitted to include an appendix of material that is not to be available for public inspection as provided by the [*University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)*](#), the appendix must be

lodged separately to the remainder of the thesis in a form prescribed by the University Librarian.

Note: A student may also apply for a period of embargo on the availability of their thesis. See [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#).

- (6) The Library catalogue meta-data, including the student's name, thesis title, and abstract, must be publicly available.
- (7) A student may also opt to publish sections of their thesis as part of their faculty's open research collection. For example, this may be used:
 - (a) where copyright restrictions on published material prevent the open access publication of the whole thesis; or
 - (b) where the student opts to publish the written component of the thesis but not a creative work.
- (8) The final copy of the thesis lodged in the Library cannot be altered.
- (9) The Chair of the Graduate Studies Committee may approve that an errata notice be appended to a lodged thesis. The errata notice must:
 - (a) be clearly distinguishable from the thesis as originally lodged;
 - (b) be labelled as "errata notice";
 - (c) identify the author of the notice;
 - (d) clearly state the date of the notice; and
 - (e) list each erratum separately with a page reference, and in page reference order.

33 Rescissions and replacements

This document replaces the *Thesis and Examination of Higher Degrees by Research Procedures 2015*, which are rescinded as from the date of commencement of this document.

NOTES

Thesis and Examination of Higher Degrees by Research Procedures 2020

Date adopted: [INSERT DATE]

Date registered: [INSERT DATE]

Date commenced: [INSERT DATE]

Administrator: Director, Graduate Research

Review date: [INSERT DATE]

Rescinded documents: *Thesis and Examination of Higher Degrees by Research Procedures 2015*

Related documents:

Australian Standards for Editing Practice (ASEP) 2nd ed. Point Cook: Institute of Professional Editors, 2013

University of Sydney (Higher Degree by Research Rule) 2011 (as amended)

Academic Honesty in Coursework Policy 2015

Dual and Joint Degrees Policy 2019

External Interests Policy 2010

Privacy Policy 2017

Thesis and Examination of Higher Degrees by Research Policy 2015

Higher Degree by Research Degree Supervision Policy 2020

Higher Degree by Research Supervision Procedures 2020

Privacy Procedures 2018

AMENDMENT HISTORY

Provision	Amendment	Commencing



Submission to:	Academic Standards and Policy Committee
Date	19 May 2020
Item No	3.2

Proposal Title	Update to Prefatory Paragraph in Course Resolutions
Recommendation	That the Academic Standards and Policy Committee: 1. recommend that the Academic Board approve the proposal to amend the course resolutions for the following Faculty of Science research degree courses: a. Master of Philosophy; b. Master of Clinical Psychology; c. and Doctor of Philosophy; 2. recommend that the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the course resolutions for the following research degree courses: a. Master of Arts (Research); b. Master of Philosophy; c. and Doctor of Arts/Doctor of Social Sciences; 3. recommend that the Academic Board approve proposal from the Sydney Conservatorium of Music to amend the course resolutions for the following research degree courses: a. Master of Music; b. and Doctor of Musical Arts 4. recommend that Academic Board approve the proposed amendments to the course resolutions, with effect from 1 January 2021.
Proposal Presenter	Manager Governance (Senate and Academic Board)
Consultation Pipeline	Faculties → ASPC → Academic Board

EXECUTIVE SUMMARY

A review of course resolutions was completed by the Office of the General Counsel and the University Secretariat which identified a small number of research degree courses containing references to policies and rules in the prefatory paragraphs that were incorrectly copied from an outdated coursework template.

This proposal seeks approval for a blanket update to be applied to these research degree courses so that the prefatory paragraph is replaced by the following wording recommended by the Office of the General Counsel:

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and
- the Research Code of Conduct 2013; and the Research Data Management Policy 2014.

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Approval was sought from relevant faculties and schools for the implementation of this blanket update to reflect the recommended wording of the prefatory paragraph. The list of research degree courses approved by faculties for this blanket update are shown in Table 1.

Faculty/School	Research Degree Course
Faculty of Science	Master of Philosophy
	Master of Clinical Psychology and Doctor of Philosophy



	Master of Veterinary Clinical Studies
Sydney Conservatorium of Music	Master of Music
	Doctor of Musical Arts
Faculty of Arts and Social Sciences	Master of Arts (Research)
	Master of Philosophy
	Doctor of Arts/Doctor of Social Sciences

Table 1: Research degree courses approved by faculties for the application the blanket wording change.

RISKS / BENEFITS

This blanket change will ensure that inaccuracies in the course resolutions are promptly corrected.

IMPLEMENTATION

Following approval by Academic Board, the Handbook CMS will be updated by the University Secretariat.

Approver	Manager Governance (Senate and Academic Board)
Faculty/Proposal Sponsor	Secretary to Senate



Submission To	AB ASPC
Date	19 May 2020
Item No	3.3

Confidential

Author	Scott Ward (Admissions Manager, UAC)
Reviewer/Approver	Shane Griffin – Executive Director, Sydney Future Students Philippa Paterson – Deputy Vice Chancellor (Education)
Paper title	Early non-ATAR based Offers (SCA & SCM) - Creative Arts Special Admission Scheme (CASAS)
Purpose	The purpose of CASAS is to permit applicants of relevant exceptional talent early, unconditional offers into approved undergraduate award courses which predominately focus on the creative arts.

RECOMMENDATION

The Academic Board Admissions Subcommittee recommends the following changes for Semester 1, 2021 (and onwards):

1. That early non-ATAR unconditional offers be made to eligible to Current Australian Year 12 applicants who have successfully completed the required Audition or Portfolio to the following Undergraduate courses and met other standard/inherent eligibility criteria.

Sydney Conservatorium of Music (SCM)

- 513400 Bachelor of Music
- 513405 Bachelor of Music (Composition)
- 513415 Bachelor of Music (Performance)

Sydney College of the Arts (SCA)

- 513290 Bachelor of Visual Arts

2. The Coursework Policy 2014 Part 7 be amended to include a new Special Admission Program – ‘34A Creative Arts Special Admission Scheme’

34A Creative Arts Special Admission Scheme

- (1) The purpose of the Creative Arts Special Admission Scheme is to permit student musicians and visual artists of exceptional talent to gain early, unconditional offers to the Bachelor of Music or Bachelor of Visual Arts, as specified in this clause.
- (2) Under this scheme, the relevant Associate Dean may make a prospective domestic student an unconditional offer of admission to one of the following award courses before the end of the final year of their secondary education:
 - (a) Bachelor of Music;
 - (b) Bachelor of Music (Performance);
 - (c) Bachelor of Music (Composition);
 - (d) Bachelor of Visual Arts.
- (3) Domestic applicants are eligible for the Creative Arts Special Admission Scheme if:
 - (a) they are completing their secondary school leaving qualification in the year immediately prior to the year in which admission to an undergraduate award course is sought;
 - (b) they provide a written recommendation from their school attesting to their exceptional talent in music or visual arts ; and



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- (c) they demonstrate exceptional talent to the satisfaction of the relevant faculty through, as appropriate:
 - (i) an audition;
 - (ii) a portfolio of at least three musical compositions; or
 - (iii) a portfolio of visual arts work.
- (4) Applicants must submit their application in the required form and include:
 - (a) the written recommendation specified in subclause 34A(3)(a);
 - (b) copies of their last two years annual school reports; and
 - (c) where required, the portfolio of works.
- (5) The Associate Dean may make an offer to an applicant if satisfied that:
 - (a) the applicant displays exceptional talent in the relevant area of the creative arts; and
 - (b) on the basis of the applicant's academic reports, the applicant is likely to be able to successfully complete the relevant award course.

EXECUTIVE SUMMARY

Early non-ATAR based offers for current Year 12 students are becoming a permanent feature in the undergraduate domestic UAC course entry market. It is not proposed that Sydney looks at applying this practice widely and ATAR based selection ranks (cut-offs) will be the mainstay of admissions processes for many years to come. This paper seeks to instigate the availability of non-ATAR early offers for a selection of approved courses from the Sydney College of Arts and the Conservatorium of Music. Courses from these Schools have been identified as suitable for such a process due them not being part of the ATAR selection process. For the identified courses we do not publish a selection rank and instead publish advice that admission to these courses is on the basis of a combination of factors – chief amongst which is the prerequisite audition or portfolio.

All offers to the SCA and SCM courses are faculty based, meaning that the admissions Office plays no part in the offer process and instead reliant on School advice, through a largely manual process, that identifies those eligible to receive an offer via the UAC process in the next available offer round. For these offers we have in the past relied on a notional ATAR requirement with the strength of the Audition or Portfolio being the main component of the final offer decision.

Because such courses lend themselves to an early offer there has been a feeling that other competitor Institutions have been able to place offers in the hand of our potential future students earlier than us and as a result be in stronger position to influence any enrolment decisions on the part of the applicant.

This policy represents a significant change for the University – as we have made early conditional offers previously but not early unconditional offers.

BACKGROUND / CONTEXT

Other Universities and Institutions within UAC have been utilising early non-ATAR based offers for some years now. Major players in this space include Macquarie, Western Sydney, Newcastle and Wollongong and in the context of this proposal the National Art School. For Music degree courses we can see based on Semester 1, 2020 data that both Macquarie University and the National Art School made early non-ATAR offers to UAC applicants.

In terms of the overall market 13,612 early non-ATAR based offers were made to current Year 12 students via UAC for semester 1, 2020 entry. To put this in context, this represents 21% of all offers made to current year 12 applicants for this intake. This number is anticipated to grow for 2021 without any allowance being made for COVID-19 impacts on ATAR issuance (in this scenario it is fair to say that institutions already making mass early non-ATAR offers will be at a procedural advantage).

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ISSUES

Generating early non-ATAR unconditional offers does carry some inherent risks. Once an unconditional offer has been made we cannot reverse this decision (unless the applicant has engaged in some form of fraud or misconduct etc) and all such offers would be honoured. To mitigate this risk the University would reserve the right to make such offers selectively and consult all additional information at our disposal at the time of generating the offer including YR11 HSC subject choice information and where possible predicted ATAR information. Other Universities do advise that students must go on and complete their HSC (or equivalent) but this is not something that can be enforced.

Participating Courses will also have to have their resolutions amended to accommodate admission via the Creative Arts Special Admission Scheme.

Other risk areas surrounding Government Transparency reporting requirements of lowest ATAR to receive an offer and UAC cut-off publishing can be largely mitigated for the courses nominated. At this time we do not publish post 'main-round' cut-offs for these courses as they are listed as 'NA' (not reported) in UAC publications. Provided an offer is made prior to the availability of ATARs there is no need for us to report or include an ATAR rank for these early offers.

We have analysed the potential risk of students receiving early non-ATAR offers not going on to receive their HSC or ATAR by reviewing UAC data available from the Semester 1, 2020 intake experience. This data has shown that all 11,978 2019 YR12 students in receipt of an early offer went on to obtain an ATAR (and by default a YR Diploma/HSC type qualification).

For Semester 1, 2020:

A total of 13,528 early offers were made to 11,978 unique applicants across all UAC participating Institutions.

The following Institutions made early non-ATAR offers to current Australian YR12 (incl. International Baccalaureate) students for Semester 1 2020:

Public Universities

Australian Catholic University
University of Canberra
Charles Sturt University
Macquarie University
National Art School
University of New England
Southern Cross University
University of Newcastle
University of Wollongong
Western Sydney University

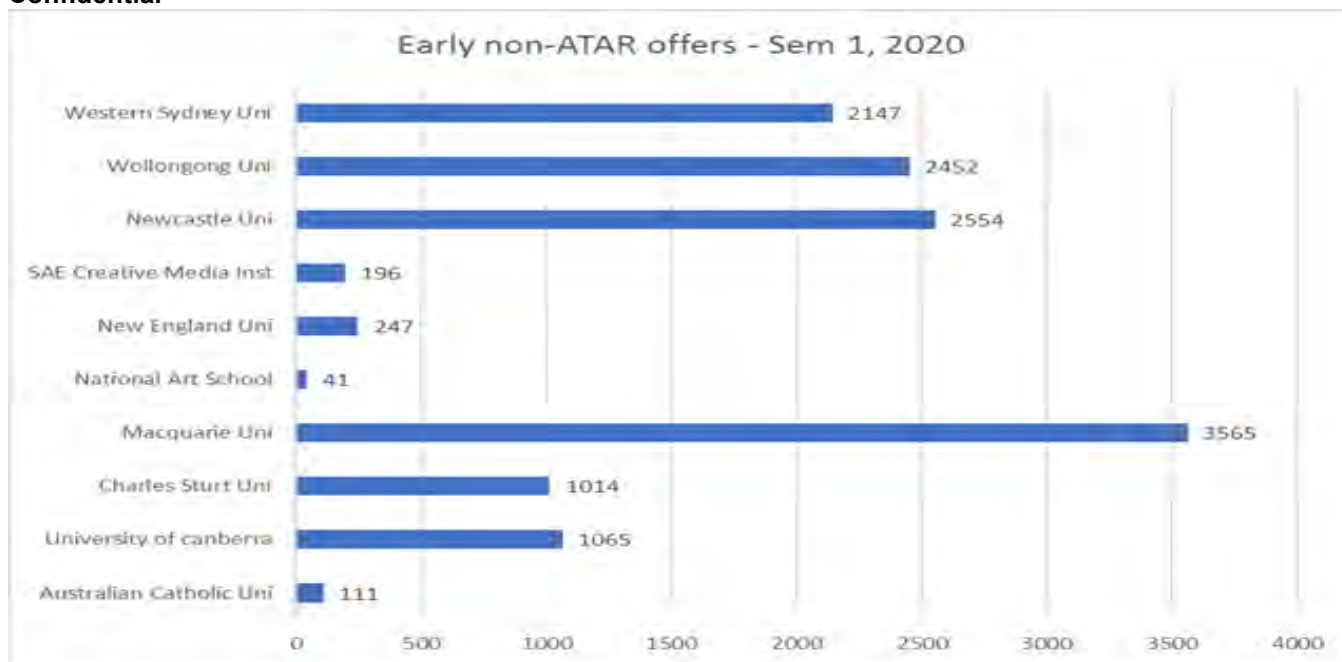
Relevant Private Provider Competitors

National Art School
SAE Creative Media Institute

Offers by Selected Institutions:



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The early offers made by the Institutions shown above tend to be across multiple (if not all) faculties.

SCOPE

Based on previous year numbers, the University would be looking at early offer eligible* applicant numbers of:

Sydney Conservatorium of Music

UAC Course Code	Course Name	
513400	Bachelor of Music	92
513405	Bachelor of Music (Composition)	31
513415	Bachelor of Music (Performance)	124

Sydney College of the Arts

513290	Bachelor of Visual Arts	38

Grand Total 285

*Eligibility at this time is restricted to current NSW YR12 students who have applied via UAC.

CONSULTATION

The Schools seeking involvement in the non-ATAR offers have been consulted via a number of meetings and submission papers which outlined the potential working model for such early offers and also investigated competitor numbers and behaviour. Earlier submission papers also investigated the potential to include Music and Visual Arts Year 12 subjects in an expanded *Academic Excellence Scheme* but this was shown to not achieve the desired outcomes nor combat the activities of competitor Universities.

The most recent consultation discussion papers are attached as they contain additional School specific background information – despite appearing as repetitions of this paper.



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Annamarie Jagose (Dean of Faculty of Arts and Social Sciences) and Anna Reid (Head of School and Dean, Sydney Conservatorium of Music) are both supportive of the early offer strategy.

ELIGIBILITY FOR CREATIVE ARTS SPECIAL ADMISSION SCHEME CONSIDERATION

To be eligible for consideration in the Scheme an applicant must be a Year 12 applicant who is attempting:

An Australian Year 12 qualification in the current year

You must also be a UAC applicant for undergraduate admission in the current application time frame (2020–21 and be:

- an Australian or New Zealand citizen, or
- a permanent resident of Australia or holder of an Australian permanent resident humanitarian visa.

OFFER DETERMINATION PROCESS

The relevant Schools will be in a position to make an Early Unconditional offer on the basis of:

1. Audition/Portfolio Performance (In accordance with existing standards and criteria)
2. Consultation of RoSA data for Year 11 HSC subjects and grade performance
3. UAC generated 'Predicted ATAR' (where available)
4. School Ratings and Reports

Where reports have not been supplied via the UAC SRS application the SCA and SCM will request this documentation be supplied as part of existing Faculty Direct document upload processes. Reports will not be assessed by the Admissions Office.

For each current NSW Year 12 UAC applicant admission will be able to supply information on Year 11 performance and standardised RoSA grades as well as a UAC developed 'Predicted ATAR'. Performance in specified Board Approved YR11 subjects could also inform a decision to make an early offer.

The Predicted ATAR has been fine-tuned by UAC over a number of years using similar moderation strategies to those used for the ATAR.

UAC provided the following advice on the 'Predicted ATAR' calculation:

UAC has developed a more nuanced calculation that is on the same scale as the ATAR. This calculation takes into consideration the subjects studied and moderates the schools' grades based on the ATARs gained by students.

The table below confirms the accuracy of the model.

Average prediction error and standard deviation for each ATAR band category:

Prediction band	Average prediction error	Standard deviation
99+	2.64	2.00
95-99	3.74	3.64



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90-95	5.10	4.70
80-90	6.17	5.46
70-80	6.94	5.62
< 70	8.19	6.46
Overall	6.97	6.01

Although this rank is still a prediction, it is more accurate than the current SRS rank. As the rank is on the same scale as the ATAR institutions will be able to be more nuanced with their selection rank when making unconditional SRS offers and more confident that offers are being made to competitive applicants.

Based on the above advise each School could set a Predicted ATAR threshold to increase the likelihood that early offer recipients would go onto to achieve a satisfactory final ATAR result.

The following is a sample of the information extracted for each applicant from UAC. It shows the Year 11 subjects, grades and predicted ATAR required for this purpose.

Scores	Value	Course code	Course title	Year	Course type	Subject area	Stage	Grade
Restricted average	31	11030	BIOLOGY	2019	BDCHS	A2	11	C
Open average	31	11140	ENGLISH (ADVANCED)	2019	BDCHS	E2	11	C
Predicted ATAR	83.30	11250	MATHEMATICS EXTENSION	2019	BDCHS	A1	11	B
		11255	Mathematics Advanced	2019	BDCHS	A2	11	B
		11270	MODERN HISTORY	2019	BDCHS	A2	11	D
		11310	PHYSICS	2019	BDCHS	A2	11	D
		11360	STUDIES OF RELIGION II	2019	BDCHS	A2	11	B

Because the above information is only available for NSW HSC students it will limit the early offer scheme to this cohort.

IMPLEMENTATION

If agreed the ability to make early non-ATAR unconditional offers can be implemented for Semester 1, 2021 undergraduate offers

Date	Activity	Comment
1 April 2020	UAC Domestic Applications open	Applicants for V Arts courses would be encouraged to apply early
6 August 2020	Deadline for first round of Audition/Portfolio assessments	
11 August 2020	UAC August Round 1	First Opportunity to make non-ATAR based offers
30 September 2020	UAC On-Time Application Close	90% of all applicants have applied at this stage
5 October	Deadline for second round of Audition/Portfolio assessments	
9 October	UAC October Round 1	Last opportunity to make pre HSC Exam offers
15 October 2020	NSW HSC Exams Commence	COVID19 may affect this – but we ideally want to make all early offers prior to this date
15 December 2020	NSW ATAR Public Release	



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Additional early offers could be made in late November and early December offer rounds, but this diminishes the advantage of the offer being 'early'.

Participation in the pre-October offer rounds would be a departure from our current participation strategy and participation in these rounds could be limited to the approved courses only. This would provide simpler management as we would not be contaminating these early rounds with normal Non Recent School Leaver offers.

Both SCA and the SCM are aware of the need to establish new earlier assessment processes for Auditions/Portfolio

COMMUNICATION

Given that UAC applications opened on 1 April 2020 we will progressively have a pool of applicants for the approved courses to advise of the possibility of an early offer. Additional information can also be advised via the University Website and communications to Schools and Career Advisers.

Students would have to be advised that an early offer is only made at the absolute discretion of the University.

Attachment:: Amendment to the USYD Coursework 2014 Policy.

COURSEWORK POLICY 2014

AMENDMENTS FOR CASAS EARLY OFFER PROPOSAL

Relevant clauses only.

[clauses omitted]

PART 2 ADMISSION TO AWARD COURSES

[clauses omitted]

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 to an award course if, in the opinion of the Dean, appropriate and satisfactory provision cannot be made for the applicant.

8 General requirements

- (1) A person is eligible for admission to an award course only if:
 - (a) the person meets the requirements in the [Coursework Rule](#), this policy and the relevant award course resolutions for admission to the award course;
 - (b) the person has not made a material misrepresentation in applying for admission to the award course;
 - (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.
- (2) A person must, on request, provide verifiable documentary evidence that they meet the requirements of subclauses 8(1)(a) and 8(1)(c).

[clauses omitted]

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

- (1) **With the exception of students admitted under the Creative Arts Special Admission Program**, to be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:
 - (a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor's Conference from time to time;
 - (b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or
 - (c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.
- (2) Students will be admitted on the basis of achieving:
 - (a) a selection rank equal to or higher than the minimum selection rank for the course; and
 - (b) the minimum ATAR for the course as determined by the Dean.
- (3) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

Note: The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors' Conference.
- (4) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.
- (5) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:
 - (a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;
 - (b) if the applicant achieved a lower ATAR or equivalent than originally awarded:
 - (i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student's first semester; and
 - (ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR or equivalent.
- (6) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Deputy Vice-Chancellor (Education).

Note: In giving approval under subclause (5), the Deputy Vice-Chancellor (Education) will take into account whether it is too late in the year for the student to commence studies in a new course effectively.

[Clauses omitted]

34A Creative Arts Special Admission Scheme

- (1) The purpose of the Creative Arts Special Admission Scheme is to enable the University to identify, prior to the completion of the HSC or equivalent, students of exceptional talent in the areas of music or the visual arts. It recognises the high level of prior learning and experience achieved, and that the learning outcomes demonstrated by such students provide an evidence-based pathway for admission to relevant award courses.
- (2) Under this scheme, the relevant Associate Dean may make an offer of admission to an applicant if:
 - (a) the course resolutions applicable to the award course permit admission under this scheme;
 - (b) the applicant is completing their HSC or equivalent in the year immediately prior to the year in which admission is sought; and
 - (c) the applicant demonstrates exceptional talent to the satisfaction of the relevant faculty through, as appropriate:
 - (i) an audition;
 - (ii) a portfolio of musical compositions, as specified by the faculty; or
 - (iii) a portfolio of visual arts work, as specified by the faculty.
- (3) Applicants must submit their application in the required form and include:
 - (a) evidence of their high school academic record, as specified by the faculty;
 - (b) evidence of their achievements and talent in music or the visual arts, as specified by the faculty; and
 - (c) where required, the portfolio of works.
- (4) The Associate Dean may make an offer to an applicant if satisfied that:
 - (a) the applicant displays exceptional talent in the relevant area of the creative arts; and
 - (b) on the basis of the applicant's academic record, the applicant is likely to be able to successfully complete the relevant award course.

[clauses omitted]

Submission To	Academic Board
Date	9 June 2020
Item No	8

Non-Confidential

Proposal Title	Report of the Undergraduate Studies Committee
Recommendation	That the Academic Board note the report from the meetings of the Undergraduate Studies Committee held on 21 April 2020, 12 May 2020 and via circulation from 25 May 2020 – 1 June 2020, and: 1. approve the proposal from the University of Sydney Business School to amend the Bachelor of Advanced Studies (Advanced Coursework Business) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 2. approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce; and courses drawing from Table S: Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies, and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021; 3. approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies (Honours); Bachelor of Science/Bachelor of Advanced Studies (Honours); Bachelor of Arts/Bachelor of Advanced Studies (Honours); Bachelor of Liberal Arts and Science (Honours); Bachelor of Science (Honours); and Graduate Diploma in Science and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021; 4. approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021; 5. approve the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021; 6. approve the proposal from the Faculty of Science to amend the Bachelor of Science (pre 2018); Bachelor of Liberal Arts and Science (pre 2019); and

Submission To	Academic Board
Date	9 June 2020
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	Bachelor of Psychology (pre 2019), and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 7. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 8. approve the proposal from the Faculty of Arts and Social Sciences amend the Bachelor of Economics, and Bachelor of Economics/Bachelor of Advanced Studies and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 9. approve the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Liberal Arts and Science; Bachelor of Psychology; and all liberal degrees which access Table S majors: Bachelor of Advanced Computing; Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science); Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Social Work; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Commerce; Bachelor of Commerce and Bachelor of Advanced Studies; Bachelor of Design Computing and Bachelor of Advanced Studies; Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies; Bachelor of Music; Bachelor of Project Management; Bachelor of Psychology; Bachelor of Science; Bachelor of Science (Advanced) and Master of Mathematical Sciences; Bachelor of Science (Health); Bachelor of Science (Medical Science); Bachelor of Science (Medical Science) and Doctor of Medicine; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Advanced Studies (Advanced); Bachelor of Science and Bachelor of Advanced Studies (Agriculture); Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience); Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness); Bachelor of Science and Bachelor of Advanced Studies (Health); Bachelor of Science and Bachelor of Advanced Studies (Medical Science); Bachelor of Science and Bachelor of Advanced Studies (Taronga Wildlife Conservation); Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine; Bachelor of Science and Master of Mathematical Sciences; Bachelor of Science and Master of Nutrition and Dietetics; Bachelor of Visual Arts; Bachelor of Visual Arts and Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 10. approve the proposal from the Faculty of Science to amend the Bachelor of Advanced Studies; Bachelor of Arts/Bachelor of Advanced Studies; Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Commerce/Bachelor of Advanced Studies; Bachelor of Economics/Bachelor of Advanced Studies; Bachelor of Design Computing/Bachelor of Advanced Studies; Bachelor of Visual Arts/Bachelor of Advanced Studies, and Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Advanced Studies, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021; 11. approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; Bachelor of Music (Honours); Bachelor of Music/Bachelor of Advanced Studies (Composition); Bachelor of Music/Bachelor of Advanced

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	Studies (Performance) and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021; 12. approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music/Bachelor of Advanced Studies (Performance) and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021; 13. approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music/Bachelor of Advanced Studies (Composition) and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021; 14. approve the proposal from the Sydney Conservatorium of Music to amend the award courses accessing the Music Major: Bachelor of Engineering Honours and Bachelor of Arts; Bachelor of Engineering Honours (Aeronautical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Biomedical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Chemical and Biomolecular Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Civil Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Electrical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Mechanical Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Mechatronic Engineering) and Bachelor of Arts; Bachelor of Engineering Honours (Software Engineering) and Bachelor of Arts; Bachelor of Arts and Bachelor of Advanced Studies; Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies); Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications); Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations); Bachelor of Arts and Bachelor of Laws; Bachelor of Arts and Doctor of Medicine; Bachelor of Arts and Master of Nursing; Bachelor of Arts; Bachelor of Arts and Bachelor of Social Work; Bachelor of Liberal Arts and Science; and Diploma of Arts; and the amendment to Table S elective list, and the subsequent amendments to the units of study tables arising from the proposal, with effect from 1 January 2021; and 15. approve the proposal from the Faculty of Arts and Social Sciences and the Sydney Conservatorium of Music to amend the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts to introduce a Creative Arts Special Admissions Scheme, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.
Proposal Presenter	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)
Consultation Pipeline	AB USC → AB

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meetings of the Undergraduate Studies Committee held on 21 April 2020, 12 May 2020 and via circulation from 25 May 2020 – 1 June 2020.

ITEMS FOR APPROVAL

The Undergraduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals:

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- BUS: Bachelor of Advanced Studies Advanced Coursework
- BUS: Bachelor of Commerce Table A
- SCI: Science Honours
- SCI: Bachelor of Animal and Veterinary Bioscience Table 2 (Animal Health and Disease major)
- SCI: Bachelor of Liberal Arts and Science, unit of study table
- SCI: Science Table 1 majors, Chemistry and Medicinal Chemistry
- FASS: Advanced Coursework pathway of the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations)
- FASS: Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies Table D and Table S
- SCI: Bachelor of Science Table A and S
- SCI: Bachelor of Advanced Studies Science A
- SCM: Bachelor of Music
- SCM: Bachelor of Music/Bachelor of Advanced Studies (Performance)
- SCM: Bachelor of Music/Bachelor of Advanced Studies (Composition)
- SCM: Music Major in Table S
- FASS and SCM: Creative Arts Special Admissions Scheme

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- noted the report of the Chair;
- noted the report of the Academic Board;
- noted the report of the Assessment Advisory Committee;
- noted the report of the Board of Interdisciplinary Studies; and
- noted the report of the Academic Board Meeting Procedures 2020.

FURTHER INFORMATION

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

Approver	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)
Proposal Sponsor	Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)

ATTACHMENTS

- 8.1 **BUS**: Bachelor of Advanced Studies Advanced Coursework
- 8.2 **BUS**: Bachelor of Commerce Table A
- 8.3 **SCI**: Science Honours
- 8.4 **SCI**: Bachelor of Animal and Veterinary Bioscience Table 2 (Animal Health and Disease major)

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- 8.5 **SCI**: Bachelor of Liberal Arts and Science, unit of study table
- 8.6 **SCI**: Science Table 1 majors, Chemistry and Medicinal Chemistry
- 8.7 **FASS**: Advanced Coursework pathway of the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations)
- 8.8 **FASS**: Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies Table D and Table S
- 8.9 **SCI**: Bachelor of Science Table A and S
- 8.10 **SCI**: Bachelor of Advanced Studies Science A
- 8.11 **SCM**: Bachelor of Music
- 8.12 **SCM**: Bachelor of Music/Bachelor of Advanced Studies (Performance)
- 8.13 **SCM**: Bachelor of Music/Bachelor of Advanced Studies (Composition)
- 8.14 **SCM**: Music Major in Table S
- 8.15 **FASS** and **SCM**: Creative Arts Special Admission Scheme



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Submission To	Undergraduate Studies Committee
Date	8 April 2020
Item No	3.2

Author	Kate Munro (Manager, Curriculum & Quality – Business School)
Reviewer/Approver	Associate Professor Chinmay Pattnaik (Program Director Bachelor of Commerce)
Proposal / Paper Title	Minor course amendment proposal – Bachelor of Advanced Studies (Table A Advanced Coursework Business)
Faculty Approval Date	7 April 2020
Proposed Year of Implementation	2021
Purpose	To propose amendments to the Bachelor of Advanced Studies (Table A Advanced Coursework Business)
Proposal Presenter	Associate Professor Catherine Hardy (Associate Dean, Programs – Business School)

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board approve the proposal from the University of Sydney Business School to amend the Bachelor of Advanced Studies (Table A Advanced Coursework Business) and subsequent amendments of the unit of study tables arising from the proposal, with effect from 1 January 2021.

EXECUTIVE SUMMARY

In 2020, given the small number of students eligible to enrol in the Bachelor of Advanced Studies (Advanced Coursework Business), the Business School elected to introduce a limited set of offerings with a view to introducing an additional suite of advanced coursework and project units to accommodate a larger student cohort in 2021. From 2021, the Business School proposes to introduce 12 new advanced coursework units and three new project units.

In addition, the existing units have been refined and amendments proposed to better reflect the content of the units and their alignment with the expanded offerings.

ENDORSEMENT HISTORY

Governance Body	Meeting Date	Conditional / Unconditional Endorsement	Has feedback from this committee been addressed?
Board of Interdisciplinary Studies	8 April 2020	Unconditional	Administrative error noted post-BIS meeting: BUSS4900 Building Organisational Customer Experiences removed from <i>Table A-Advanced coursework units</i> and added to <i>Table A-Advanced coursework projects</i> as this unit is a 12 credit point project unit.
Faculty Board	7 April 2020	Unconditional	
Programs Committee	19 March 2020	Conditional	Yes – Name of BUSS4900 amended from <i>UX: User Experience with Agile Design</i> to <i>Building Organisational Customer Experiences</i> to better reflect business orientation. Name of BUSS4916 amended from <i>Digital Globalisation</i> to <i>Digital Globalisation of</i>



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			<i>Business Enterprises</i> to better reflect Business orientation.

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Attachment 1. Minor course amendment proposal: Bachelor of Advanced Studies (Advanced Coursework Business)



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Attachment 1. Minor course amendment proposal: Bachelor of Advanced Studies (Advanced Coursework Business)

Faculty: Business School

Contact person: Kate Munro

- Name of award course**
Bachelor of Advanced Studies (Advanced Coursework Business)
- Purpose of proposal**
To propose amendments to the Bachelor of Advanced Studies - Advanced Coursework Table A Business.
- Details of amendment**

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Table A Advanced Coursework Business			
Students completing the Bachelor of Advanced Studies with advanced coursework in Business must complete a minimum of 24 credit points in 4000-level advanced coursework units of study from Table A Advanced Coursework Business, including:			
(i) a minimum of 12 credit points in Advanced Coursework project units. (Students can complete a maximum of 36 credit points in project units of study for their degree).			
Units of study			
4000-level units of study			
<i>Advanced coursework units</i>			
BUSS4901 ~~Advanced Business A~~ <u>Design-led Strategy</u>	6	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area.	Intensive May
BUSS4902 ~~Advanced Business B~~ <u>Agile in Business</u>	6	~~C~~ P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area.	Semester 1
BUSS4910 <u>Accounting – A User Perspective</u>	<u>6</u>	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area.	<u>Semester 1</u>



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		N An Accounting major	
<u>BUSS4911</u> <u>Dispute Resolution for</u> <u>Business</u>	<u>6</u>	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area.	<u>Semester 1</u>
<u>BUSS4912</u> <u>Marketing for Social</u> <u>Purpose</u>	<u>6</u>	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area. A Basic principle of marketing	<u>Semester 2</u>
<u>BUSS4915</u> <u>Management Consulting</u> <u>for Business</u>	<u>6</u>	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree, WORK2210 or IBUS2101 and a major in any subject area. A Undergraduate level strategic management concepts and theories	<u>Semester 1</u>
<u>BUSS4916</u> <u>Digital Globalisation of</u> <u>Business Enterprises</u>	<u>6</u>	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area.	<u>Semester 1</u>
<u>BUSS4920</u> <u>Contemporary Issues in</u> <u>Personal Finance</u>	<u>6</u>	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree, FINC2012 and a major in a business subject area. N FINC3024 A Understanding of Financial modelling	<u>Semester 1</u>



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		including time value of money calculations	
<u>BUSS4931</u> <u>Advanced Business Statistics</u>	<u>6</u>	<u>P QBUS3600</u> <u>A Students are assumed to be familiar with statistical modelling, optimisation and machine learning</u>	<u>Semester 1</u>
<u>BUSS4932</u> <u>Advanced Optimisation for Business</u>	<u>6</u>	<u>P QBUS3600</u> <u>A Students are expected to be familiar with all aspects of business analytics, including optimisation, regression modelling, statistical modelling, and machine learning</u>	<u>Semester 2</u>
<u>BUSS4933</u> <u>Advanced Machine Learning for Business Insights</u>	<u>6</u>	<u>P QBUS3600</u> <u>A Students are assumed to be familiar with statistical modelling, Optimisation and Machine Learning.</u>	<u>Semester2</u>
<u>BUSS4934</u> <u>Advanced Applications in Business Analytics</u>	<u>6</u>	<u>P QBUS3600</u> <u>A Students are assumed to be familiar with statistical modelling, Optimisation and Machine Learning.</u>	<u>Semester 1</u>
<u>BUSS4940</u> <u>Corporate Crime, Regulation and Society</u>	<u>6</u>	<u>P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area.</u>	<u>Semester 1</u>
<u>BUSS4990</u> <u>Scandal, Crime and Ethics in Finance</u>	<u>6</u>	<u>P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree, FINC2011 and a major in a business subject area.</u>	<u>Semester 1</u>
<i>Advanced coursework project units</i>			
Students complete at least 12 and up to 36 credit points in project units of study for their degree.			
<u>BUSS4900</u> <u>Building Organisational Customer Experiences</u>	<u>12</u>	<u>P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a</u>	<u>Semester 1</u>



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		major in a business subject area. A Basic project management, agile project techniques N INFS3080	
BUSS4903 ~~Advanced Business Project A~~ <u>Social Innovation in Indigenous Communities</u>	12	A Students require knowledge of strategic management tools, design thinking and project management skills. ~~This knowledge is embedded in BUSS4901 and BUSS4902.~~ ~~P BUSS4901 and BUSS4902~~ P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area. N BUSS4904 Note: Department permission required for enrolment	Intensive July
BUSS4904 ~~Advanced Business Project B~~ <u>Asia Business Research Project</u>	12	A Students are assumed to have completed at least one major in a Business subject area. ~~P BUSS4901 and BUSS4902~~ P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass undergraduate degree and a major in a business subject area. N BUSS4903 Note: Department permission required for enrolment	Semester 2
BUSS4905 Advanced Industry and Community Project A	6	P Depth of knowledge in at least one discipline (major) C BUSS4906	Intensive February Intensive July
BUSS4906 Advanced Industry and Community Project B	6	P Depth of knowledge in at least one discipline (major) C BUSS4905	Semester 1 Semester 2
BUSS4917 <u>Entrepreneurship Project</u>	12	P Students must meet the entry requirements for the Bachelor of Advanced Studies (Advanced Coursework), including completion of a pass	<u>Semester 1</u>



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		<u>undergraduate degree and a major in a business subject area.</u>	

4. Transitional arrangements

N/A – new units will be made available to continuing students.

5. Other relevant information

N/A

6. Signature of Dean

A handwritten signature in black ink, appearing to read 'S. Khan'.

1 April 2020



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Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.3

Author	Kate Munro (Manager, Curriculum & Quality – Business School)
Reviewer/Approver	Associate Professor Chinmay Pattnaik (Program Director Bachelor of Commerce)
Proposal / Paper Title	Minor course amendment proposal – Bachelor of Commerce (Table A) and Shared Pool (Table S)
Faculty Approval Date	7 April 2020
Proposed Year of Implementation	2021
Purpose	To propose amendments to the Undergraduate Marketing major and minor (Bachelor of Commerce Table A; Shared Pool Table S) and Shared Pool Electives (Table S)
Proposal Presenter	Associate Professor Catherine Hardy (Associate Dean, Programs – Business School)

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce Table A, and Table S Shared Pool; and*
- (2) the amendment of unit of study tables to add unit MKTG3122 in the undergraduate Marketing major and minor (Table A and Table S) and Shared Pool Electives (Table S), with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The Business School proposes a new unit, MKTG3122 Marketing and Sustainable Development for inclusion in the selective offerings for the undergraduate Marketing major and minor (Table A Bachelor of Commerce; Table S Shared Pool) and Shared Pool Electives (Table S) with effect from 1 January, 2021.

ENDORSEMENT HISTORY

Governance Body	Meeting Date	Conditional / Unconditional Endorsement	Has feedback from this committee been addressed?
BIS	8 April 2020	Unconditional	
Faculty Board	7 April 2020	Unconditional	
Programs Committee	27 March 2020 (by circulation)	Unconditional	

ATTACHMENTS

Attachment 1. Minor course amendment proposal: Bachelor of Commerce (Table A) and the Shared Pool (Table S)



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Attachment 1. Minor Course Amendment Proposal: Bachelor of Commerce (Table A) and Shared Pool (Table S)

Faculty: Business School

Contact person: Kate Munro

1. Name of award course

Bachelor of Commerce (Table A)
Shared Pool (Table S)

2. Purpose of proposal

To propose additional unit for inclusion in the undergraduate Marketing major and minor (Table A and Table S) and Shared Pool Electives (Table S).

3. Details of amendment

TABLE A – BACHELOR OF COMMERCE
TABLE S – SHARED POOL

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Marketing			
Marketing major			
Achievement of a major in Marketing requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level units			
(ii) 12 credit points of 2000-level units			
(iii) 6 credit points of 3000-level units			
(iv) 18 credit points of 3000-level selective units.			
Marketing minor			
Achievement of a minor in Marketing requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 12 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level selective units.			
Units of study			
The relevant units of study are listed below.			



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1000-level units of study			
Core			
MKTG1001 Marketing Principles	6	<i>The Intensive January and July sessions of this unit are only available to Study Abroad students. All other students should enrol in Semester 1 and Semester 2 sessions.</i>	Intensive January Intensive July Semester 1 Semester 2
MKTG1002 Marketing Research	6	P MKTG1001 <i>For students commencing from 2018 only. For pre-2018 continuing students, this unit cannot be taken in replacement of MKTG2113.</i>	Semester 1 Semester 2
2000-level units of study			
Core			
MKTG2112 Consumer Behaviour	6	P MKTG1001	Semester 1 Semester 2
MKTG2113 Marketing Insights	6	P MKTG1001 and MKTG1002	Semester 1
3000-level units of study			
Core (major only)			
MKTG3600 Marketing in Practice	6	A Students are assumed to understand the key principles of marketing knowledge gained from the core units of the major and be able to apply them in various marketing contexts. P Students commencing from 2018: completion of at least 120 credit points including MKTG1001, MKTG1002, MKTG2112 and MKTG2113. Pre-2018 continuing students: completion of at least 120 credit points including MKTG1001 and MKTG2112 and MKTG2113 <i>This unit should only be undertaken by students in their final semester of the Marketing major. This unit of study must be completed at the University of Sydney Business School.</i>	Semester 1 Semester 2
Selective			
MKTG3110 Digital Marketing	6	P MKTG1001	Semester 1
MKTG3112 Marketing Communications	6	P MKTG1001	Semester 2



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MKTG3114 New Products Marketing	6	P MKTG1001	Semester 2
MKTG3116 International Marketing	6	P MKTG1001	Semester 1
MKTG3118 Marketing Strategy and Planning	6	P MKTG1001	Semester 2
MKTG3120 Building and Managing Brands	6	P MKTG1001	Semester 1
MKTG3121 Advertising: Creative Principles	6	P MKTG1001	Semester 1
<u>MKTG3122 Marketing and Sustainable Development</u>	<u>6</u>	<u>P</u> MKTG1001	<u>Semester 1</u>
MKTG3123 Strategic Social Marketing	6	P MKTG1001	Semester 2
MKTG3400 Industry and Community Project	6	A MKTG1001 and MKTG1002 and (MKTG2112 or MKTG2113) P 72 credit points N BUSS3110 or ACCT3400 or BANK3400 or CLAW3400 or FINC3400 or IBUS3400 or INFS3400 or QBUS3400 or WORK3400 or WORK3401	Intensive February Intensive July Semester 1 Semester 2

TABLE S ELECTIVES – BUSINESS SCHOOL

<i>3000-level units of study</i>			
ACCT3011 Financial Accounting B	6	P ACCT2011	Semester 1 Semester 2
ACCT3013 Financial Statement Analysis	6	P ACCT2011	Semester 1
ACCT3015 Data Analytics for Accounting	6	A Completion of INFS3110 (or INFS2001) is desirable. P ACCT2011 and ACCT2012	Semester 2



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ACCT3016 Sustainability Accounting	6	A Completion of the stated prerequisites will be sufficient for students to perform at the expected academic level for a 3000 level UoS P ACCT2011 and ACCT2012	Semester 1
ACCT3020 Advanced Issues in Management Accounting	6	A Students are assumed to have competency with the basic tools, techniques and methods of cost and management accounting and an ability to analyse non-directed, comprehensive business/accounting problems. P ACCT2012 and ACCT2011 N ACCT3012	Semester 1
ACCT3031 International Corporate Governance	6	A Students are expected to have an understanding of the key principles and rules of specified accounting standards and be able to apply them in the context of business scenarios. Students are also expected to comprehend the form and content of published financial statements and be able to explain their function. P ACCT2011	Semester 2
BANK3011 Bank Financial Management	6	P BANK2011 or ECOS2004 or FINC2011 N FINC3018	Semester 1 Semester 2
BANK3012 Bank Supervision	6	A BANK3011 P BANK2011 or ECOS2004 or FINC2011	Semester 2
BANK3013 International Banking Management	6	P BANK2011 or ECOS2004 or FINC2011	Semester 1
BANK3014 Private and Investment Banking	6	A BANK3011 P BANK2011 or ECOS2004 or FINC2011	Semester 1
CLAW3201 Australian Taxation System	6	P CLAW1003 or CLAW2201 or CLAW2214	Semester 1 Semester 2
CLAW3202 Tax Strategies for Business	6	P CLAW3201	Semester 2
CLAW3206 Regulation of Mergers and Acquisitions	6	P CLAW1003 or CLAW2201 or CLAW2214	Semester 2
CLAW3207 Legal Regulation of Employment	6	P Completion of at least 24 credit points of study including CLAW1001 or CLAW2214	Semester 2
CLAW3209 The Environment,	6		Semester 1



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Law and Business			
CLAW3210 Banking and Financial Law	6	P completion of at least 48 credit points N CLAW2204	Semester 1
FINC3011 International Financial Management	6	P FINC2012	Semester 1
FINC3012 Derivative Securities	6	P FINC2012 <i>Knowledge of calculus, regression, probability theory and random distributions are helpful for this subject</i>	Semester 2
FINC3013 Mergers and Acquisitions	6	A Calculation of free cash flows, trading multiples, discounted cash flow valuation methodology, valuation sensitivities, regression analysis. P FINC2012	Semester 2
FINC3014 Trading and Dealing in Security Markets	6	P FINC2012	Semester 2
FINC3015 Financial Valuation: Case Study Approach	6	P FINC2012 N FINC3005	Semester 1
FINC3017 Investments and Portfolio Management	6	A Introductory statistics, calculus and microeconomics P FINC2012	Semester 1 Semester 2
FINC3019 Fixed Income Securities	6	P FINC2012	Semester 2
FINC3020 Financial Risk Management	6	A FINC3017 P FINC2012	Semester 2
FINC3023 Behavioural Finance	6	P FINC2012	Semester 1
FINC3301 Applied Portfolio Management A	6	P FINC2012 C FINC3015 <i>Note: Department permission required for enrolment</i>	Semester 1
FINC3302 Applied Portfolio Management B	6	P FINC3301 C FINC3017 <i>Note: Department permission required for enrolment</i>	Semester 2

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IBUS3101 International Business Alliances	6	P Completion of at least 36 credit points of 1000-level units	Semester 1 Semester 2
IBUS3104 Ethical International Business Decisions	6	P Completion of at least 48 credit points	Semester 1 Semester 2
IBUS3106 International Business Special Project	6	P Completion of at least 48 credit points <i>Students must have received permission to enrol from the Head of the Discipline of Strategy, Innovation and Entrepreneurship.</i>	Intensive December Intensive February Intensive January
IBUS3107 Business Negotiations	6	P Completion of at least 48 credit points <i>This unit will require student's participation in a number of negotiations. Preparation for these negotiations, which are a large part of your grade, will require time-pressured reading of material in class.</i>	Semester 2
IBUS3108 Social Entrepreneurship	6	P Completion of at least 48 credit points	Semester 1
IBUS3109 Strategy and Emerging Markets	6	P IBUS2101	Semester 1
INFS3040 Enterprise Systems and Integrated Business	6	A INFS1000 or INFO1000 or INFO1003 or INFO1903	Semester 1
INFS3050 Business Intelligence for Managers	6	A INFS1000 or INFO1000 or INFO1003 or INFO1903	Semester 2
INFS3080 Business Information Systems Projects	6	A INFS1000 and INFS2040 P 48 credit points of units	Semester 1
INFS3110 Information Systems for Accountants	6	A INFS1000 or INFO1000 or INFO1003 or INFO1903 N INFS2001	Semester 1 Semester 2
MKTG3110 Digital Marketing	6	P MKTG1001	Semester 1



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MKTG3112 Marketing Communications	6	P MKTG1001	Semester 2
MKTG3114 New Products Marketing	6	P MKTG1001	Semester 2
MKTG3116 International Marketing	6	P MKTG1001	Semester 1
MKTG3118 Marketing Strategy and Planning	6	P MKTG1001	Semester 2
MKTG3120 Building and Managing Brands	6	P MKTG1001	Semester 1
MKTG3121 Advertising: Creative Principles	6	P MKTG1001	Semester 1
<u>MKTG3122 Marketing and Sustainable Development</u>	<u>6</u>	<u>P</u> MKTG1001	<u>Semester 1</u>
MKTG3123 Strategic Social Marketing	6	P MKTG1001	Semester 2
QBUS3310 Advanced Management Science	6	P QBUS2310 N ECMT3610 or ECMT3710	Semester 1
QBUS3320 Supply Chain Management	6	P ECMT2640 or QBUS2330 or QBUS2350 or QBUS3340 or QBUS3350	Semester 1
QBUS3330 Methods of Decision Analysis	6	P BUSS1020 or DATA1001 or ECMT1010 or ENVX1001 or ENVX1002 or STAT1021 or ((MATH1005 or MATH1015) and MATH1115) or 6 credit points of MATH units which must include MATH1905. N QBUS2320 or ECMT2630 or ENGG1850 or CIVL3805	Semester 2
QBUS3340 Operations Management	6	P BUSS1020 or DATA1001 or ECMT1010 or ENVX1001 or ENVX1002 or STAT1021 or ((MATH1005 or MATH1015) and MATH1115) or 6 credit points of MATH units which must include MATH1905. N QBUS2330	Semester 2

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QBUS3350 Project Planning and Management	6	A BUSS1020 or DATA1001 or ECMT1010 or ENVX1001 or ENVX1002 or STAT1021 or ((MATH1005 or MATH1015) and MATH1115) or 6 credit points of MATH units which must include MATH1905. N QBUS2350	Semester 2
QBUS3820 Machine Learning and Data Mining in Business	6	P QBUS2810 or ECMT2110 or DATA2002	Semester 1
QBUS3830 Advanced Analytics	6	P QBUS2810 or DATA2002 or ECMT2110	Semester 2
QBUS3850 Time Series and Forecasting	6	P QBUS2820	Semester 1
WORK3201 International Human Resource Management	6	A WORK1003 P Completion of at least 48 credit points N WORK2217 <i>The Intensive June session is restricted to Study Abroad students only. All other students enrol in the Semester 1 session.</i>	Intensive June Semester 2
WORK3202 Leadership	6	P Completion of at least 48 credit points N WORK2222	Semester 1
WORK3203 Gender, Diversity and Inclusion at Work	6	P Completion of at least 48 credit points	Semester 1b
WORK3204 Managing Organisational Sustainability	6	A WORK1004 or WORK2201 P Completion of at least 48 credit points N WORK2219	Semester 1
WORK3205 Organisational Communication	6	A WORK1004 or WORK2201 P Completion of at least 48 credit points N WORK2221 <i>The Intensive July session of this unit is only available to Study Abroad students. All other students should enrol in the Semester 2 session.</i>	Intensive July Semester 2
WORK3206 Workplace Law and Regulation	6	A WORK1003 P Completion of at least 48 credit points N WORK2227	Semester 1

4. Transitional arrangements

N/A – new unit will be made available to continuing students.



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5. **Other relevant information**
N/A

6. **Signature of Dean**



1 April 2020

Submission To	BIS
Date	8 April 2020
Item No	



Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.4

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Science Honours
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	<i>To amend the units of study tables for Honours in Data Science, Financial Mathematics and Statistics, Food Science, Mathematics (Applied), Mathematics (Pure), Physics and Statistics to include new units of study</i>
Proposal Presenter	Professor Pauline Ross

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) *approve the proposal from the Faculty of Science to amend the Honours unit of study table for majors Data Science, Financial Mathematics and Statistics, Food Science, Mathematics (Applied), Mathematics (Pure), Physics and Statistics, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed changes include:

- Data Science major: Add unit AMSI4001 AMSI Summer School to list 2
- Financial Mathematics and Statistics major: Add unit AMSI4001 AMSI Summer School to list 4
- Food Science major: Add unit FOOD4002 Future Foods as core coursework unit
- Mathematics (Applied) major: Add unit AMSI4001 AMSI Summer School to list 4
- Mathematics (Pure) major: Add unit AMSI4001 AMSI Summer School to list 5
- Physics major: Remove unit PHYS4127 Nuclear Physics and Nuclear Astrophysics from list 1, add units PHYS4016 Bayesian Data Inference and Machine Learning and PHYS4017 Practitioner Physics to list 2
- Statistics major: Add unit AMSI4001 AMSI Summer School to list 5

This ensures new units are captured and available for students to enrol into for their Honours. The removal of PHYS4127 Nuclear Physics and Nuclear Astrophysics is due to the unit never being developed. Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in related courses. The changes will be included in the 2021 Undergraduate Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up units of study tables:
 - Data Science major



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- Financial Mathematics and Statistics major
- Food Science major
- Mathematics (Applied) major
- Mathematics (Pure) major
- Physics major
- Statistics major

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. Name of award course

Bachelor of Advanced Studies (Honours)
Bachelor of Science/Bachelor of Advanced Studies (Honours)
Bachelor of Arts/Bachelor of Advanced Studies (Honours)
Bachelor of Commerce/Bachelor of Advanced Studies (Honours)
Bachelor of Liberal Arts and Science (Honours)
Bachelor of Science (Honours)
Graduate Diploma in Science

2. Purpose of proposal

To amend the table of units of study for Honours in Data Science, Financial Mathematics and Statistics, Food Science, Mathematics (Applied), Mathematics (Pure), Physics and Statistics to include new units of study

3. Details of amendment

Please see attached tables.
Data Science: Add AMSI4001 to list 2
Financial Maths and Stats: Add AMSI4001 to list 4
Food Science: Add FOOD4002 as core
Maths (Applied): Add AMSI4001 to list 4
Maths (Pure): Add AMSI4001 to list 5
Physics: Remove PHYS4127 from list 1 (unit never developed), add PHYS4016 and PHYS4017 to list 2
Statistics: Add AMSI4001 to list 5

4. Transitional arrangements

No transitional arrangements required. Food Science will not need a new diet as no students have yet enrolled in this pathway. The other changes are all to selective collections.

5. Other relevant information

6. Signature of Dean

Iain M Young
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Date: 2020.03.25 11:48:06 +11'00'

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
DATA SCIENCE (HONOURS)			
The Bachelor of Advanced Studies (Honours) (Data Science) requires 48 credit points from this table including:			
(i) 12 credit points of 4000-level and above Honours coursework selective units from List 1, and			
(ii) 12 credit points of 4000-level and above Honours coursework selective units from List 1, List 2, List 3, List 4 or List 5 with a maximum of 6 credit points of units from List 3 or List 4 or List 5, and			
(iii) 24 credit points of 4000-level Honours research project units			
Honours Coursework Selective			
List 1			
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2
COMP5046 Natural Language Processing	6	A Knowledge of an OO programming language	Semester 1
COMP5328 Advanced Machine Learning	6	C COMP5318 OR COMP3308 OR COMP3608	Semester 2
COMP5329 Deep Learning	6	A COMP5318	Semester 1
COMP5338 Advanced Data Models	6	A This unit of study assumes foundational knowledge of relational database systems as taught in COMP5138/COMP9120 (Database Management Systems) or INFO2120/INFO2820/ISYS2120 (Database Systems 1).	Semester 2
COMP5349 Cloud Computing	6	A Good programming skills, especially in Java for the practical assignment, as well as proficiency in databases and SQL. The unit is expected to be taken after introductory courses in related units such as COMP5214 or COMP9103 Software Development in JAVA	Semester 1

COMP5048 Visual Analytics	6	A It is assumed that students will have experience with data structure and algorithms as covered in COMP9103 OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions). <i>Note: Department permission required for enrolment in the following sessions: Semester 1</i>	Semester 1 Semester 2
Additional 4000-level COMP units to be developed for offering in 2021			
List 2			
MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923)	Semester 1

		P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
<u>AMSI4001</u> <u>AMSI Summer</u> <u>School</u>	<u>6</u>	<u>A</u> Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent	<u>Intensive</u> <u>January</u>

STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1
MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1
STAT4021 Stochastic	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or	Semester 1

Processes and Applications		equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	
List 3			
5000-level DATA units from the School of Mathematics and Statistics			
List 4			
Other 5000-level units available in the School of Mathematics and Statistics			
List 5			
4000-level or 5000-level units at other Schools at the University			
Honours Core Research Project			
DATA4103 Data Science Honours Project A	6		Semester 1 Semester 2
DATA4104 Data Science Honours Project B	6	C DATA4103	Semester 1 Semester 2
DATA4105 Data Science Honours Project C	6	C DATA4104	Semester 1 Semester 2
DATA4106 Data Science Honours Project D	6	C DATA4105	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2

FINANCIAL MATHEMATICS AND STATISTICS (HONOURS)

The Bachelor of Advanced Studies (Honours) (Financial Mathematics and Statistics) requires 48 credit points from this table including:

(i) 12 credit points of 4000-level Honours coursework core units, and

(ii) 6 credit points of 4000-level Honours coursework selective units from List 1, and

(iii) 6 credit points of 4000-level and 5000-level Honours coursework selective units from List 1, List 2, List 3 or List 4, and

(iv) 24 credit points of 4000-level Honours research project units

Honours Coursework Core

STAT4528 Probability and Martingale Theory	6	A STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. N STAT4028	Semester 1
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1

Honours Coursework Selective

List 1

MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2

List 2

A 4000- or 5000-level unit from a School other than the School of Mathematics and Statistics

List 3

A 5000-level unit from the School of Mathematics and Statistics

List 4

MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1

MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2

MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
<u>AMSI4001 AMSI Summer School</u>	<u>6</u>	<u>A</u> Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent	<u>Intensive January</u>
STAT4021 Stochastic Processes and Applications	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1
STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1
Honours Core Research Project			
FMAT4103 Financial Maths and Stats Honours Project A	6		Semester 1 Semester 2

FMAT4104 Financial Maths and Stats Honours Project B	6	C FMAT4103	Semester 1 Semester 2
FMAT4105 Financial Maths and Stats Honours Project C	6	C FMAT4104	Semester 1 Semester 2
FMAT4106 Financial Maths and Stats Honours Project D	6	C FMAT4105	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
FOOD SCIENCE (HONOURS)			
The Bachelor of Advanced Studies (Honours) (Food Science) requires 36 credit points from this table including:			
(i) 6 credit points of 4000-level Honours coursework core units, and			
(ii) 12 6 credit points of 4000-level Honours coursework selective units, and			
(iii) 24 credit points of 4000-level Honours research project units			
Honours Coursework Core			
FOOD4002 Future Foods	6	A Students should be familiar with 3000-level knowledge in food chemistry and biochemistry, food processing and value adding, food quality and safety, and food product development. P 12cp of FOOD3XXX C FOOD3001 and FOOD3002	Semester 1
Honours Coursework Selective			
SCIE4001 Science Communication	6	A Completion of a major in a science discipline. Basic knowledge of other sciences is beneficial. Experience in communication such as delivering oral presentations and producing written reports. An awareness of science in a societal context, e.g., of disciplinary applications. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. <i>Mid-year honours students would take this unit of study in S1 (their second semester of study).</i>	Semester 1
SCIE4002 Experimental Design and Data Analysis	6	A Completion of units in quantitative research methods, mathematics or statistical analysis at least at 1000-level. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. N ENVX3002 or STAT3X22 or STAT4022 or STAT3X12	Intensive March
SCIE4003 Ethics in Science	6	A Successful completion of a Science major. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A N HSBH3004 or HPSC3107	Intensive August Intensive March
Honours Core Research Project			

FOOD4103 Food Science Honours Project A	6		Semester 1 Semester 2
FOOD4104 Food Science Honours Project B	6	C FOOD4103	Semester 1 Semester 2
FOOD4105 Food Science Honours Project C	6	C FOOD4104	Semester 1 Semester 2
FOOD4106 Food Science Honours Project D	6	C FOOD4105	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2

MATHEMATICS (HONOURS) (APPLIED)

The Bachelor of Advanced Studies (Honours) (Mathematics (Applied)) requires 48 credit points from this table including:

(i) 12 credit points of 4000-level Honours coursework core units, and

(ii) 12 credit points of 4000-level and 5000-level Honours coursework selective units from List 1, List 2, List 3, or List 4

– a maximum of 6 credit points of which may be from List 2, and

– a maximum of 6 credit points of which may be from List 3, and

(iii) 24 credit points of 4000-level Honours research project units

Honours Coursework Core

MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2

Honours Coursework Selective

List 1

MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2

List 2

Students select a 4000-level or 5000-level unit from a School other than the School of Mathematics and Statistics.

List 3

Students select a 5000-level unit from the School of Mathematics and Statistics.

List 4

MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1

MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1

MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
<u>AMSI4001</u> <u>AMSI Summer</u> <u>School</u>	<u>6</u>	<u>A</u> Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent	<u>Intensive</u> <u>January</u>
STAT4021 Stochastic Processes and Applications	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1
STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2
STAT4528 Probability and Martingale Theory	6	A STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. N STAT4028	Semester 1
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1
Honours Core Research Project			

AMAT4103 Applied Mathematics Honours Project A	6		Semester 1 Semester 2
AMAT4104 Applied Mathematics Honours Project B	6	C AMAT4103	Semester 1 Semester 2
AMAT4105 Applied Mathematics Honours Project C	6	C AMAT4104	Semester 1 Semester 2
AMAT4106 Applied Mathematics Honours Project D	6	C AMAT4105	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2

MATHEMATICS (HONOURS) (PURE)

The Bachelor of Advanced Studies (Honours) (Mathematics (Pure)) requires 48 credit points from this table including:

(i) 6 credit points of 4000-level Honours coursework selective units from List 1, and

(ii) 6 credit points of 4000-level Honours coursework selective units from List 2, and

(iii) 12 credit points of 4000-level and 5000-level Honours coursework selective units from List 1, List 2, List 3, List 4 or List 5

– a maximum of 6 credit points of which may be from List 3, and

– a maximum of 6 credit points of which may be from List 4, and

(iv) 24 credit points of 4000-level Honours research project units

Honours Coursework Selective

List 1

MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1

List 2

MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2

List 3

Students select a 4000-level or 5000-level unit from a School other than the School of Mathematics and Statistics.

List 4

Students select a 5000-level unit from the School of Mathematics and Statistics.

List 5

MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or	Semester 1

		DATA2X02]] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical	Semester 1

		analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	
MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
<u>AMSI4001 AMSI Summer School</u>	<u>6</u>	<u>A Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent</u>	<u>Intensive January</u>
STAT4021 Stochastic Processes and Applications	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1
STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2
STAT4528 Probability and Martingale Theory	6	A STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. N STAT4028	Semester 1
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1

Honours Core Research Project			
PMAT4103 Pure Mathematics Honours Project A	6		Semester 1 Semester 2
PMAT4104 Pure Mathematics Honours Project B	6	C PMAT4103	Semester 1 Semester 2
PMAT4105 Pure Mathematics Honours Project C	6	C PMAT4104	Semester 1 Semester 2
PMAT4106 Pure Mathematics Honours Project D	6	C PMAT4105	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
PHYSICS (HONOURS)			
The Bachelor of Advanced Studies (Honours) (Physics) requires 48 credit points from this table including:			
(i) 18 credit points of 4000-level Honours coursework selective units from List 1, and			
(ii) 6 credit points of 4000-level Honours coursework selective units from List 1, or List 2, or List 3, and			
(iii) 24 credit points of 4000-level Honours research project units			
Honours Coursework Selective			
List 1			
PHYS4121 Advanced Electrodynamics and Photonics	6	A A major in physics including third-year electromagnetism and third-year optics P An average of at least 65 in 144 cp of units including (PHYS3x35 or PHYS3x40 or PHYS3941)	Semester 1
PHYS4122 Astrophysics and Space Science	6	A A major in physics P An average of at least 65 in 144 cp of units	Semester 1
PHYS4123 General Relativity and Cosmology	6	A A major in physics and knowledge of special relativity P An average of at least 65 in 144 cp of units	Semester 2
PHYS4124 Physics of the Standard Model	6	A A major in physics including third-year quantum physics and third-year particle physics P An average of at least 65 in 144 cp of units including (PHYS3X34 or PHYS3X42 or PHYS3X43 or PHYS3X44)	Semester 2
PHYS4125 Quantum Field Theory	6	A A major in physics including third-year quantum physics P An average of at least 65 in 144 cp of units including (PHYS3x34 or PHYS3x42 or PHYS3x43 or PHYS3x44 or PHYS3x35 or PHYS3x40 or PHYS3941 or PHYS3x36 or PHYS3x68 or MATH3x63 or MATH4063 or MATH3x78 or MATH4078)	Semester 1
PHYS4126 Quantum Nanoscience	6	A A major in physics including third-year quantum physics and third-year condensed matter physics P An average of at least 65 in 144 cp of units	Semester 2

PHYS4127 Nuclear Physics and Nuclear Astrophysics	6	TBC	TBC
List 2			
PHYS4015 Neural Dynamics and Computation	6	A First- and second-year physics P 144cp of units including (MATH1x01 or MATH1x21 or MATH1906 or MATH1931) and MATH1x02	Semester 2
PHYS4016 <u>Bayesian Data Inference and Machine Learning</u>	<u>6</u>	A 48cp of 3000 level units, and programming experience in <u>Python</u> P 144 credit points of units of study, including 12cp of <u>PHYS1XXX</u>	<u>Semester 2</u>
PHYS4017 <u>Practitioner Physics</u>	<u>6</u>	A 48cp of 3000 level units, and a major or minor in physics P 144 credit points of units of study, including 12cp of <u>PHYS1XXX</u>	<u>Semester 1</u>
PHYS4036 Particle and Condensed Matter Physics	6	TBC	Semester 1
PHYS4037 Astrophysics and Plasma Physics	6	TBC	Semester 2
SCIE4001 Science Communication	6	A Completion of a major in a science discipline. Basic knowledge of other sciences is beneficial. Experience in communication such as delivering oral presentations and producing written reports. An awareness of science in a societal context, e.g., of disciplinary applications. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. <i>Mid-year honours students would take this unit of study in S1 (their second semester of study).</i>	Semester 1
SCIE4002 Experimental Design and Data Analysis	6	A Completion of units in quantitative research methods, mathematics or statistical analysis at least at 1000-level. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. N ENVX3002 or STAT3X22 or STAT4022 or STAT3X12	Intensive March
SCIE4003 Ethics in Science	6	A Successful completion of a Science major. P 144 credit points of units of study and including a	Intensive August

		minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A N HSBH3004 or HPSC3107	Intensive March
List 3			
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent). N	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent. N	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces. N	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory. N	Semester 2
MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or	Semester 2

		MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979]] N MATH3968	
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or	Semester 1

		(12cp of MATH3XXX) N MATH3974	
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
STAT4528 Probability and Martingale Theory	6	A STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. N STAT4028	Semester 1
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 2
MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other	Semester 2

		financial derivatives, for example as in MATH4511 or equivalent	
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2
STAT4021 Stochastic Processes and Applications	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1
STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
HPSC4101 Philosophy of Science	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1
Honours Core Research Project			

PHYS4103 Physics Honours Project A	6		Semester 1 Semester 2
PHYS4104 Physics Honours Project B	6	C PHYS4103	Semester 1 Semester 2
PHYS4105 Physics Honours Project C	6	C PHYS4104	Semester 1 Semester 2
PHYS4106 Physics Honours Project D	6	C PHYS4105 and SCIE4999	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2

STATISTICS (HONOURS)

The Bachelor of Advanced Studies (Honours) (Statistics) requires 48 credit points from this table including:

(i) 6 credit points of 4000-level Honours coursework selective units from List 1, and

(ii) 6 credit points of 4000-level Honours coursework selective units from List 2, and

(iii) 12 credit points of 4000-level and 5000-level Honours coursework selective units from List 2, List 3, List 4, or List 5, a maximum of 6 credit points of which may be from List 3 and a maximum of 6 credit points of which may be from List 4, and

(iv) 24 credit points of 4000-level Honours research project units

Honours Coursework Selective

List 1

STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1
STAT4528 Probability and Martingale Theory	6	A STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. N STAT4028	Semester 1

List 2

STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2

List 3

A 4000- or 5000-level unit from a School other than the School of Mathematics and Statistics

List 4

A 5000-level unit available in the School of Mathematics and Statistics

List 5

STAT4021 Stochastic Processes and Applications	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1
STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
AMSI4001 AMSI Summer School	<u>6</u>	A Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent	<u>Intensive January</u>
MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or	Semester 1

		[12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1

MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1
MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
Honours Core Research Project			

STAT4103 Statistics Honours Project A	6		Semester 1 Semester 2
STAT4104 Statistics Honours Project B	6	C STAT4103	Semester 1 Semester 2
STAT4105 Statistics Honours Project C	6	C STAT4104	Semester 1 Semester 2
STAT4106 Statistics Honours Project D	6	C STAT4105	Semester 1 Semester 2
SCIE4999 Final Honours Mark	0		Semester 1 Semester 2



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.5

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Bachelor of Animal and Veterinary Bioscience Table 2 (Animal Health and Disease major)
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	<i>To amend the units of study Table 2 (Animal Health and Disease major) of the Bachelor of Animal and Veterinary Bioscience to replace two retired units.</i>
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) Approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience, Animal Health and Disease major unit of study table, with effect from 1 January 2021*

EXECUTIVE SUMMARY

The proposed amendments include:

- Remove AVBS3002 Laboratory Disease Investigation and AVBS4001 Animal Health and Disease
- Add AVBS3888 Laboratory Disease Investigations and AVBS3005 Animal Health and Disease

This will ensure new units are included and that progression requirements are met as old units are retired.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Bachelor of Animal and Veterinary Bioscience, Animal Health and Disease major unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Gary Muscatello

1. **Name of award course**

Bachelor of Animal and Veterinary Bioscience

2. **Purpose of proposal**

To amend the table of units of study for Table 2 of the Bachelor of Animal and Veterinary Bioscience to replace two retired units.

3. **Details of amendment**

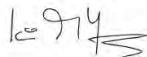
*Please see the tables attached.
AVBS3002 Laboratory Disease Investigation has been replaced with AVBS3888 Laboratory Disease Investigations and AVBS4001 Animal Health and Disease has been replaced with AVBS3005 Animal Health and Disease*

4. **Transitional arrangements**

None needed. This degree is being taught out and the vast majority of students will be in their fourth year in 2020. For those still in Year 3, the replacement of these units allows them to complete the Animal Health and Disease major.

5. **Other relevant information**

6. **Signature of Dean**



1 April 2020

BACHELOR OF ANIMAL AND VETERINARY BIOSCIENCE MAJORS

Unit of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Animal and Veterinary Bioscience			
Table 2: Animal Health and Disease Major			
Comprises 24 credit points:			
AVBS3001 Agents of Disease	6	P AVBS2001	Semester 1
AVBS3002 Laboratory Disease Investigation <i>This unit of study is not available in 2020</i>	6—	~~A CHEM1XXX and BIOL1XXX and ANSC3103 and ANSC3104 and (ENVX2001 or BIOM2001)~~ ~~P AVBS2001 and AVBS3001~~	~~Semester 2~~
AVBS3888 Laboratory Disease Investigations	6	A Fundamental mechanisms of disease, basic microbiology and parasitology, basic epidemiology. P AVBS2001 and AVBS3001	Semester 2
AVBS4001 Animal Health and Disease <i>This unit of study is not available in 2020</i>	6—	~~P AVBS2001 and AVBS3001~~	~~Semester 4~~
AVBS3005 Animal Health and Disease	6	A The completion of 12 credit points of first year Biology (BIOL1006 and BIOL1007), and microbiology (MICR2031) or immunology (IMMU2011) would be beneficial. P 12 credit points from (AVBS2001 or IMMU2X11 or MEDS2004 or MIMI2X02) or [6 credit points from (AVBS2001 or IMMU2X11 or MEDS2004 or MIMI2X02) and 6cp from (BIOL2XXX or MICR2XXX)] N AVBS4001	Semester 1
AVBS4004 Food Safety Assessment and Management	6	P AVBS3001 and AVBS4001	Semester 2



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Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.14

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Bachelor of Liberal Arts and Science unit of study table
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	To amend the units of study table for the Bachelor of Liberal Arts and Science, Liberal Studies parts A-F.
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *Approve the proposal from the Faculty of Science to amend the units of study table for the Bachelor of Liberal Arts and Science with effect from 1 January 2021*

EXECUTIVE SUMMARY

The proposed amendments include:

- Part A – Add ATHK1901 Analytical Thinking (Advanced) as core, MATH1111 Introduction to Calculus as elective, remove LNGS1001 Structure of Language, move DATA1X02 Informatics: Data and Computation to Part F.
- Part B – Add WRIT3000 Business and Workplace Communications and WORK1004 Foundations of Management, remove ENGL1007 Language, Texts and Time.
- Part C – Replace HPSC3107 Science, Ethics and Society with HPSC2011 Science, Ethics and Society.
- Part D – Remove GOVT1621 Introduction to International Relations.
- Part E – Add ENVX1002 Introduction to Statistical Methods, DATA1X01 Foundations of Data Science, DATA2X02 Data Analytics: Learning from Data. Replace HPSC2X01 What Is This Thing Called Science? with HPSC1X01 What Is This Thing Called Science?
- Part F – Rename section to “Digital Literacy”. Remove INFO1110 Introduction to Programming, MECO1002 Digital Media and Communications Landscapes. Add INFS1020 Digital Work Environments, DATA1X02 Informatics: Data and Computation.

These changes have been suggested as one of the outcomes of a recent course review. Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in this course. The changes will be included in the 2021 Undergraduate Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Bachelor of Liberal Arts and Science unit of study table, Liberal Studies parts A-F

Minor Course Amendment Proposal

Faculty: Faculty of Science

Contact person: Fiona White

1. Name of award course

Bachelor of Liberal Arts and Science

2. Purpose of proposal

To amend the table of units of study for the Bachelor of Liberal Arts and Science, Liberal Studies part A-F.

3. Details of amendment

*Part A: Add ATHK1901 to core; add MATH1111 to electives. Remove LNGS1001. Move DATA1X02 to Part F.
Part B: Add WRIT3000 and WORK1004. Remove ENGL1007.
Part C: Replace HPSC3107 with HPSC2011.
Part D: Remove GOVT1621.
Part E: Add ENVX1002, DATA1X01 and DATA2X01. Replace HPSC2X01 with HPSC1X01.
Part F: Rename to "Digital Literacy". Remove INFO1110 and MECO1002. Add INFS1020. Add DATA1X02 (was in Part A).*

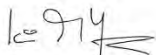
These changes have been suggested as one of the outcomes of a recent course review.

4. Transitional arrangements

Currently enrolled students will have their completed units counted towards the various requirements as per the Handbook at their time of enrolment. These new options will also be available to these students.

5. Other relevant information

6. Signature of Dean


1 April 2020

BACHELOR OF LIBERAL ARTS AND SCIENCE

Bachelor of Liberal Arts and Science Units Table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Liberal Arts and Science Candidates are required to complete 36 credit points from units listed in the Liberal Studies Units Table. ATHK1001 and WRIT1001 and at least one 6 credit point unit of study from Part C Ethics must be completed. The remaining 18 credit points of Liberal Studies units may be taken from any of the six areas of the table, A-F. It is strongly recommended that ATHK1001 and WRIT1001 are taken in the first year of the degree.			
A. Analytical Thinking			
Core units of study			
ATHK1001 Analytical Thinking	6	ATHK1001 is a compulsory unit within the Bachelor of Liberal Arts and Science (BLAS) degree and will only be available to students enrolled in BLAS.	Semester 1
<u>ATHK1901 Analytical Thinking (Advanced)</u>	<u>6</u>	<u>A An ATAR of 80 or more or equivalent</u> <u>Note: Department permission required for enrolment</u>	<u>Semester 1</u>
Elective units of study			
LNGS1001 Structure of Language	~~6~~	-	Semester 1
DATA1002 Informatics: Data and Computation	~~6~~	~~N INFO1903 OR DATA1902~~	~~Semester 2~~
DATA1902 Informatics: Data and Computation (Advanced)	~~6~~	~~A This unit is intended for students with ATAR at least sufficient for entry to the BSc/BAdvStudies(Advanced) stream, or for those who gained Distinction results or better, in some unit in Data Science, Mathematics, or Computer Science. Students with portfolio of high-quality relevant prior work can also be admitted.~~ ~~N INFO1903 OR DATA1002~~ <i>Note: Department permission required for enrolment</i>	~~Semester 2~~

<u>MATH1111</u> <u>Introduction to</u> <u>Calculus</u>	<u>6</u>	<u>A</u> Knowledge of algebra and trigonometry equivalent to NSW Year 10 <u>N</u> MATH1011 or MATH1901 or MATH1906 or MATH1001 or HSC Mathematics Extension 1 or HSC Mathematics Extension 2 or ENVX1001 or MATH1021 or MATH1921 or MATH1931 <i><u>Note: Department permission required for enrolment</u></i> <i><u>Students who have previously successfully studied calculus at a level at least equivalent to HSC Mathematics are prohibited.</u></i>	<u>Semester</u> <u>1</u>
PHIL1012 Introductory Logic	6		Intensive July Semester 2
PHIL2615 Logic and Proof	6	P PHIL1012 N PHIL2215 or PHIL3215	Semester 2
PHIL2642 Critical Thinking	6	P 12 credit points at 1000 level in Philosophy	Semester 2
<u>SCIE1001</u> <u>Sydney Science</u> <u>2050: Towards the</u> <u>Future</u>	<u>6</u>		<u>Semester</u> <u>1</u> <u>Semester</u> <u>2</u>
Any unit of study in Mathematics or Statistics from the Faculty of Science Table A to a maximum of 12 credit points can be counted towards the Liberal Studies requirements.			
B. Communication			
Core units of study			
WRIT1001 Writing and Rhetoric: Academic Essays	6		Semester 1 Semester 2 Summer Main
Elective units of study			
~~ENGL1007~~ ~~Language, Texts~~ ~~and Time~~ <i>~~This unit of study is~~</i> <i>~~not available in 2019~~</i>	~~6~~	-	~~Semester~~ ~~2~~

<u>WRIT3000</u> <u>Business and</u> <u>Workplace</u> <u>Communications</u>	<u>6</u>	<u>P</u> 24 credit points at 2000 level	<u>Semester</u> <u>1</u> <u>Semester</u> <u>2</u>
LNGS1002 Language and Social Context	6		Semester 2
<u>WORK1004</u> <u>Foundations of</u> <u>Management</u>	<u>6</u>	<u>N</u> WORK2201	<u>Semester</u> <u>1</u> <u>Semester</u> <u>2</u>
WRIT1000 Introduction to Academic Writing	6		Semester 1 Semester 2
WRIT2002 Arguments that Change the World	6	P 12 credit points at 1000 level in Writing Studies	Semester 1
Any unit of study in a language subject area other than English, from the Faculty of Arts Table A to a maximum of 12 credit points in languages can be counted towards the Liberal Studies requirements.			
C. Ethics			
HPSC1000 Bioethics	6	N HPSC1900 <i>This Junior unit of study is highly recommended to Intermediate and Senior Life Sciences students.</i>	Intensive June Semester 1 Summer Main
HPSC1900 Bioethics (Advanced)	6	A (ATAR 90 or above) or equivalent N HPSC1000 <i>Note: Department permission required for enrolment</i>	Semester 1
~~HPSC3107~~ ~~Science, Ethics and~~ ~~Society~~	~~6~~	~~P (HPSC2100 or HPSC2900) and (HPSC2101 or HPSC2901)~~ ~~N HPSC3022 or HPSC3024 or HPSC2011~~	~~Semester~~ ~~2~~
<u>HPSC2011</u> <u>Science, Ethics and</u> <u>Society</u>	<u>6</u>	<u>A</u> Students should be familiar with introductory material in <u>Philosophy of Science, Ethics or Sociology.</u> <u>N</u> <u>HPSC3107</u>	<u>Semester</u> <u>2</u>
PHIL1011 Reality, Ethics and Beauty	6	N PHIL1003 or PHIL1004 or PHIL1006 or PHIL1008	Semester 1
PHIL2617 Practical Ethics	6	P 12 credit points at 1000 level in Philosophy N PHIL2517 or PHIL3617	Semester 1 Summer Main

PHIL2623 Moral Psychology	6	P 12 credit points at 1000 level in Philosophy N PHIL2513 or PHIL3513	Semester 1
D. Culture, Society and Global Citizenship			
AMST1001 Global America	6		Semester 2
ANTH1001 Cultural Difference: An Introduction	6	N ANTH1003	Intensive July Semester 1 Summer Main
ANTH1002 Anthropology and the Global	6	N ANTH1004	Semester 2
ANTH2625 Culture and Development	6	P 12 credit points at 1000 level in Anthropology	Semester 1
ARHT1002 Shock of the Now: Global Art since 1900	6		Semester 2
<u>ENVI1003</u> <u>Global Challenges:</u> <u>Food, Water,</u> <u>Climate</u>	<u>6</u>	<u>N</u> AGEN1002	<u>Semester</u> <u>2</u>
GEOS1001 Earth, Environment and Society	6	N GEOS1901 or GEOG1001 or GEOG1002 or GEOL1001 or GEOL1002 or GEOL1902 or ENSY1001	Semester 1
GEOS1901 Earth, Environment and Society Advanced	6	A (ATAR 90 or above) or equivalent N GEOS1001 or GEOG1001 or GEOG1002 or GEOL1001 or GEOL1002 or GEOL1902 or ENSY1001 <i>Note: Department permission required for enrolment</i>	Semester 1
GEOS1002 Introductory Geography	6	N GEOS1902 or GEOG1001 or GEOG1002	Semester 2
GEOS1902 Introductory Geography (Advanced)	6	A (ATAR 90 or above) or equivalent N GEOS1002 or GEOG1001 or GEOG1002 <i>Note: Department permission required for enrolment</i>	Semester 2
GOVT1621 Introduction to International Relations	~~6~~	-	~~Semester~~ 4 ~~Semester~~ 2

INDG1001 Introduction to Indigenous Cultures	6		Intensive July Semester 1
E. Scientific Enquiry			
ANTH2627 Medical Anthropology	6	P 12 credit points at 1000 level in Anthropology or 12 credit points at 1000 level in Gender Studies N ANTH2027	Semester 1
DATA1001 Foundations of Data Science	6	N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021	Semester 1 Semester 2
DATA1901 Foundations of Data Science (Adv)	6	A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015	Semester 1 Semester 2
DATA2002 Data Analytics: Learning from Data	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P [DATA1001 or ENVX1001 or ENVX1002] or [MATH10X5 and MATH1115] or [MATH10X5 and STAT2X11] or [MATH1905 and MATH1XXX (except MATH1XX5)] or [BUSS1020 or ECMT1010 or STAT1021] N STAT2012 or STAT2912 or DATA2902	Semester 2
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
ENVX1002 Introduction to Statistical Methods	6	N ENVX1001 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or DATA1001 or DATA1901 or BUSS1020 or STAT1021 or ECMT1010 <i>Available as a degree core unit only in the Agriculture, Animal and Veterinary Bioscience, and Food and Agribusiness streams.</i>	Semester 1
HPSC2101 What Is This Thing Called Science?	6	~~P 24 credit points of Junior units of study-~~ ~~N HPSC2901-~~	Semester 2 Summer Main
HPSC2901 What Is This Thing Called Science? (Adv)	6	~~P 24 credit points of Junior study with a Distinction average-~~ ~~N HPSC2101-~~ <i>Note: Department permission required for enrolment</i>	Semester 2

<u>HPSC1001</u> <u>What is this Thing Called Science?</u>	<u>6</u>	<u>N HPSC2101 or HPSC2901 or HPSC1901</u>	<u>Semester 2</u>
<u>HPSC1901</u> <u>What is this Thing Called Science? (Adv)</u>	<u>6</u>	<u>A (ATAR 90 or above) or equivalent</u> <u>N HPSC2101 or HPSC2901 or HPSC1001</u> <i><u>Note: Department permission required for enrolment</u></i>	<u>Semester 2</u>
HPSC2100 The Birth of Modern Science	6	P 24 credit points of Junior units of study N HPSC2900	Semester 1 Summer Main
HPSC2900 The Birth of Modern Science (Advanced)	6	P 24 credit points of Junior study with a Distinction average N HPSC2100 <i><u>Note: Department permission required for enrolment</u></i>	Semester 1
F. Technological Digital Literacy			
ARIN2610 Internet Transformations	6	P 12 credit points at 1000 level in Digital Cultures or 12 credit points at 1000 level in Media Studies or 18 credit points at 1000-level in any of Anthropology, Art History, Computer Science, Design Computing, English, Gender Studies, Cultural Studies, History, Information Systems, Information Technology, Linguistics, Philosophy, Psychology or Sociology N ARIN2100	Semester 2
ARIN2620 Everyday Digital Media	6	P 12 credit points at 1000 level in Digital Cultures or 12 credit points at 1000 level in Media Studies or 18 credit points at 1000-level in any of Anthropology, Art History, Computer Science, Design Computing, English, Gender Studies, Cultural Studies, History, Information Systems, Information Technology, Linguistics, Philosophy, Psychology or Sociology N ARIN2200	Semester 1
<u>DATA1002</u> <u>Informatics: Data and Computation</u>	<u>6</u>	<u>N INFO1903 OR DATA1902</u>	<u>Semester 2</u>
<u>DATA1902</u> <u>Informatics: Data and Computation (Advanced)</u>	<u>6</u>	<u>A This unit is intended for students with ATAR at least sufficient for entry to the BSc/BAdvStudies(Advanced) stream, or for those who gained Distinction results or better, in some unit in Data Science, Mathematics, or Computer Science. Students with portfolio of high-quality relevant prior work can also be admitted.</u> <u>N INFO1903 OR DATA1002</u> <i><u>Note: Department permission required for enrolment</u></i>	<u>Semester 2</u>
<u>INFS1020</u> <u>Digital Work Environments</u>	<u>6</u>	<u>A INFS1000 or INFO1000 or INFO1003 or INFO1903</u>	<u>Semester 1</u> <u>Semester 2</u>

INFO1110 Introduction to Programming	~~6—~~	~~N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR~~ ~~INFO1905-~~	~~Semester~~ ~~4~~ ~~Semester~~ ~~2~~
MECO1002 Digital Media and Communications Landscapes	~~6—~~	~~Available to BA/B Advanced Studies (Media and Communications),~~ ~~BA/B Law and Digital Cultures major students only~~	~~Semester~~ ~~2~~



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.15

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Science Table 1 majors, Chemistry and Medicinal Chemistry
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	To amend the unit of study table for the Table 1 majors, Chemistry and Medicinal Chemistry by adding new units to replace retired units.
Proposal Presenter	Gary Muscatello

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *Approve the proposal from the Faculty of Science to amend the Science Table 1 Chemistry unit of study table with effect from 1 January 2021*
- (2) *Approve the proposal from the Faculty of Science to amend the Science Table 1 Medicinal Chemistry unit of study table with effect from 1 January 2021*

EXECUTIVE SUMMARY

The proposed amendments include:

- Science Table 1 Chemistry – Remove retired units CHEM3110 Biomolecules: Properties and Reactions, CHEM3910 Biomolecules: Properties and Reactions Adv, CHEM3111 Organic Structure and Reactivity, CHEM3911 Organic Structure and Reactivity (Adv), CHEM3112 Materials Chemistry, CHEM3912 Materials Chemistry (Adv), CHEM3113 Catalysis and Sustainable Processes, CHEM3913 Catalysis and Sustainable Process (Adv), CHEM3114 Metal Complexes: Medicine and Materials, CHEM3914 Metal Complexes: Medic. and Mater (Adv), CHEM3115 Synthetic Medicinal Chemistry, CHEM3915 Synthetic Medicinal Chemistry, CHEM3116 Membranes, Self-Assembly and Surfaces, CHEM3916 Membranes, Self-Assembly and Surfaces (Adv), CHEM3117 Molecular Spectroscopy and Quantum Theory, CHEM3917 Mol. Spectroscopy and Quantum Theory (Adv)
- Science Table 1 Chemistry – Add new units CHEM3118 Synthetic Chemistry, CHEM3918 Synthetic Chemistry (Advanced), CHEM3119 Materials Chemistry, CHEM3919 Materials Chemistry (Advanced), CHEM3120 Environmental and Analytical Chemistry, CHEM3920 Environmental and Analytical Chemistry (Adv), CHEM3121 Chemical Biology, CHEM3921 Chemical Biology (Advanced), CHEM3122 Molecular Self Assembly, CHEM3922 Molecular Self Assembly (Advanced), CHEM3123 Computational Chemistry, CHEM3923 Computational Chemistry (Advanced)
- Science Table 1 Medicinal Chemistry – Remove retired units CHEM3110 Biomolecules: Properties and Reactions, CHEM3910 Biomolecules: Properties and Reactions Adv, CHEM3115 Synthetic Medicinal Chemistry, CHEM3915 Synthetic Medicinal Chemistry (Adv)
- Science Table 1 Medicinal Chemistry – Add new units CHEM3118 Synthetic Chemistry, CHEM3918 Synthetic Chemistry (Advanced), CHEM3121 Chemical Biology, CHEM3921 Chemical Biology (Advanced)

This will ensure new units are included and that progression requirements are met as old units are retired. Collections will be updated and will be available within Sydney Student and changes will be included in the 2021 Undergraduate Handbook.



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.15

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Table 1 Chemistry unit of study table
3. Marked-up Table 1 Medicinal Chemistry unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. Name of award course

Bachelor of Science (pre 2018)
Bachelor of Liberal Arts and Science (pre 2019)
Bachelor of Psychology (pre 2019)

2. Purpose of proposal

To amend the table of units of study for the Table 1 majors, Chemistry and Medicinal Chemistry to add new units and remove retired units.

3. Details of amendment

Please see tables attached.

Chemistry major: Add CHEM3118, CHEM3918, CHEM3119, CHEM3919, CHEM3120, CHEM3920, CHEM3121, CHEM3921, CHEM3122, CHEM3922, CHEM3123, CHEM3923. Which replaces CHEM3110, CHEM3910, CHEM3111, CHEM3911, CHEM3112, CHEM3912, CHEM3113, CHEM3913, CHEM3114, CHEM3914, CHEM3115, CHEM3915, CHEM3116, CHEM3916, CHEM3117, CHEM3917

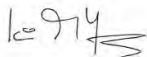
Medicinal Chemistry major: Add CHEM3118, CHEM3918, CHEM3121, CHEM3921. Which replaces CHEM3110, CHEM3910, CHEM3115, CHEM3915

4. Transitional arrangements

No transitional arrangements needed. All retired units will still count towards major requirements. New units have appropriate prohibitions so that students will still have new unit options to complete their major.

5. Other relevant information

6. Signature of Dean



1 April 2020

TABLE 1: CHEMISTRY

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Chemistry			
For a major in Chemistry, the minimum requirement is 24 credit points from senior units of study listed in this subject area, which must include the associated laboratory units.			
Students are strongly advised to complete CHEM2521 Molecular Stability and Reactivity from the Intermediate Unit of Study List			
Junior units of study			
CHEM1011 Fundamentals of Chemistry 1A	6	A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1111 or CHEM1911 or CHEM1991 <i>Students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February, and online year-round, see https://sydney.edu.au/students/bridging-courses.html).</i>	Semester 1
CHEM1012 Fundamentals of Chemistry 1B	6	P CHEM1XX1 N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1112 or CHEM1912 or CHEM1992	Semester 2
CHEM1111 Chemistry 1A	6	A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February) N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1911 or CHEM1991 <i>Students who have not completed secondary school chemistry are strongly advised to instead complete Fundamentals of Chemistry 1A in the first semester of the calendar year (unless you require 12 credit points of Chemistry and are commencing in semester 2). You</i>	Intensive January Semester 1 Semester 2

		<i>should also take the Chemistry Bridging Course in advance (offered in February, and online year-round https://sydney.edu.au/students/bridging-courses.html).</i>	
CHEM1112 Chemistry 1B	6	P CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or (75 or above in CHEM1011 or CHEM1001) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1912 or CHEM1992	Intensive January Semester 1 Semester 2
CHEM1911 Chemistry 1A (Advanced)	6	A 80 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1991 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1912 Chemistry 1B (Advanced)	6	P CHEM1911 or CHEM1991 or CHEM1901 or CHEM1903 or (75 or above in CHEM1111 or CHEM1101) or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1992 <i>Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Advanced units in the opposite order.</i>	Semester 2
CHEM1991 Chemistry 1A (Special Studies Program)	6	A 90 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1911 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1992 Chemistry 1B (Special Studies Program)	6	P 75 or above in CHEM1991 or CHEM1903 or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1912 <i>Entry is by invitation. This unit of study is deemed to be an Advanced unit of study. Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Special Studies Program units in the opposite order.</i>	Semester 2

Intermediate units of study			
CHEM2521 Molecular Stability and Reactivity	6	P (CHEM1011 or CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1012 or CHEM1112 or CHEM1912 or CHEM1992 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2921 or CHEM2991 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2921 Molecular Stability and Reactivity (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2521 or CHEM2991 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2991 Molecular Stability and Reactivity (SSP)	6	P A mark of 75 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 75 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2921 or CHEM2521 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2522 Sustainable Chemical Manufacture	6	P (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2922 or CHEM2532 or CHEM2404 or CHEM2914	Semester 1
CHEM2922 Sustainable Chemical Manufacture (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2522 or CHEM2532 or CHEM2404 or CHEM2914	Semester 1
CHEM2523 Chemistry of Biological Molecules	6	P (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002)	Semester 2

		N CHEM2923 or CHEM2533 or CHEM2403 or CHEM2913	
CHEM2923 Chemistry of Biological Molecules (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2523 or CHEM2533 or CHEM2403 or CHEM2913	Semester 2
CHEM2524 Chemical Physics	6	P (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2924 or CHEM2534 or CHEM2402 or CHEM2912 or CHEM2916	Semester 2
CHEM2924 Chemical Physics (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2524 or CHEM2534 or CHEM2402 or CHEM2912	Semester 2
Senior units of study			
CHEM3110 Biomolecules: Properties and Reactions	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3910	Semester 4
CHEM3910 Biomolecules: Properties and Reactions Adv	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3110	Semester 4
CHEM3111 Organic Structure and Reactivity	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3911	Semester 4
CHEM3911 Organic	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in	Semester 4

Structure and Reactivity (Adv)		(CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3111	
CHEM3112 Materials Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N -CHEM3912	Semester 1
CHEM3912 Materials Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3112	Semester 1
CHEM3113 Catalysis and Sustainable Processes	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N -CHEM3913	Semester 1
CHEM3913 Catalysis and Sustainable Process (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3113	Semester 1
CHEM3114 Metal Complexes: Medicine and Materials	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N -CHEM3914	Semester 2
CHEM3914 Metal Complexes: Medic. and Mater. (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3114	Semester 2
CHEM3115 Synthetic Medicinal Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N -CHEM3915	Semester 2
CHEM3915 Synthetic Medicinal Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3115	Semester 2
CHEM3116 Membranes,	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR	Semester 2

Self Assembly and Surfaces		(CHEM2521 or CHEM2921 or CHEM2991) N -CHEM3916	
CHEM3916 Membranes, Self Assembly and Surfaces(Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3116	Semester 2
CHEM3117 Molecular Spectroscopy and Quantum Theory	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N -CHEM3917	Semester 2
CHEM3917 Mol. Spectroscopy and Quantum Theory (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N -CHEM3117	Semester 2
<u>CHEM3118 Synthetic Chemistry</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3918 Synthetic Chemistry (Advanced)</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3119 Materials Chemistry</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3919 Materials Chemistry (Advanced)</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3120 Environmental and Analytical Chemistry</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3920 Environmental and Analytical Chemistry (Adv)</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3121 Chemical Biology</u>	<u>6</u>		<u>Semester 2</u>

<u>CHEM3921</u> <u>Chemical</u> <u>Biology</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3122</u> <u>Molecular Self</u> <u>Assembly</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3922</u> <u>Molecular Self</u> <u>Assembly</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3123</u> <u>Computational</u> <u>Chemistry</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3923</u> <u>Computational</u> <u>Chemistry</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>2</u>

TABLE 1: MEDICINAL CHEMISTRY

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Medicinal Chemistry			
For a major in Medicinal Chemistry, the minimum requirement is 24 credit points comprising:			
(i) (PCOL3011/3911 or MCHM3001/3901) and PCOL3012/3912; and			
(ii) ~~CHEM3110/3910 and CHEM3115/3915~~ <u>CHEM3118/3918 and CHEM3121/CHEM3921</u>			
Note that there are intermediate prerequisites for the core senior units of study. Junior and intermediate units of study should be selected to permit progression to the required senior units of study.			
PCOL3011 Toxicology	6	P (PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2405) N PCOL3911	Semester 1
PCOL3911 Toxicology (Advanced)	6	P a mark of 70 or above in [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2405)] N PCOL3011	Semester 1
PCOL3012 Drug Design and Development	6	P (PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX N PCOL3912	Semester 1
PCOL3912 Drug Design and Development (Advanced)	6	P a mark of 70 or above in {(PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX} N PCOL3012	Semester 1
CHEM3110 Biomolecules: Properties and Reactions	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3910	Semester 4
CHEM3910 Biomolecules: Properties and Reactions Adv	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3110	Semester 4
CHEM3115 Synthetic Medicinal Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3915	Semester 2
CHEM3915 Synthetic Medicinal Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3115	Semester 2
<u>CHEM3118</u>	<u>6</u>		<u>Semester 1</u>

<u>Synthetic Chemistry</u>			
<u>CHEM3918 Synthetic Chemistry (Advanced)</u>	<u>6</u>		<u>Semester 1</u>
<u>CHEM3121 Chemical Biology</u>	<u>6</u>		<u>Semester 2</u>
<u>CHEM3921 Chemical Biology (Advanced)</u>	<u>6</u>		<u>Semester 2</u>
MCHM3001 From Molecules to Therapeutics	6	P [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402) or (BMED2401 and BMED2405)] or (12cp from BCMB2XXX) and [(CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991)] N MCHM3901	Semester 1
MCHM3901 From Molecules to Therapeutics (Advanced)	6	P A mark of 70 or above in each of [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402) or (BMED2401 and BMED2405) or in each unit of (12cp from BCMB2XXX)] AND a mark of 70 or above in [(CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991)] N MCHM3001	Semester 1



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.8

Author	Jennifer Peden, Coordinator Curriculum & Quality Faculty of Arts & Social Sciences
Reviewer/Approver	Dr Kelly Freebody, Associate Dean (Undergraduate Programs) Faculty of Arts and Social Sciences
Proposal / Paper Title	4000 LEVEL ADVANCED COURSEWORK IN THE BACHELOR OF ARTS AND BACHELOR OF ADVANCED STUDIES (POLITICS AND INTERNATIONAL RELATIONS) STREAM
Proposed Year of Implementation	2021
Faculty Approval Date	February 24, 2020
Purpose	To amend the structure of the 4000 level advanced coursework component of the Bachelor of Arts / Bachelor of Advanced Studies (Politics and International Relations) stream
Proposal Presenter	Dr Kelly Freebody

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.

EXECUTIVE SUMMARY

The Faculty of Arts and Social Sciences has reviewed the structure of the 4000 level advanced coursework component in the Bachelor of Arts and Bachelor of Advanced Studies (Politics and International Relations) stream, to better serve the distinctiveness of the stream and achieve its learning outcomes.

ENDORSEMENT HISTORY

Governance Body	Meeting Date	Conditional / Unconditional Endorsement	Has feedback from this committee been addressed?
BIS	11 March 2020	Conditional	Clarification requested
BIS	108 April 2020	Unconditional	
USC	21 April 2020	Conditional	Recommended amendments to wording in the Politics and International Relations program table have been incorporated.

ATTACHMENTS

Minor course amendment proposal: BA/BAdvSt (Politics and International Relations) advanced coursework

Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Joshua Sim

1. Name of award course

Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations)

2. Purpose of proposal

To amend the requirements for the Advanced Coursework pathway of the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) for the PIR program.

3. Details of amendment

Advanced Coursework requires completion of a minimum of 36 credit points, including:
(i) 24 credit points of core units; and,
(ii) a research, community, industry or entrepreneurship project of at least 12 and up to ~~24~~36 credit points.

4. Transitional arrangements

These requirements apply to students who commenced their candidature after 1 January 2021. Students who commenced prior to 2021 will be subject to the course resolutions of the year they commenced their studies.

5. Other relevant information

6. Signature of Dean

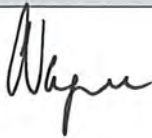
4. **Transitional arrangements**

Dean's signature

These requirements apply to students who commenced their candidature after 1 January 2021.

5. **Other relevant information**

6. **Signature of Dean**



26/02/2020

Prof. Annamarie Jagose
Dean
Faculty of Arts and Social Sciences

POLITICS AND INTERNATIONAL RELATIONS

Unit of study	Credit points
Politics and International Relations The Politics and International Relations stream within the Bachelor of Arts/Bachelor of Advanced Studies requires a maximum of 120 credit points from this table including: (i) ~~A a maximum of~~ 120 credit points program in Politics and International Relations	
Politics and International Relations program Achievement of the program in Politics and International Relations requires ~~a maximum of the completion of~~ 120 credit points from ~~this~~ <u>the Politics and International Relations</u> tables including: (i) ~~A~~ 48 credit points major in Politics and International Relations (ii) ~~A minimum of~~ 18 credit points of stream-specific units (iii) ~~A minimum of~~ 6 credit points of 1000-level selective units (iv) 48 credit points ~~Completion~~ of either Honours or Advanced Coursework <u>in Politics and International Relations</u>. * Students who exit after 144 credit points receive a Bachelor of Arts (Politics and International Relations).	
Politics and International Relations major* A major in Politics and International Relations requires 48 credit points, including: (i) 12 credit points of 1000-level core units (ii) 18 credit points of 2000-level core units (iii) ~~A minimum of~~ 6 credit points of 3000-level Interdisciplinary Project units (iv) A minimum of 12 credit points of 3000-level selective units *This major is only available students who are eligible to withdraw from the Bachelor of Arts/Bachelor of Advanced Studies (Politics and International Relations) stream after 3 years of study (144 credit points) will exit with a Politics and International Relations major.	

1000-level units of study

Stream-specific

GOVT1601
Contemp Issues in Pols and Int Relations I

6

Major Core

GOVT1621
Introduction to International Relations

6

GOVT1641
Introduction to Politics

6

Selective

GOVT1661
Politics and Popular Culture

6

2000-level units of study

Stream-specific

GOVT2901
Contemp Issues in Pols and Int Relations II

6

Major Core

GOVT2921
Intermediate International Relations

6

GOVT2941
Making Policy in Political Context

6

GOVT2991 Political Analysis	6		
3000-level units of study			
Stream-specific			
GOVT3601 Essential Texts in Politics and IR	6		
Interdisciplinary project unit of study			
Where this major is being completed as a first major towards a degree, students should ensure that the Interdisciplinary Impact unit of study is undertaken.			
Where this major is being completed as a second major from the Faculty of Arts and Social Sciences towards a degree, the Industry and Community Project unit of study is the appropriate unit to select.			
GOVT3900 Interdisciplinary Impact	6		
GOVT3898 Industry and Community Project	6		
Selective			
GOVT3622 Politics of Intl Economic Relations <i>This unit of study is not available in 2020</i>	6		
GOVT3623 Non-state Actors in Global Politics <i>This unit of study is not available in 2020</i>	6		
GOVT3625 Global Health, Politics and Security <i>This unit of study is not available in 2020</i>	6		

GOVT3631 Politics of the Global South	6		
GOVT3641 Government, Business and Society	6		
GOVT3643 Emotions and Public Policy	6		
<u>GOVT3644</u> <u>Political Campaigning</u>	<u>6</u>		
GOVT3651 Politics of China <i>This unit of study is not available in 2020</i>	6		
GOVT3652 Environmental Politics in Australia <i>This unit of study is not available in 2020</i>	6		
GOVT3653 The Australian Political Party System	6		
GOVT3654 Capitalism and Democracy in East Asia	6		
GOVT3655 Latin American Politics	6		
GOVT3661 Politics of the Pacific region <i>This unit of study is not available in 2020</i>	6		
GOVT3664 Key Concepts in Political Thought <i>This unit of study is not available in 2020</i>	6		
GOVT3665 Collateral Damage and The Cost of Conflict	6		
GOVT3671 Australian Foreign and Security Policy	6		
GOVT3672 American Politics and Foreign Policy	6		

GOVT3901 Digital Politics	6		
GOVT3980 Democracy and Dictatorship	6		
GOVT3984 Policy and Politics of Governing Cities <i>This unit of study is not available in 2020</i>	6		
GOVT3986 Gender, Security and Human Rights	6		
GOVT3987 Comparative Public Sector Management <i>This unit of study is not available in 2020</i>	6		
GOVT3988 Globalisation, Governance and the State <i>This unit of study is not available in 2020</i>	6		
GOVT3989 Divided Societies	6		
GOVT3990 Islam and Democracy in the Muslim World <i>This unit of study is not available in 2020</i>	6		
GOVT3993 Power	6		
<u>GOVT3995</u> <u>Politics and Environment: Current Issues</u>	<u>6</u>		
GOVT3996 Science, Tech and International Security <i>This unit of study is not available in 2020</i>	6		
GOVT3997 Parliament and Democracy	6		
GOVT3998 Aboriginal and TSI Politics and Policy <i>This unit of study is not available in 2020</i>	6		

GOVT3999 Terrorism and Organised Crime	6		

POLITICS AND INTERNATIONAL RELATIONS

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Politics and International Relations			
Advanced coursework			
Advanced Coursework requires completion of a minimum of 36 credit points, including:			
(i) 24 credit points of core units; and,			
(ii) a research, community, industry or entrepreneurship project of at least 12 and up to ~~24~~ 36 credit points.			
Advanced Coursework units of study			
GOVT4601 Recurrent questions in I.R.	6		Semester 1 Semester 2
GOVT4602 Political theory and practice nexus	6		Semester 1 Semester 2
GOVT4603 Wicked problems and policy innovation	6		Semester 1 Semester 2
GOVT4604 Advanced topics in Politics and International Relations	6		Semester 1 Semester 2
Advanced Coursework project units of study			
GOVT4611 Politics and IR Project A	6		Semester 1 Semester 2
GOVT4612 Politics and IR Project B	6		Semester 1 Semester 2
GOVT4621 Politics and IR Placement A	6		Semester 1 Semester 2
GOVT4622 Politics and IR Placement A	6		Semester 1 Semester 2

Politics and International Relations Stream B.A.S. Proposal 2021-

Prepared: 27/06/19

1. Purpose

This document provides details for units to be established for the 2021- Politics and International Relations Stream fourth-year Bachelor of Advanced Studies (BAS) program. It includes unit summaries for the proposed programme for 2021 onwards, and seeks approval for these offerings so that preparation for implementation can begin during 2020.

These units have been developed by the Departmental Board, in consultation with the School of Social and Political Sciences executive.

2. Context

The Department of Government and International Relations has established a successful four-year Stream in Politics and International Relations through the recent University-wide undergraduate program redevelopment process. As part of the ongoing implementation of the Stream, a fourth-year non-honours BAS¹ will be implemented from 2021 with circa 100 enrolled students, moving to over 200 in subsequent years.

The Department currently maintains three areas of undergraduate teaching that align to key sub-disciplines in political science/studies:

- *International Relations* / International Studies;
- *General Politics* – including domestic/sub-national politics, comparative politics, and political theory and philosophy, and;
- *Public policy* – including policy analysis and design, theories of the policy process, and public administration and management.

Following consultation within the School, the PIR BAS program has been determined to consist of **36 dedicated credit points of units** to be provided by the Department of Government and International Relations (with students also taking 12 credit points of free electives from established units to fill out the two full-time semesters/equivalent).

Of the 36 credit points of dedicated (Stream-specific) offerings, this will include:

- Four, 6-credit point units providing advanced coursework, and;
- Either 12-credit points of, or a combination of two 6-credit points of, team-based project units and/or placement units.

¹ PIR BAS students have access to the established Government and International Relations honours program with its own fourth-year units.

3. The proposal

The proposal specifies the creation of (a) four new advanced coursework units at the 4,000 level, and (b) the re-submission of previously developed project and placement units.² In total, the Department proposes to offer from semester 1, 2021:

- **GOVT4xxA** - *Recurrent questions in I.R.* (IR-focus, 6cps)
- **GOVT4xxB** - *Political theory and practice nexus* (general politics focus, 6cps)
- **GOVT4xxC** - *Wicked problems and policy innovation* (public policy focus, 6cps)
- **GOVT4xxD** - *Advanced topics in Politics and International Relations* (cross-disciplinary unit, 6cps)
- **GOVT4xxE/4xxF** – 6 credit point and 12 credit point placement (internships) units³
- **GOVT4xxG/4xxH** – 6 credit point and 12 credit point project (including the Departmental “observatory” initiative) units.

4. Unit proposals

Unit of Study Name (limit to 40 characters which includes spaces)

GOVT4xxA - Recurrent questions in I.R.

Type

Undergraduate

Level of Study (e.g. 1000, 2000, 3000, 4000)

4000

Session offered (e.g. Semester 1, Semester 2, Semester 1 & 2, Intensive)

Semester 1 & 2

Credit point value (e.g. 0, 2, 6, 12, 18, 24)

6

Curriculum Core or Elective

Core⁴

Curriculum Function

This is the cumulative advanced coursework unit in the International Relations sub-discipline of the Politics and International Relations Stream. The unit draws together a wide array of general and specific theory and knowledge obtained over years one through three, and provides a wide canvas for thinking about power and its implications in international affairs.

Unit of Study Description (limit to 700 characters) (**Handbook Data**)

² Initially developed under the old application process in early 2018.

³ FASS external relations is currently developing the placement program under Karen Walker’s oversight.

⁴ Core units in the existing Stream program are offered in both semesters.

This unit prepares students to address the big issues in International Relations. By the end of the unit of study, students will be able to: Demonstrate an in-depth understanding of advanced international relations theory; Possess detailed research skills and cultural competence, and; Have the ability to apply theoretical insights to current world events. The unit asks student to reflect on five core questions: Why does the world hang together? Who gets to runs the world? Who owns the world? What makes us feel unsafe? And, What If I ran the world?

Prerequisites (Handbook Data)

PIR Stream, BAS entry (4th year)

Corequisites (Handbook Data)

-

Prohibitions (Handbook Data)

-

Assumed Knowledge (Handbook Data)

Body of knowledge developed in years 1-3 of the PIR Stream program

Additional Information (Handbook Data)

-

Field Work or Professional Experience (Handbook Data)

-

Assessment (Remember, 3 teaching hours = 4500 wds, 2 teaching hours = 6000wds) (Handbook Data)

Type of Task	Quantity	Assessment length	Weight %
Essay plan	1	1000 words	25%
Major essay	1	3500 words	65%
Participation	1	-	10%

Teaching Hours (Handbook Data)

38 contact hours

Learning Outcomes

On the completion of this unit of study, students will be able to:

- Demonstrate fluency with key contemporary theories in International Relations, including their underlying ontological bases, intellectual origins, and implications for International Relations practice.
- Link major fundamental questions about the distribution of, and implication of, power in the global system to relevant theory, and how that theory can be applied to critical analysis of power and its potential for reformulation.
- Articulate, at a professional level, a deep worldview understanding of the global system, and be able to establish a threaded explanation of this worldview from micro to meso power structures and actors.

Assessment Design

This unit looks to the connection between theory and practice in global power systems. As such, it assesses at an advanced level:

- The ability to disaggregate broad issues of political, economic and social power in international affairs, select appropriate analytical tools to provide insights into the current and future operation of this power, and employ theoretical concepts prospectively to talk about change agents, loci, and potentialities. This work is done through the plan-essay component.
- A broad level of knowledge about International Relations theory and concepts, breaking students away from particular personal “orientations” (e.g. realist-oriented approaches) to demonstrate a depth understanding of the concepts and potential insights of multiple theoretical approaches to the discipline.

Review and Development

The Unit will be reviewed in 2022 following two implementations of the unit by the teaching team (the unit will be Departmentally-taught) to assess the fit between content and assessment, and with student informants to determine the extent to which the applied nature of the unit is realised. An external reviewer from the Australian Institute of International Affairs will be included in this process.

Has any external organisation been consulted in the process of designing this UOS?

No

Social Inclusion considerations

Normal coursework inclusion considerations will be considered in the implementation of this unit.

Unit of Study Name (limit to 40 characters which includes spaces)

GOVT4xxB - Political theory and practice nexus

Type

Undergraduate

Level of Study (e.g. 1000, 2000, 3000, 4000)

4000

Session offered (e.g. Semester 1, Semester 2, Semester 1 & 2, Intensive)

Semester 1 & 2

Credit point value (e.g. 0, 2, 6, 12, 18, 24)

6

Curriculum Core or Elective

Core

Curriculum Function

This is the cumulative coursework unit in the General Politics sub-discipline of the Politics and International Relations Stream. The unit focuses on moving students to think about the “big picture”, making the units summative and drawing on major concepts in the area of politics. The purpose of the unit is to provide a “capstone” with major writing component in the ultimate year of the program.

Unit of Study Description (limit to 700 characters) (**Handbook Data**)

This unit provides a space for intellectual syntheses, allowing students to bring together ideas and theories learned in specialist units in the Politics program into new areas of analysis. The unit looks at five major political concepts: Justice, Representation, Collective action, Citizenship, and the State; and in doing so requires students to confront these topics from a variety of perspectives that challenge conventional understanding and implementation of them. The unit assessment will necessitate student thinking about how to apply these concepts in the real world, at an advanced level, in both pragmatic and optimistic modes.

Prerequisites (**Handbook Data**)

PIR Stream, BAS entry (4th year)

Corequisites (**Handbook Data**)

-

Prohibitions (**Handbook Data**)

-

Assumed Knowledge (**Handbook Data**)

Body of knowledge developed in years 1-3 of the PIR Stream program

Additional Information (**Handbook Data**)

-

Field Work or Professional Experience (**Handbook Data**)

-

Assessment (Remember, 3 teaching hours = 4500 wds, 2 teaching hours = 6000wds) (**Handbook Data**)

Type of Task	Quantity	Assessment length	Weight %
Major essay planning document	1	500 words	20%
Major analytical paper	1	4000 words	70%
Participation	1	-	10%

Teaching Hours (Handbook Data)

38 contact hours

Learning Outcomes

At the conclusion of the unit, the student will have the:

- Ability to relate existing concepts to one or more of the unit's five core conceptual areas.
- Identify, both analytically and creatively, where theory and practice intersect.
- Identify topics and problems associated with the realisation of one or more of the five conceptual areas.
- Identify and relate theory to the topic, as both applied-for-interpretation application, and to identify areas of theoretical limit, weakness, or epistemological absence.
- Demonstrate the capacity to engage in research design (planning document).
- Demonstrate the capacity to implement a research design reflexively to produce a well-founded, engaging application of political theory and concepts to a real-world issue associated with one of the five subject theme areas.

Assessment Design

This unit focuses students to select one of the five major political concepts against which to develop a scaffolded final research paper. This model is similar to that used at the conclusion of the coursework masters program, and has similar objectives:

- Focused student-driven inquiry;
- Culmination of learning towards problem/issue-focuses analysis;
- Structured writing via integration of the planning document in the classroom experience, and;
- High-level analytical output.

Review and Development

The Unit will be reviewed in 2022 following two implementations of the unit by the teaching team (the unit will be Departmentally-taught) to assess the ability of the five themes to "draw up" existing knowledges in a productive and challenging manner, and with student informants to evaluate the utility of the "capstone" type approach in a unit of this type. An external reviewer from the Australian Political Studies Association will be included in this process.

Has any external organisation been consulted in the process of designing this UOS?

No

Social Inclusion considerations

Normal coursework inclusion considerations will be considered in the implementation of this unit.

Unit of Study Name (limit to 40 characters which includes spaces)

GOVT4xxC - Wicked problems and policy innovation

Type

Undergraduate

Level of Study (e.g. 1000, 2000, 3000, 4000)

4000

Session offered (e.g. Semester 1, Semester 2, Semester 1 & 2, Intensive)

Semester 1& 2

Credit point value (e.g. 0, 2, 6, 12, 18, 24)

6

Curriculum Core or Elective

Core

Curriculum Function

This is the cumulative coursework unit in the public policy sub-discipline of the Politics and International Relations Stream. They have been previously required to (1) formulate a policy assessment, from which they then (2) write a policy change proposal, on the basis of which they finally (3) write a briefing note to operationalise the change they wish to implement. Therefore, fourth year PIR students have a foundational understanding of the policy process to develop this towards more complex/classically “unresolvable” problem and policy issues.

Unit of Study Description (limit to 700 characters) (**Handbook Data**)

Students have encountered the study of public policy and administration in theory as well as practice. This unit builds on, and challenges, their understanding by looking at wicked problems: those that are multi-dimensional, multi-scalar, and inter-disciplinary. It encourages them to deeply engage with the challenges of contemporary policy-making. Because the topics are “wicked”, the approach to them will be flipped so that rather than going from the general to the specific, the reverse will be the case. Students will therefore be challenged to take what appears to be a simple problem, but as it is a sub-set of a broader and more complex set of issues to go from a narrow to broad conception of it.

Prerequisites (**Handbook Data**)

PIR Stream, BAS entry (4th year)

Corequisites (**Handbook Data**)

-

Prohibitions (**Handbook Data**)

-

Assumed Knowledge (**Handbook Data**)

Body of knowledge developed in years 1-3 of the PIR Stream program

Additional Information (**Handbook Data**)

-

Field Work or Professional Experience (**Handbook Data**)

-

Assessment (Remember, 3 teaching hours = 4500 wds, 2 teaching hours = 6000wds) (**Handbook Data**)

Type of Task	Quantity	Assessment length	Weight %
Policy briefing (presentation)	1	30 min	20%

Final policy analysis	1	3500 words	70%
Participation	1	-	10%

Teaching Hours (Handbook Data)

38 contact hours

Learning Outcomes

At the conclusion of this unit of study, the student will be able to:

- Demonstrate a detailed understanding of complexity and how it applied to policy problems.
- Apply analytical tools for the critical evaluation of policy problems to identify areas of against which policy instruments do and do not have traction.
- Undertake effective oral communication of policy issues.
- Develop analysis of trade-off outcomes in policy responses.
- Articulate contingency planning in a policy context.
- Draft detailed and effective policy analysis reports.

Assessment Design

Because the topics are 'wicked', the approach to them will be flipped so that rather than working from the general to the specific, the reverse will be the case. Students will therefore be challenged to take what appears to be a simple problem, but as it is a sub-set of a broader and more complex set of issues to go from a narrow to broad conception of it. In the process, they will tease out the inter-disciplinary and inter-connected aspects it raises. The aim is to encourage students to conceptually and operationally problematise public policy problems, and in so doing think about multiple solutions at multiple levels across multiple jurisdictions.

Review and Development

The Unit will be reviewed in 2022 following two implementations of the unit by the teaching team (the unit will be Departmentally-taught) to assess the synergy between the practical tool-knowledge set-up and the ability of the students to engage with these topics effectively. To this aim, student informants will be included in the review process. In addition, an external reviewer from the Australian Institute of Public Administration will be included in this process.

Has any external organisation been consulted in the process of designing this UOS?

No

Social Inclusion considerations

Normal coursework inclusion considerations will be considered in the implementation of this unit.

Unit of Study Name (limit to 40 characters which includes spaces)

GOVT4xxD - Advanced topics in Politics and International Relations

Type

Undergraduate

Level of Study (e.g. 1000, 2000, 3000, 4000)

4000

Session offered (e.g. Semester 1, Semester 2, Semester 1 & 2, Intensive)

Semester 1 & 2

Credit point value (e.g. 0, 2, 6, 12, 18, 24)

6

Curriculum Core or Elective

Core

Curriculum Function

Serves as one of the four compulsory units in the BAS program for the Politics and International Relations Stream. This unit provides a set of four three-week intensive “master classes” on politics and international relations topics that fall outside of the dedicated sub-disciplinary capstone units. An advanced version of the “topics” units undertaken in early years of the Stream, this advanced version provides the opportunity for issue analysis depth, and the development of alternative readings and responses to these topics.

Unit of Study Description (limit to 700 characters) (Handbook Data)

This unit presents a set of four “master classes” on contemporary issues in politics and international relations. Each master class is taught by an expert in the field, using the latest high-level literature on the topic as a base line to establish the topic, look at conventional and unconventional understandings of the topic, and provide a foundation for students to explore the topic using their own understandings of theory and practice in politics and international relations. At the end of the course, the students will have produced a series of provocative responses to the master class topics, and a depth analysis of one topic of their choice.

Prerequisites (Handbook Data)

PIR Stream, BAS entry (4th year)

Corequisites (Handbook Data)

-

Prohibitions (Handbook Data)

-

Assumed Knowledge (Handbook Data)

Body of knowledge developed in years 1-3 of the PIR Stream program

Additional Information (Handbook Data)

-

Field Work or Professional Experience (Handbook Data)

Assessment (Remember, 3 teaching hours = 4500 wds, 2 teaching hours = 6000wds) (**Handbook Data**)

Type of Task	Quantity	Assessment length	Weight %
Short provocation response, written	1	750	10%
Short provocation response, oral	1	20 minutes	10%
Short provocation response, media	1	750 equivalent	10%
Extended masterclass response	1	3000	60%
Participation	1	-	10%

Teaching Hours (Handbook Data)

38 contact hours, mixed mode

Learning Outcomes

- The unit will prepare the student to:
- Engage with new issues and topics at a high level, to synthesise and understand complex information in comparatively short periods of time.
 - Challenge existing understandings of complex topics and problems, using a mix of comparative method and theory-led analysis.
 - Employ mixed media to provide effective communication on policy and political issues.
 - Undertake depth analysis to identify under-represented and/or innovative ways of understanding the political and policy world.

Assessment Design

The assessment design is predicated on the need for political and policy professionals to combine both depth and brevity in their interpretation and articulation of the issues they face. Given the accelerated nature of the political and policy context, the nexus of master class-response to provocation captures the accelerated temporality of the political and policy world. This is matched with a more measured “long form” analysis that balanced this with more reflective analysis at a deeper level on a topic of specific interest to the student. Students will produce one short response for three of the master classes and one long-form response to the remaining master class.

Review and Development

The Unit will be reviewed in 2022 following two implementations of the unit by the teaching team (the unit will be Departmentally-taught) to assess master class – response design in practice. Student informants will be included in the review process.

Has any external organisation been consulted in the process of designing this UOS?

No

Social Inclusion considerations

Normal coursework inclusion considerations will be considered in the implementation of this unit.

Unit of Study Name (limit to 40 characters which includes spaces)

GOVT4xxE/F – Politics and IR Placement A/B

Type

Undergraduate

Level of Study (e.g. 1000, 2000, 3000, 4000)

4000

Session offered (e.g. Semester 1, Semester 2, Semester 1 & 2, Intensive)

Semester 1 & 2

Credit point value (e.g. 0, 2, 6, 12, 18, 24)

6/12

Curriculum Core or Elective

Elective*

Curriculum Function

* This unit is one of two that fulfil the Departments 4000 level internship needs under the Bachelor of Advanced Studies for the PIR Stream. The new Government and International Relations Stream require students undertake a project and/or internship to a total of 12-credit points.

Unit of Study Description (limit to 700 characters) (Handbook Data)

This unit, an integral part of the fourth year Politics and International Relations Stream, takes the form of an intensive one-semester [or two; GOVT4xxF – Politics and IR Placement B] internship with a placement organisation. Students will have the opportunity to develop their knowledge and skills in practical contexts through working in an organisation and being supported by academic guidance and assessments designed to connect theory with real-world practice.

Prerequisites (Handbook Data)

PIR Stream, BAS entry (4th year)

Corequisites (Handbook Data)

-

Prohibitions (Handbook Data)

GOVT4xxE/F (the other unit of E or F)

Assumed Knowledge (Handbook Data)

Body of knowledge developed in years 1-3 of the PIR Stream program

Additional Information (Handbook Data)

-

Field Work or Professional Experience (Handbook Data)

-

Assessment (Remember, 3 teaching hours = 4500 wds, 2 teaching hours = 6000wds) (Handbook Data)

Type of Task	Quantity	Assessment length	Weight %
Annotated bibliography	1/1	400/750	15/15%
Expectations document	1/1	400/500	10/10%
Placement journal	2/3	400/500	15/15%
Closeout presentation	0/1	0/1000	0/10%
Final Report	1/1	2000/3000	60/50%
Participation quantum	-	-	Pass-Fail

Teaching Hours (Handbook Data)

220/440 placement hours

Learning Outcomes

By the end of this unit the student should be able to:

1. Identify areas of application for theoretical concepts developed in the Politics and International Relations Stream
2. Critically assess International Relations concepts in terms of practical application
3. Demonstrate practical barriers and enablers to the implementation of policy and/or initiatives of the host organisation
4. Identify work practices of value in achieving organisational and personal goals

Assessment Design

This is a practical internship program with assessment design customised to each placement. Assessment will aim to:

1. Promote reflection about the realities of work in the field of international relations / general politics / public policy
2. Encourage the student to identify areas of organisational behaviour and structure that impact on work performance and organisational goal attainment
3. Promote skills focused on employability
4. Encourage self-reflection and personal development

Review and Development

This unit will be subject to review by academic co-ordinators and administrative staff responsible for placements through:

1. Student and organisation liaison debriefings
2. Review of theory-work linkages

Has any external organisation been consulted in the process of designing this UOS?

Yes. Piloted through the FASS3000 process with the Department of Premier and Cabinet and NSW Parliament internships.

Social Inclusion considerations

Close working with the placement units/officers to ensure placements are accessible across a wide range of student learning needs. Working with a range of compliant organisations (e.g. public sector, major corporates) to ensure accessibility requirements are met).

Unit of Study Name (limit to 40 characters which includes spaces)

GOVT4xxG/H – Politics and IR Project A/B

Type

Undergraduate

Level of Study (e.g. 1000, 2000, 3000, 4000)

40000

Session offered (e.g. Semester 1, Semester 2, Semester 1 & 2, Intensive)

Semester 1 & 2

Credit point value (e.g. 0, 2, 6, 12, 18, 24)

6/12

Curriculum Core or Elective

Core

Curriculum Function

* This unit is one of two that fulfil the Departments 4000 level internship needs under the Bachelor of advanced studies for the PR Stream. The new Government and international relations Stream require students undertake a project and/or internship to a total of 12-credit points.

Unit of Study Description (limit to 700 characters) (**Handbook Data**)

This unit, an integral part of the fourth year Politics and International Relations Stream, takes the form of a customised 3-4 person team-based project under the supervision of an academic staff member in the Department. Students will have the opportunity to develop their knowledge and skills through application to a problem-orientated project task in the field of Politics and International Relations.

Prerequisites (**Handbook Data**)

PIR Stream, BAS entry (4th year)

Corequisites (**Handbook Data**)

-

Prohibitions (Handbook Data)

GOVT4xxG/H (the other unit of G or H)

Assumed Knowledge (Handbook Data)

Body of knowledge developed in years 1-3 of the PIR Stream program

Additional Information (Handbook Data)

-

Field Work or Professional Experience (Handbook Data)

-

Assessment (Remember, 3 teaching hours = 4500 wds, 2 teaching hours = 6000wds) (Handbook Data)

Type of Task	Quantity	Assessment length	Weight %
Literature Review / Observatory plan	1/1	1000/2000	20%
Interim Report / Preparatory output	1/1	1250/2500	30%
Stakeholder presentation	1/1	10 min per person	10%
Final Report / Final output	1/1	3000/7000	50%
Participation quantum	-	-	Pass-Fail

Teaching Hours (Handbook Data)

4/4 seminar hours, 10/20 contact hours, 4/8 peer interaction hours

Learning Outcomes

By the end of this unit the student will be able to:

1. Identify and articulate the nature of an international relations/general politics/public policy problem or issue
2. Identify the range of options or implications to address/characterise the international relations/general politics/public policy problem or issue
3. Develop and apply evaluation criteria / analytical framework
4. Report on alternatives / issues / make recommendations to solve problem / characterise issue

Assessment Design

The assessment design depends on the particular project the student undertakes. This may be

- “problem oriented” project which “mirrors” the problem identification-evaluation-response cycle and works with the student to provide a problem-focused response, or
- “observatory” project which sees students working in the Department’s “virtual thinktank” to prepare, research, produce and present one of three types of thinktank outputs (Watched topic, Issue brief or Focussed report)⁵

Review and Development

The unit will be reviewed through student and supervisor surveys and debriefings, and cross-marking.

Has any external organisation been consulted in the process of designing this UOS?

No

Social Inclusion considerations

All students will be able to undertake this unit and inclusion issues are negotiated through supervisory processes currently in place for other supervisions (honours, capstones).

⁵ A longer document outlining the Observatories model can be provided.



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Submission To	Undergraduate Studies Committee
Date	25 May 2020 – 1 June 2020 (via circulation)
Item No	1.1

Author	Jennifer Peden, Coordinator Curriculum & Quality Faculty of Arts & Social Sciences
Reviewer/Approver	Dr Kelly Freebody, Associate Dean (Undergraduate Programs) Faculty of Arts and Social Sciences
Proposal / Paper Title	TABLE D AND TABLE S UNITS IN THE BACHELOR OF ECONOMICS, AND IN THE BACHELOR OF ECONOMICS AND BACHELOR OF ADVANCED STUDIES
Proposed Year of Implementation	2021
Faculty Approval Date	February 24, 2020
Purpose	To amend the course resolutions for the Bachelor of Economics, and for the Bachelor of Economics / Bachelor of Advanced Studies to broaden the sources for the minimum 84 credit point requirement in the degree/s to include additional Table S units and Table D units
Proposal Presenter	Dr Kelly Freebody

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board approve the proposal by the Faculty of Arts and Social Sciences to amend the Bachelor of Economics, and for the Bachelor of Economics and Bachelor of Advanced Studies, and the subsequent amendments to the course resolutions arising from the proposal, with effect from January 1, 2021.

EXECUTIVE SUMMARY

It is proposed that the resolutions for the Bachelor of Economics, and for the Bachelor of Economics/Bachelor of Advanced Studies be amended to include Table D (Dalyell units), and Science and Engineering units from Table S as part of the minimum 84 credit point requirement for the degree currently required from either the School of Economics and / or the Business School. This follows the acknowledgement that certain Science and Engineering core units, specifically MATH, INFO and DATA coded units are equivalent to the degree core 1000-level Econometrics unit ECMT1010, and also recognises the benefit of additional quantitative units for BEc students.

Following feedback from the Board of Interdisciplinary Studies, a revised version of the proposed resolution amendment was presented to USC. After a request for further amendments at the May 12 USC meeting, these have been amended further as below.

6 Requirements for award

(2) *Bachelor of Economics:*

To qualify for the award of the Bachelor of Economics, a candidate must complete 144 credit points, comprising:

- (a) A minimum of 84 credit points from Table A for the Bachelor of Economics, including: ~~or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 below;~~
 - (i) a program in Economics (72 credit points) as defined in Table A and Section 7; and
 - (ii) 12 credit points of Economics, Business School, Science, or Engineering elective units from Table S; or
 - (iii) for students enrolled in the Dalyell stream, 12 credit points from Table D.



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[...]

(3) *Bachelor of Economics/Bachelor of Advanced Studies:*

To qualify for the award of the Bachelor of Economics/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:

- (a) A minimum of 84 credit points from Table A for the Bachelor of Economics, including: ~~or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 below;~~
- (i) a program in Economics (72 credit points) as defined in Table A and Section 7; and
 - (ii) 12 credit points of Economics, Business School, Science, or Engineering elective units from Table S; or
 - (iii) for students enrolled in the Dalyell stream, 12 credit points from Table D.

ENDORSEMENT HISTORY

Governance Body	Meeting Date	Conditional / Unconditional Endorsement	Has feedback from this committee been addressed?
BIS	11 March 2020	Conditional	Additional information on proposed resolution changes and marked up course resolutions for 2020 have been added to the proposal
USC	21 April 2020	Conditional	The Faculty and School of Economics have liaised with the Academic Model Team to develop an in-system process for dealing with the proposed resolution amendment. The requested change to the wording regarding Table D has been incorporated.
USC	12 May 2020	Conditional	Further amendments to the wording of the proposed changes have been incorporated. Reference to Table S had been reintroduced to the proposed amendment.

ATTACHMENTS

Minor course amendment proposal: BEc/BAdvSt adding Table D and Table S units to minimum requirements.
Marked up course resolutions: Bachelor of Economics, Bachelor of Economics and Bachelor of Advanced Studies

Minor Course Amendment Proposal

Faculty: Arts and Social Sciences, School of Economics

Contact person: Stephen Whelan

1. Name of award course

Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies

2. Purpose of proposal

To amend the degree structure and requirements for the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies to include Table D (Dalyell units), and Table S Science and Engineering units of study into the 84 credit point requirement for the degree.

3. Details of amendment

Amend the degree structure and requirements to add Table S Science and Engineering units of study and Table D units an option for the “minimum of 84 credit points” requirement for the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies. The changes to the requirements are as follows:

6 Requirements for award

(2) *Bachelor of Economics:*

To qualify for the award of the Bachelor of Economics, a candidate must complete 144 credit points, comprising:

- (a) A minimum of 84 credit points from Table A for the Bachelor of Economics, including: ~~or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 below;~~

- (i) a program in Economics (72 credit points) as defined in Table A and Section 7; and
- (ii) 12 credit points of Economics, Business School, Science, or Engineering elective units from Table S; or
- (iii) for students enrolled in the Dalyell stream, 12 credit points from Table D.

[...]

(3) *Bachelor of Economics/Bachelor of Advanced Studies:*

To qualify for the award of the Bachelor of Economics/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:

- (a) A minimum of 84 credit points from Table A for the Bachelor of Economics, including: ~~or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 below;~~

- (i) a program in Economics (72 credit points) as defined in Table A and Section 7; and
- (ii) 12 credit points of Economics, Business School, Science, or Engineering elective units from Table S; or
- (iii) for students enrolled in the Dalyell stream, 12 credit points from Table D.

4. Transitional arrangements

All students who are in the post 2018 curriculum will be permitted to count Table D, or Engineering and Science units of study towards their 84 credit point requirement for the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies.

5. Other relevant information

6. Signature of Dean

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All students who are in the post 2018 curriculum will be permitted to count Table D, or Engineering and Science units of study towards their 84 credit point requirement for the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies

5. Other relevant information

6. Signature of Dean



26/02/2020

Prof. Annamarie Jagose
Dean
Faculty of Arts and Social Sciences

BEconomics

Bachelor of Economics

Bachelor of Economics/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
BPECONOM-05	Bachelor of Economics
BPECNAVS-01	Bachelor of Economics / Bachelor of Advanced Studies

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

- (1) The Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are available in the following streams:
 - (a) Dalyell
- (2) Completion of a stream is not a requirement of the Bachelor of Economics or the Bachelor of Economics/Bachelor of Advanced Studies. The requirements for the completion of the Dalyell Stream are as specified in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross-faculty management

- (1) Candidates in the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences throughout.
- (2) Candidates undertaking honours in the Bachelor of Economics/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.
- (3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Economics/Bachelor of Advanced Studies and the Bachelor of Economics/Bachelor of Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.
- (2) Admission to the Dalyell Stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award

- (1) The units of study that may be taken for the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are set out in:
 - (a) Table A for the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies;
 - (b) Table S of the Shared Pool for Undergraduate Degrees;
 - (c) Table O of the Shared Pool for Undergraduate Degrees;
 - (d) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
 - (e) Specified units relating to available majors and minors as specified in Section 7 below and in Table S.
 - (f) In these resolutions, except where otherwise specified, Table S, Table O, and Table D mean Table S, Table O, and Table D as specified here.
- (2) *Bachelor of Economics:*
To qualify for the award of the Bachelor of Economics, a candidate must complete 144 credit points, comprising:
 - (a) A minimum of 84 credit points from Table A for the Bachelor of Economics or Table S elective units as listed in the Interdisciplinary Handbook from the Business School, Science, Engineering, and, for students in the Dalyell stream, Table D, including a program in Economics (72 credit points) as defined in Table A and Section 7 below; including
 - (i) a program in Economics (72 credit points) as defined in Table A and Section 7; and
 - (ii) 12 credit points of Economics, Business School, Science, or Engineering elective units from Table S; or



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- (iii) for students enrolled in the Dalyell stream, 12 credit points from Table D.
- (b) A minor (36 credit points) or second major (48 credit points) other than Economic Policy as defined in Section 7 below and as listed and specified in Table A for the Bachelor of Economics or Table S;
- (c) For students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
- (d) For students enrolled in the Dalyell Stream:
- (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
- (ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
- (e) For students previously enrolled in the Dalyell stream in their current degree who are no longer enrolled in the stream and have completed at least 6 credit points of Dalyell units of study;
- (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
- (f) Where appropriate, elective units from Table A for the Bachelor of Economics, Table S, Table O or, for students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.
- (3) *Bachelor of Economics/Bachelor of Advanced Studies:*
To qualify for the award of the Bachelor of Economics/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
- (a) A minimum of 84 credit points from Table A for the Bachelor of Economics ~~or Table S elective units as listed in the Interdisciplinary Handbook from the Business School, Science, Engineering, and, for students in the Dalyell stream, Table D, including a program in Economics (72 credit points) as defined in Table A and Section 7 below; including~~
- (i) a program in Economics (72 credit points) as defined in Table A and Section 7; and
- (ii) 12 credit points of Economics, Business School, Science, or Engineering elective units from Table S; or
- (iii) for students enrolled in the Dalyell stream, 12 credit points from Table D.
- (b) A second major (48 credit points) other than Economic Policy as defined in Section 7 below and specified in Table A for the Bachelor of Economics or Table S;
- (c) For students not enrolled in the Dalyell Stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
- (d) For students enrolled in the Dalyell Stream;
- (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
- (ii) a minimum of 12 credit points of Daylell units of study as specified in Table D.
- (e) For students previously enrolled in the Dalyell Stream in their current degree who are no longer enrolled in the stream and have completed at least 6 credit points of Dalyell units of study;
- (i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
- (f) A minimum of 24 credit points from Table A for the Bachelor of Economics or Table S at 4000 level, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points; and
- (g) Where appropriate, elective units from Table A for the Bachelor of Economics, Table S, Table O or, for students enrolled in the Dalyell Stream, Table D.

7 Programs, majors and minors

Bachelor of Economics:

Completion of a program in Economics as specified in Section 7 and Table A for the Bachelor of Economics and a minor or second major from Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Economics. Requirements for completion of programs, majors, and minors are as set out in Table A of the relevant degree and Table S.

Bachelor of Economics/Bachelor of Advanced Studies:

Completion of a program in Economics as specified in Table A for the Bachelor of Economics and a program or second major from Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Economics/Bachelor of Advanced Studies. Requirements for completion of programs, majors, and minors are as set out in Table A for the relevant degree and Table S.

- (1) Requirements for programs, majors and minors
- (a) A program, major and minor are as defined in the Learning and Teaching Policy.
- (b) The requirements for completion of programs, majors and minors are as set out in Table A for the Bachelor of Economics and Table S.
- (2) The programs, majors and minors available in Table A for the Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies are:
- (a) Economics
- (b) Econometrics
- (c) Environmental, Agricultural and Resource Economics
- (d) Financial Economics
- (3) The majors available as second majors and the minors available in the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are:
- (a) the majors listed in 7(2) above;
- (b) the majors and minors other than Economic Policy listed in Table S.

8 Progression rules

- (1) *Progression within a major, minor or program:*
- (a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 1000-level units of study within a program, major (except a language major) or minor, before proceeding to 2000-level units within that program, major or minor, or else undertake those 1000-level units concurrently with the 2000-level units.
- (b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a program, major (except a language major) or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.
- (c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.
- (2) *Progression within the Bachelor of Economics/Bachelor of Advanced Studies:*
Except with the permission of the Associate Dean Undergraduate, candidates who are not in the Dalyell Stream must complete 144 credit points, including a program in Economics, a minor or second major and 12 credit points from the Open Learning Environment before progressing to 4000-level units, including 4000-level project units.
- (3) *Progression within the Dalyell Stream:*
- (a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence through a program, major or minor.

- (b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream.
- (c) Candidates who do not maintain a CSAM at a level determined by the Board of Interdisciplinary Studies will not remain in the Dalyell Stream.
- (d) Candidates enrolled in the Dalyell Stream who do not satisfy requirements for the Dalyell Stream but who otherwise meet requirements for the award course in which they are enrolled will graduate from the award course without the Dalyell Stream. Students may not study units additional to the maximum credit points for the award course except with the approval of the Associate Dean.

9 Dual Degree Pathway

- (1) *Admission to candidature*
 - (a) Admission to this pathway is on the basis of a secondary school leaving qualification such as the NSW Higher School certificate (including national and international equivalents). English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.
 - (b) In addition, admission to this pathway requires the applicant to submit a statement of motivation, CV, transcripts, and to attend an interview. The results of this process will form part of the ranking of applicants.
- (2) *Requirements for award*
 - (a) Candidates will satisfy all academic requirements of the partner institution over two years immediately prior to commencing the Bachelor of Economics at the University of Sydney.
 - (b) To qualify for the award of the Bachelor of Economics degree, candidates must complete 144 credit points in total, comprising:
 - (i) a maximum of 48 credit points granted as credit on the basis of studies at the partner institution;
 - (ii) a minimum of 84 credit points from Table A for the Bachelor of Economics or Table S from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 above.
 - (iii) a minor (36 credit points) or second major (48 credit points) other than Economic Policy as defined in Section 7 above and as listed and specified in Table A for the Bachelor of Economics or Table S;
 - (iv) 12 credit points of units of study in the Open Learning Environment as listed in table O; and
 - (v) Where appropriate, elective units from Table A for the Bachelor of Economics, Table S or Table O of the Shared Pool for Undergraduate Degrees.
- (3) *Progression rules*
 - (a) Students must make satisfactory academic progress as stipulated by the rules of the partner institution and must complete years one and two of the partner degree to be eligible to continue the dual degree pathway.
 - (b) The progression rules as stated in Section 8 apply to this dual degree pathway.
- (4) *Cross-institutional management*
 - (a) Candidates in the dual degree program will be under the general supervision of the partner institution until the end of their fourth semester. They will then be under the supervision of the Faculty of Arts and Social Sciences.
 - (b) The Faculty of Arts and Social Sciences and the partner institution shall jointly exercise authority in any matter concerned with the dual degree pathway not otherwise dealt with in these resolutions.

10 Requirements for the Bachelor of Economics/Bachelor of Advanced Studies with honours

- (1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Economics/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.
- (2) Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the Bachelor of Economics in accordance with section 6(1) of these resolutions. Admission requires a major or study of equivalent depth with an AAM of at least 70 in the area of the proposed honours component, together with the completion of a second major in accordance with these resolutions. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
- (3) To qualify for the award of the Bachelor of Economics/Bachelor of Advanced Studies with honours in economics a candidate must complete:
 - (a) the requirements for the pass degree, including a program in Economics with an embedded major from Economics Table A and a second major;
 - (b) 48 credit points of honours units in Economics at 4000 level comprising five coursework seminars and a thesis.
- (4) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. Award requirements for honours in the Bachelor of Economics are listed in the Resolutions of the Faculty of Arts and Social Sciences.

11 Award of the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies and Bachelor of Economics/Bachelor of Advanced Studies with honours

- (1) Candidates for the Bachelor of Economics/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Economics who do not meet requirements for the combined degree will be awarded the Bachelor of Economics.
- (2) Honours in the Bachelor of Economics/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Arts and Social Sciences or relevant resolutions for the faculty in which the embedded honours component is undertaken.

A student who achieves an honours mark in the range ...	will be awarded honours ...
80 honours mark 100	First Class
75 honours mark < 80	Second Class / Division 1
70 honours mark < 75	Second Class / Division 2
65 honours mark < 70	Third Class

- (3) Candidates for the award of the Bachelor of Economics/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Economics, or the Bachelor of Economics/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

12 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Business School.

13 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

14 Course transfer

A candidate may transfer from the Bachelor of Economics and elect to complete the Bachelor of Economics/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Economics. A candidate may abandon the Bachelor of Economics/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Economics in accordance with these resolutions. Completion of the Bachelor of Economics/Bachelor of Advanced Studies in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

15 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

16 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January ~~2020~~2021 and students who commenced their candidature prior to 1 January ~~2020~~2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January ~~2020~~2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.10

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Bachelor of Science Table A and S majors and Table A programs
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	<i>To amend the units of study tables for the Bachelor of Science Table A and S majors and Table A programs to include new units and retire old units.</i>
Proposal Presenter	Professor Pauline Ross

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve the proposal from the Faculty of Science to amend the unit of study table A and S for Chemistry, Data Science, Ecology and Evolutionary Biology, Financial Mathematics and Statistics, Mathematics, Medicinal Chemistry, Statistics majors and Psychological Sciences (minor);*
- (2) approve the proposal from the Faculty of Science to amend the unit of study table A for Mathematical Sciences Program;*
- (3) approve the proposal from the Faculty of Science to amend the unit of study table A for Medical Sciences stream;*
- (4) recommend the proposal for submission to the Undergraduate Studies Committee to recommend for Academic Board approval, with effect from 1 January 2021*



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.10

EXECUTIVE SUMMARY

The proposed changes include:

- Chemistry Table A and S: Add new units to 3000-level selective list CHEM3118 Synthetic Chemistry; CHEM3918 Synthetic Chemistry (Advanced); CHEM3119 Materials Chemistry; CHEM3919 Materials Chemistry (Advanced); CHEM3120 Environmental and Analytical Chemistry; CHEM3920 Environmental and Analytical Chemistry (Adv); CHEM3121 Chemical Biology; CHEM3921 Chemical Biology (Advanced); CHEM3122 Molecular Self Assembly; CHEM3922 Molecular Self Assembly (Advanced); CHEM3123 Computational Chemistry; CHEM3923 Computational Chemistry (Advanced). Remove retired units CHEM3110 Biomolecules: Properties and Reactions; CHEM3910 Biomolecules: Properties and Reactions Adv; CHEM3111 Organic Structure and Reactivity; CHEM3911 Organic Structure and Reactivity (Adv); CHEM3112 Materials Chemistry; CHEM3912 Materials Chemistry (Adv); CHEM3113 Catalysis and Sustainable Processes; CHEM3913 Catalysis and Sustainable Process (Adv); CHEM3114 Metal Complexes: Medicine and Materials; CHEM3914 Metal Complexes: Medic. and Mater. (Adv); CHEM3115 Synthetic Medicinal Chemistry; CHEM3915 Synthetic Medicinal Chemistry (Adv); CHEM3116 Membranes, Self-Assembly and Surfaces; CHEM3916 Membranes Self-Assembly and Surfaces (Adv); CHEM3117 Molecular Spectroscopy and Quantum Theory; CHEM3917 Mol. Spectroscopy and Quantum Theory (Adv)
- Data Science Table A and S: Add STAT3925 Time Series (Advanced) and STAT3926 Statistical Consulting (Advanced) to 3000-level Methodology list in place of STAT4025 Time Series and STAT4026 Statistical Consulting
- Ecology and Evolutionary Biology Table A and S: Add BIOL3888 Biology Interdisciplinary Project to the Interdisciplinary Project selective list, this replaces ECOL3888, which was not developed
- Financial Mathematics and Statistics Table A and S: Add MATH1014 Introduction to Linear Algebra to the 1000-level Linear Algebra list
- Mathematical Sciences Program: Add MATH3961 Metric Spaces (Advanced); MATH3962 Rings, Fields and Galois Theory (Adv); MATH3963 Nonlinear ODEs with Applications (Adv); MATH3968 Differential Geometry (Advanced); MATH3969 Measure Theory and Fourier Analysis (Adv); MATH3971 Convex Analysis and Optimal Control (Adv); MATH3974 Fluid Dynamics (Advanced); MATH3976 Mathematical Computing (Advanced); MATH3977 Lagrangian and Hamiltonian Dynamics (Adv); MATH3978 PDEs and Waves (Advanced); MATH3979 Complex Analysis (Advanced); STAT3925 Time Series (Advanced); STAT3926 Statistical Consulting (Advanced) to the 3000-level selective list, to replace all 4000-level selective units
- Mathematics: Add MATH1014 Introduction to Linear Algebra to the 1000-level Linear Algebra list; Add MATH3961 Metric Spaces (Advanced); MATH3962 Rings, Fields and Galois Theory (Adv); MATH3963 Nonlinear ODEs with Applications (Adv); MATH3976 Mathematical Computing (Advanced); MATH3978 PDEs and Waves (Advanced); MATH3968 Differential Geometry (Advanced); MATH3969 Measure Theory and Fourier Analysis (Adv); MATH3974 Fluid Dynamics; MATH3977 Lagrangian and Hamiltonian Dynamics (Adv); MATH3979 Complex Analysis (Advanced) to replace all 4000-level selective units
- Medical Science stream: Add ANAT3010 Anatomical Imaging: From Micro to Macro; MICR3021 Microbes in Health and Disease (Advanced) and MICR3921 Microbes in Health and Disease to the 3000-level Disciplinary selective list. Remove MICR3011 Microbes in Infection and MICR3911 Microbes in Infection (Advanced) from this list.
- Medicinal Chemistry: Add new units to 3000-level Chemistry selective list CHEM3118 Synthetic Chemistry; CHEM3918 Synthetic Chemistry (Advanced); CHEM3121 Chemical Biology; CHEM3921 Chemical Biology (Advanced). Remove retired units CHEM3110 Biomolecules: Properties and Reactions; CHEM3910 Biomolecules: Properties and Reactions Adv; CHEM3115 Synthetic Medicinal Chemistry; CHEM3915 Synthetic Medicinal Chemistry (Adv)
- Psychological Sciences (minor): Add PSYC2012 Statistics and Research Methods for Psych to the 2000-level minor selective list
- Statistics: Add STAT3925 Time Series (Advanced) and STAT3926 Statistical Consulting (Advanced) to the 3000-level major and minor selective lists, to replace the 4000-level selective units

This ensures new units are captured and available for students to enrol. The selective collection will be updated and will be available within Sydney Student and the enrolment screen for all students in related courses. The changes will be included in the 2021 Undergraduate Handbook.



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.10

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up units of study tables:
 - Chemistry
 - Data Science
 - Ecology and Evolutionary Biology
 - Financial Mathematics and Statistics
 - Mathematical Sciences
 - Mathematics
 - Medical Science
 - Medicinal Chemistry
 - Psychological Sciences
 - Statistics

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. **Name of award course**

*Bachelor of Science
Bachelor of Liberal Arts and Science
Bachelor of Psychology
Liberal degrees which access Table S majors*

2. **Purpose of proposal**

To amend the table of units of study for the Bachelor of Science Table A and S majors and Table A programs to include new units and retire old units.

3. **Details of amendment**

Please see attached.

Chemistry: Add to 3000-level selective list CHEM3118, CHEM3918, CHEM3119, CHEM3919, CHEM3120, CHEM3920, CHEM3121, CHEM3921, CHEM3122, CHEM3922, CHEM3123, CHEM3923. Which replaces CHEM3110, CHEM3910, CHEM3111, CHEM3911, CHEM3112, CHEM3912, CHEM3113, CHEM3913, CHEM3114, CHEM3914, CHEM3115, CHEM3915, CHEM3116, CHEM3916, CHEM3117, CHEM3917

Data Science: Add STAT3925 and STAT3926 to 3000-level Methodology list in place of STAT4025 and STAT4026

Ecology and Evolutionary Biology: Add BIOL3888 to the Interdisciplinary Project selective list, this replaces ECOL3888, which was not developed.

Financial Mathematics and Statistics: Add MATH1014 to the 1000-level Linear Algebra list

Mathematical Sciences Program: Add MATH3961, MATH3962, MATH3962, MATH3968, MATH3969, MATH3971, MATH3974, MATH3976, MATH3977, MATH3978, MATH3979, STAT3925, STAT3926 to the 3000-level selective list, to replace the 4000-level selective units

Mathematics: Add MATH1014 to the 1000-level Linear Algebra list; Add MATH3961, MATH3962, MATH3962, MATH3968, MATH3969, MATH3971, MATH3974, MATH3976, MATH3977, MATH3978, MATH3979, to the 3000-level selective list, to replace the 4000-level selective units

Medical Science stream: Add ANAT3010, MICR3021 and MICR3921 to the 3000-level Disciplinary selective list. Remove MICR3011 and MICR3911 from this list.

Medicinal Chemistry: Add to 3000-level Chemistry selective list CHEM3118, CHEM3918, CHEM3121, CHEM3921. Which replaces CHEM3110, CHEM3910, CHEM3115, CHEM3915

Psychological Sciences (minor): Add PSYC2012 to the 2000-level minor selective list

Statistics: Add STAT3925 and STAT3926 to the 3000-level major and minor selective lists, to replace the 4000-level selective units

4. **Transitional arrangements**

None required as all the changes are in selective lists.

5. **Other relevant information**

6. **Signature of Dean**

Iain M Young

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Young
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CHEMISTRY

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
CHEMISTRY			
Chemistry major			
A major in Chemistry requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 6 credit points of 2000-level core units			
(iii) 6 credit points of 2000-level selective units			
(iv) 18 credit points of 3000-level selective units			
(v) 6 credit points of 3000-level interdisciplinary project units			
Chemistry minor			
A minor in Chemistry requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 6 credit points of 2000-level core units			
(iii) 6 credit points of 2000-level selective units			
(iv) 12 credit points of 3000-level selective units			
Units of study			
The units of study are listed below.			
1000-level units of study			
Core			
CHEM1011 Fundamentals of Chemistry 1A	6	A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or	Semester 1

		CHEM1109 or CHEM1111 or CHEM1911 or CHEM1991 <i>Students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February, and online year-round, see https://sydney.edu.au/students/bridging-courses.html).</i>	
CHEM1111 Chemistry 1A	6	A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February) N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1911 or CHEM1991 <i>Students who have not completed secondary school chemistry are strongly advised to instead complete Fundamentals of Chemistry 1A in the first semester of the calendar year (unless you require 12 credit points of Chemistry and are commencing in semester 2). You should also take the Chemistry Bridging Course in advance (offered in February, and online year-round https://sydney.edu.au/students/bridging-courses.html).</i>	Intensive January Semester 1 Semester 2
CHEM1911 Chemistry 1A (Advanced)	6	A 80 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1991 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1991 Chemistry 1A (Special Studies Program)	6	A 90 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1911 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1012 Fundamentals of Chemistry 1B	6	P CHEM1XX1 N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1112 or CHEM1912 or CHEM1992	Semester 2
CHEM1112 Chemistry 1B	6	P CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or (75 or above in CHEM1011 or CHEM1001) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1912 or CHEM1992	Intensive January Semester 1 Semester 2
CHEM1912 Chemistry 1B (Advanced)	6	P CHEM1911 or CHEM1991 or CHEM1901 or CHEM1903 or (75 or above in CHEM1111 or CHEM1101) or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1992 <i>Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Advanced units in the opposite order.</i>	Semester 2

CHEM1992 Chemistry 1B (Special Studies Program)	6	P 75 or above in CHEM1991 or CHEM1903 or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1912 <i>Entry is by invitation. This unit of study is deemed to be an Advanced unit of study. Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Special Studies Program units in the opposite order.</i>	Semester 2
2000-level units of study			
Core			
CHEM2521 Molecular Stability and Reactivity	6	P (CHEM1011 or CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1012 or CHEM1112 or CHEM1912 or CHEM1992 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2921 or CHEM2991 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2921 Molecular Stability and Reactivity (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2521 or CHEM2991 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2991 Molecular Stability and Reactivity (SSP)	6	P A mark of 75 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 75 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2921 or CHEM2521 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
Selective			
CHEM2522 Sustainable Chemical Manufacture	6	P (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2922 or CHEM2532 or CHEM2404 or CHEM2914	Semester 1
CHEM2922 Sustainable Chemical Manufacture (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or	Semester 1

		CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2522 or CHEM2532 or CHEM2404 or CHEM2914	
CHEM2523 Chemistry of Biological Molecules	6	P (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2923 or CHEM2533 or CHEM2403 or CHEM2913	Semester 2
CHEM2923 Chemistry of Biological Molecules (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2523 or CHEM2533 or CHEM2403 or CHEM2913	Semester 2
CHEM2524 Chemical Physics	6	P (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2924 or CHEM2534 or CHEM2402 or CHEM2912 or CHEM2916	Semester 2
CHEM2924 Chemical Physics (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2524 or CHEM2534 or CHEM2402 or CHEM2912	Semester 2
3000-level units of study			
Selective			
CHEM3110 Biomolecules: Properties and Reactions	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3910	Semester 4
CHEM3910 Biomolecules: Properties and Reactions Adv	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3110	Semester 4
CHEM3111 Organic Structure and Reactivity	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3911	Semester 4
CHEM3911 Organic Structure and Reactivity (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3111	Semester 4

CHEM3112 Materials Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3912	Semester 4
CHEM3912 Materials Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3112	Semester 4
CHEM3113 Catalysis and Sustainable Processes	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3913	Semester 4
CHEM3913 Catalysis and Sustainable Process (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3113	Semester 4
CHEM3114 Metal Complexes: Medicine and Materials	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3914	Semester 2
CHEM3914 Metal Complexes: Medic. and Mater. (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3114	Semester 2
CHEM3115 Synthetic Medicinal Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3915	Semester 2
CHEM3915 Synthetic Medicinal Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3115	Semester 2
CHEM3116 Membranes, Self Assembly and Surfaces	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3916	Semester 2
CHEM3916 Membranes, Self Assembly and Surfaces(Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3116	Semester 2
CHEM3117 Molecular Spectroscopy and Quantum Theory	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3917	Semester 2
CHEM3917 Mol. Spectroscopy and Quantum Theory (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3117	Semester 2

<u>CHEM3118</u> <u>Synthetic</u> <u>Chemistry</u>	<u>6</u>		<u>Semester</u> <u>1</u>
<u>CHEM3918</u> <u>Synthetic</u> <u>Chemistry</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>1</u>
<u>CHEM3119</u> <u>Materials</u> <u>Chemistry</u>	<u>6</u>		<u>Semester</u> <u>1</u>
<u>CHEM3919</u> <u>Materials</u> <u>Chemistry</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>1</u>
<u>CHEM3120</u> <u>Environmental</u> <u>and Analytical</u> <u>Chemistry</u>	<u>6</u>		<u>Semester</u> <u>1</u>
<u>CHEM3920</u> <u>Environmental</u> <u>and Analytical</u> <u>Chemistry (Adv)</u>	<u>6</u>		<u>Semester</u> <u>1</u>
<u>CHEM3121</u> <u>Chemical Biology</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3921</u> <u>Chemical Biology</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3122</u> <u>Molecular Self</u> <u>Assembly</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3922</u> <u>Molecular Self</u> <u>Assembly</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3123</u> <u>Computational</u> <u>Chemistry</u>	<u>6</u>		<u>Semester</u> <u>2</u>
<u>CHEM3923</u> <u>Computational</u> <u>Chemistry</u> <u>(Advanced)</u>	<u>6</u>		<u>Semester</u> <u>2</u>
Interdisciplinary Project			
CHEM3888 Chemistry	6	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991)	Semester 2

Interdisciplinary Project			
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2

DATA SCIENCE

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
DATA SCIENCE			
Data Science major			
A major in Data Science requires 48 credit points from this table including:			
(i) 6 credit points of 1000-level core units			
(ii) 6 credit points of 1000-level units according to the following rules*:			
(a) 6 credit points of selective units OR			
(b) 3 credit points of statistics units and 3 credit points of computation units OR			
(c) 3 credit points of advanced statistics units and 3 credit points of mathematics units OR			
(d) 3 credit points of advanced statistics units and 3 credit points of linear algebra units for students in the Mathematical Sciences program^			
(iii) 12 credit points of 2000-level core units			
(iv) 6 credit points of 2000-level selective units			
(v) 6 credit points of 3000-level core interdisciplinary project units			
(vi) 6 credit points of 3000-level methodology units			
(vii) 6 credit points of 3000-level methodology or application or interdisciplinary project selective units			
*Students not enrolled in the BSc may substitute ECMT1010 or BUSS1020			
^If elective space allows, students may substitute DATA1001/1901 for the advanced statistics unit			
Data Science minor			
A minor in Data Science requires 36 credit points from this table including:			
(i) 6 credit points of 1000-level core units			
(ii) 6 credit points of 1000-level units according to the following rules*:			
(a) 6 credit points of selective units OR			
(b) 3 credit points of statistics units and 3 credit points of computations units OR			
(c) 3 credit points of advanced statistics units and 3 credit points of calculus and linear algebra units			
(iii) 12 credit points of 2000-level core units			

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

(v) 6 credit points of 3000-level methodology units

Units of study

The units of study are listed below.

1000-level units of study

Core

DATA1002 Informatics: Data and Computation	6	N INFO1903 OR DATA1902	Semester 2
DATA1902 Informatics: Data and Computation (Advanced)	6	A This unit is intended for students with ATAR at least sufficient for entry to the BSc/BAdvStudies(Advanced) stream, or for those who gained Distinction results or better, in some unit in Data Science, Mathematics, or Computer Science. Students with portfolio of high-quality relevant prior work can also be admitted. N INFO1903 OR DATA1002 <i>Note: Department permission required for enrolment</i>	Semester 2

Selective

DATA1001 Foundations of Data Science	6	N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021	Semester 1 Semester 2
DATA1901 Foundations of Data Science (Adv)	6	A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015	Semester 1 Semester 2
ENVX1002 Introduction to Statistical Methods	6	N ENVX1001 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or DATA1001 or DATA1901 or BUSS1020 or STAT1021 or ECMT1010 <i>Available as a degree core unit only in the Agriculture, Animal and Veterinary Bioscience, and Food and Agribusiness, and Taronga Wildlife Conservation streams</i>	Semester 1

Statistics			
MATH1005 Statistical Thinking with Data	3	A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1015 or MATH1905 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901	Intensive January Semester 1 Semester 2
Computation			
MATH1115 Interrogating Data	3	P MATH1005 or MATH1015 N STAT1021 or ENVX1001 or ENVX1002 or BUSS1020 or ECMT1010 or DATA1001 or DATA1901	Intensive January Semester 2
Advanced Statistics			
MATH1905 Statistical Thinking with Data (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1005 or MATH1015 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901 <i>Note: Department permission required for enrolment</i>	Semester 2
Mathematics			
MATH1021 Calculus Of One Variable	3	A HSC Mathematics Extension 1 or equivalent. N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931	Intensive January Semester 1 Semester 2
MATH1921 Calculus Of One Variable (Advanced)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1906 or ENVX1001 or MATH1901 or MATH1021 or MATH1931 <i>Note: Department permission required for enrolment</i>	Semester 1
MATH1931 Calculus Of One Variable (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1901 or ENVX1001 or MATH1906 or MATH1021 or MATH1921	Semester 1

		<i>Note: Department permission required for enrolment Enrolment is by invitation only</i>	
MATH1023 Multivariable Calculus and Modelling	3	A Knowledge of complex numbers and methods of differential and integral calculus including integration by partial fractions and integration by parts as for example in MATH1021 or MATH1921 or MATH1931 or HSC Mathematics Extension 2 N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933	Intensive January Semester 1 Semester 2
MATH1923 Multivariable Calculus and Modelling (Adv)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1013 or MATH1907 or MATH1903 or MATH1023 or MATH1933 <i>Note: Department permission required for enrolment</i>	Semester 2
MATH1933 Multivariable Calculus and Modelling (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1903 or MATH1013 or MATH1907 or MATH1023 or MATH1923 <i>Note: Department permission required for enrolment Enrolment is by invitation only.</i>	Semester 2
MATH1002 Linear Algebra	3	A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902	Intensive January Semester 1
MATH1902 Linear Algebra (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1002 or MATH1014 <i>Note: Department permission required for enrolment</i>	Semester 1
2000-level units of study			
Core			
DATA2001 Data Science: Big Data and Data Diversity	6	P DATA1002 OR DATA1902 OR INFO1110 OR INFO1910 OR INFO1903 OR INFO1103 N DATA2901	Semester 1
DATA2901 Big Data and Data Diversity (Advanced)	6	P DATA1002 OR DATA1902 OR INFO1110 OR INFO1903 OR INFO1103. Students need Distinction or better in one of the prerequisite units. N DATA2001	Semester 1

DATA2002 Data Analytics: Learning from Data	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P [DATA1001 or ENVX1001 or ENVX1002] or [MATH10X5 and MATH1115] or [MATH10X5 and STAT2X11] or [MATH1905 and MATH1XXX (except MATH1XX5)] or [BUSS1020 or ECMT1010 or STAT1021] N STAT2012 or STAT2912 or DATA2902	Semester 2
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
Selective			
COMP2123 Data Structures and Algorithms	6	P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823	Semester 1
COMP2823 Data Structures and Algorithms (Adv)	6	P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2123	Semester 1
COSC2002 Computational Modelling	6	A HSC Mathematics; DATA1002, or equivalent programming experience, ideally in Python. N COSC1003 or COSC1903 or COSC2902	Semester 1
COSC2902 Computational Modelling (Advanced)	6	A HSC Mathematics; DATA1002, or equivalent programming experience, ideally in Python. P 48 credit points of 1000 level units with an average of 65 N COSC1003 or COSC1903 or COSC2002 <i>Note: Department permission required for enrolment</i>	Semester 1
STAT2011 Probability and Estimation Theory	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2911	Semester 1
STAT2911 Probability and Statistical Models (Adv)	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and a mark of 65 or greater in (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2011	Semester 1
QBUS2830 Actuarial Data Analytics <i>This unit of study is</i> <i>not available in 2020</i>	6	A BUSS1020 or ECMT1010 or ENVX1001 or ENVX1002 or ((MATH1005 or MATH1015) and MATH1115) or 6 credit points in MATH 1000-level units including MATH1905. P QBUS2810 or DATA2002 or ECMT2110	Semester 1

GEGE2001 Genetics and Genomics	6	A Mendelian genetics; mechanisms of evolution; molecular and chromosomal bases of inheritance; and gene regulation and expression. N GENE2002 or MBLG2972 or GEGE2901 or MBLG2072	Semester 1 Semester 2
GEGE2901 Genetics and Genomics (Advanced)	6	A Mendelian genetics, mechanisms of evolution, molecular and chromosomal bases of inheritance, and gene regulation and expression. P Annual average mark of at least 70 N GENE2002 or MBLG2072 or GEGE2001 or MBLG2972	Semester 1 Semester 2
QBIO2001 Molecular Systems Biology	6	A Basic concepts in metabolism; protein synthesis; gene regulation; quantitative and statistical skills	Semester 1
3000-level units of study			
Core interdisciplinary project			
DATA3888 Data Science Capstone	6	P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012	Semester 1
Methodology			
DATA3404 Data Science Platforms	6	A This unit of study assumes that students have previous knowledge of database structures and of SQL. The prerequisite material is covered in DATA2001 or ISYS2120. Familiarity with a programming language (e.g. Java or C) is also expected. P DATA2001 OR DATA2901 OR ISYS2120 OR INFO2120 OR INFO2820 N INFO3504 OR INFO3404	Semester 1
DATA3406 Human-in-the-Loop Data Analytics	6	A Basic statistics, database management, and programming. P DATA2001 and DATA2002	Semester 2
COMP3308 Introduction to Artificial Intelligence	6	A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) N COMP3608	Semester 1
COMP3608 Introduction to Artificial Intelligence (Adv)	6	A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) P Distinction-level results in at least one 2000 level COMP or MATH or SOFT unit N COMP3308 <i>COMP3308 and COMP3608 share the same lectures, but have different tutorials and assessment (the same type but more challenging).</i>	Semester 1

COMP3027 Algorithm Design	6	A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3927	Semester 1
COMP3927 Algorithm Design (Adv)	6	A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3027	Semester 1
STAT3021 Stochastic Processes	6	P STAT2X11 and (MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933) N STAT3911 or STAT3011	Semester 1
STAT3022 Applied Linear Models	6	P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3912 or STAT3012 or STAT3922	Semester 1
STAT3922 Applied Linear Models (Advanced)	6	P STAT2X11 and [a mark of 65 or greater in (STAT2X12 or DATA2X02)] N STAT3912 or STAT3012 or STAT3022	Semester 1
STAT3023 Statistical Inference	6	A DATA2X02 or STAT2X12 P STAT2X11 N STAT3913 or STAT3013 or STAT3923	Semester 2
STAT3923 Statistical Inference (Advanced)	6	P STAT2X11 and a mark of 65 or greater in (DATA2X02 or STAT2X12) N STAT3913 or STAT3013 or STAT3023	Semester 2
<u>STAT3925 Time Series (Advanced)</u>	<u>6</u>	<u>P</u> STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) <u>N</u> STAT4025	<u>Semester 1</u>
<u>STAT3926 Statistical Consulting (Advanced)</u>	<u>6</u>	<u>P</u> At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX <u>N</u> STAT4026	<u>Semester 1</u>
~~STAT4025 Time Series~~	~~6~~	~~P~~ STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) ~~N~~ STAT3925	~~Semester 4~~
~~STAT4026 Statistical Consulting~~	~~6~~	~~P~~ At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX ~~N~~ STAT3926	~~Semester 4~~
Application			
ENVX3001 Environmental GIS	6	P 6cp from (ENVI1003 or AGEN1002) or 6cp from GEOS1XXX or 6cp from BIOL1XXX or GEOS2X11	Semester 2
ENVX3002 Statistics in the Natural Sciences	6	P ENVX2001 or STAT2X12 or BIOL2X22 or DATA2X02 or QBIO2001	Semester 1
AMED3002 Interrogating Biomedical and Health Data	6	A Exploratory data analysis, sampling, simple linear regression, t- tests, confidence intervals and chi-squared goodness of fit tests, familiar with basic coding, basic linear algebra.	Semester 1

QBUS3810 Actuarial Risk Analytics <i>This unit of study is not available in 2020</i>	6	P QBUS2810 or DATA2002 or ECMT2110 N ECMT3180	Semester 1
GEGE3004 Applied Genomics	6	A Genetics at 2000 level, Biology at 1000 level, algebra P 6cp of (GEGE2X01 or QBIO2XXX or DATA2X01 or GENE2XXX or MBLG2X72 or ENVX2001 or DATA2X02) N ANSC3107 <i>This unit must be taken by all students in the Genetics and Genomics major.</i>	Semester 2
BCMB3004 Beyond The Genome	6	A Intermediate protein chemistry and biochemistry concepts P 12 credit points from (AMED3001 or BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB2X01 or BCMB2X02 or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2X01 or MEDS2002 or MEDS2003 or PCOL2X21 or QBIO2001) N BCHM3X92 or BCMB3904	Semester 2
BCMB3904 Beyond The Genome (Advanced)	6	A Students should understand basic concepts in human, mammalian, plant and/or prokaryotic biology. Students should have a basic understanding of the 'genome' and of the central dogma of molecular biology (gene transcription and protein translation). Additional knowledge of basic chemistry and protein biochemistry will be helpful. P An average mark of 75 or above in 12 credit points from (AMED3001 or BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB2X01 or BCMB2X02 or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2X01 or MEDS2002 or MEDS2003 or PCOL2X21 or QBIO2001) N BCHM3X92 or BCMB3004	Semester 2
Selective Interdisciplinary Project			
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2
STAT3888 Statistical Machine Learning	6	A STAT3012 or STAT3912 or STAT3022 or STAT3922 P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3914 or STAT3014	Semester 2

ECOLOGY AND EVOLUTIONARY BIOLOGY

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
ECOLOGY AND EVOLUTIONARY BIOLOGY			
Ecology and Evolutionary Biology major			
A major in Ecology and Evolutionary Biology requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 12 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level core units			
(iv) 6 credit points of 3000-level selective units			
(v) 6 credit points of 3000-level interdisciplinary project units			
Units of study			
The units of study are listed below.			
1000-level units of study			
Core			
BIOL1006 Life and Evolution	6	A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIOL1001 or BIOL1911 or BIOL1991 or BIOL1906 or BIOL1996	Semester 1
BIOL1906 Life and Evolution (Advanced)	6	A 85 or above in HSC Biology or equivalent. N BIOL1001 or BIOL1911 or BIOL1991 or BIOL1006 or BIOL1996 <i>Note: Department permission required for enrolment</i>	Semester 1
BIOL1996 Life and Evolution (SSP)	6	A 90 or above in HSC Biology or equivalent N BIOL1001 or BIOL1911 or BIOL1991 or BIOL1006 or BIOL1906 or BIOL1993 or BIOL1998 <i>Note: Department permission required for enrolment</i>	Semester 1

BIOL1007 From Molecules to Ecosystems	6	A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIOL1907 or BIOL1997	Semester 2
BIOL1907 From Molecules to Ecosystems (Advanced)	6	A 85 or above in HSC Biology or equivalent N BIOL1007 or BIOL1997 <i>Note: Department permission required for enrolment</i>	Semester 2
BIOL1997 From Molecules to Ecosystems (SSP)	6	A 90 or above in HSC Biology or equivalent N BIOL1007 or BIOL1907 <i>Note: Department permission required for enrolment</i>	Semester 2
2000-level units of study			
Core			
BIOL2022 Biology Experimental Design and Analysis	6	A BIOL1XXX or MBLG1XXX P 6cp from (BIOL1XXX or MBLG1XXX or ENVX1001 or ENVX1002 or DATA1001 or MATH1XX5) N BIOL2922 or BIOL3006 or BIOL3906	Semester 2
BIOL2922 Biol Experimental Design and Analysis Adv <i>This unit of study is not available in 2020</i>	6	A BIOL1XXX or MBLG1XXX P [An annual average mark of at least 70 in the previous year] and [6cp from (BIOL1XXX or MBLG1XXX or ENVX1001 or ENVX1002 or DATA1001 or MATH1XX5)] N BIOL2022 or BIOL3006 or BIOL3906	Semester 2
BIOL2024 Ecology and Conservation	6	A BIOL1XXX or MBLG1XXX N BIOL2924	Semester 2
BIOL2924 Ecology and Conservation (Advanced)	6	A BIOL1XXX or MBLG1XXX P An annual average mark of at least 70 in the previous year N BIOL2024	Semester 2
3000-level units of study			
Core			

BIOL3007 Ecology	6	P [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3907	Semester 2
BIOL3907 Ecology (Advanced)	6	P An average mark of 75 or above in [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3007	Semester 2
BIOL3005 Evolutionary Biology	6	A Students should be familiar with the structure of DNA molecules and the genetic code, understand the concept of a phylogenetic tree and have basic laboratory skills like pipetting and PCR. A knowledge of elementary statistics and algebra is assumed. Completion of intermediate units in genetics and genomics (i.e. GEGE2X01) and diversity (e.g. botany or zoology) is highly recommended. P (12cp of BIOL2XXX) or [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3044 or BIOL3025 or BIOL3925 or BIOL3944 or PLNT3003 or PLNT3903	Semester 1
Interdisciplinary Project			
BIOL3888 Biology Interdisciplinary Project	6	P Completion of 72cp of units of study, including 12cp from (BIOL2XXX or IMM2X11 or GEGE2X01 or MICR2X31)	Semester 2
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2
<i>ECOL3888 to be developed for offering in 2021</i>			
Selective			
BIOL3034 Evolution of the Australian Biota	6	P (12cp of BIOL2XXX) or [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3044 or BIOL3944 or BIOL3025 or BIOL3925 or PLNT3003 or PLNT3903	Semester 1
BIOL3008 Marine Field Ecology	6	P 12 credit points of Intermediate BIOL, or (6 credit points of Intermediate BIOL and (MBLG2072 or MBLG2972)) N BIOL3908 or BIOL2028 or BIOL2928 <i>Note: Department permission required for enrolment Entry into the unit is based on placement availability and selection is competitive based on academic performance in the pre-requisite units of study. Academic performance in any senior BIOL units of study may also be considered. Students must apply via the School of Life Environmental Sciences rather than directly through Sydney Student Unit of Study Selection. Information on how to apply will be on the</i>	Intensive July

		SOLES Student Portal on Canvas: https://canvas.sydney.edu.au/courses/7931	
BIOL3908 Marine Field Ecology (Advanced)	6	P Distinction average in either- 12cp Intermediate BIOL or (6cp Intermediate BIOL and (MBLG2072 or MBLG2972)) N BIOL3008 or BIOL2028 or BIOL2928 <i>Note: Department permission required for enrolment Entry into the unit is based on placement availability and selection is competitive based on academic performance in the pre-requisite units of study. Academic performance in any senior BIOL units of study may also be considered. Students must apply via the School of Life Environmental Sciences rather than directly through Sydney Student Unit of Study Selection. Information on how to apply will be on the SOLES Student Portal on Canvas: https://canvas.sydney.edu.au/courses/7931</i>	Intensive July
BIOL3009 Terrestrial Field Ecology	6	A Basic ecological concepts of species and communities, and experimental design and analysis. P [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3909 or BIOL2009 or BIOL2909 <i>Note: Department permission required for enrolment Entry into the unit is based on placement availability and selection is competitive based on academic performance in the pre-requisite units of study. Academic performance in any senior BIOL units of study may also be considered. Students must apply via the School of Life Environmental Sciences rather than directly through Sydney Student Unit of Study Selection. Information on how to apply will be on the SOLES Student Portal on Canvas: https://canvas.sydney.edu.au/courses/7931</i>	Intensive July
BIOL3909 Terrestrial Field Ecology (Advanced)	6	A Basic ecological concepts of species and communities, and experimental design and analysis. P An average mark of 70 or above in (12cp of BIOL2XXX) OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3009 or BIOL2009 or BIOL2909 <i>Note: Department permission required for enrolment Entry into the unit is based on placement availability and selection is competitive based on academic performance in the pre-requisite units of study. Academic performance in any senior BIOL units of study may also be considered. Students must apply via the School of Life Environmental Sciences rather than directly through Sydney Student Unit of Study Selection. Information on how to apply will be on the SOLES Student Portal on Canvas: https://canvas.sydney.edu.au/courses/7931</i>	Intensive July
BIOL3045 Animal Ecological Physiology	6	P [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3945 or BIOL3011 or BIOL3911 or BIOL3012 or BIOL3912	Semester 1
BIOL3046 Animal Behaviour	6	P [12cp of BIOL2XXX] OR [6cp from BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3946 or BIOL3025 or BIOL3925	Semester 1
BIOL3946 Animal Behaviour (Advanced)	6	P An average mark of 75 or above in [12cp of BIOL2XXX] OR [6cp of BIOL2XXX and (MBLG2X72 or GEGE2X01 or GENE2002)] N BIOL3046 or BIOL3025 or BIOL3925	Semester 1

		<i>Note: Department permission required for enrolment</i>	

FINANCIAL MATHEMATICS AND STATISTICS

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
FINANCIAL MATHEMATICS AND STATISTICS			
Financial Mathematics and Statistics major			
A major in Financial Mathematics and Statistics requires 48 credit points from this table including:			
(i) 12 credit points of 1000 level units according to the following rules:			
(a) 3 credit points of calculus units; 3 credit points of multivariable calculus; 3 credit points of linear algebra units and 3 credit points of statistics units*. (Students in the Mathematical Sciences program must choose this option^); or			
(b) 3 credit points of calculus units; 3 credit points of linear algebra units and 6 credit points of data science units*			
(ii) 18 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level core units			
(iv) 6 credit points of 3000-level interdisciplinary project units			
*Students not enrolled in the BSc may substitute ECMT1010 or BUSS1020			
^If elective space allows, students may substitute DATA1001/1901 for the statistics unit			
Financial Mathematics and Statistics minor			
A minor in Financial Mathematics and Statistics requires 36 credit points from this table including:			
(i) 12 credit points of 1000 level units according to the following rules:			
(a) 3 credit points of 1000-level calculus units; 3 credit points of multivariable calculus units; 3 credit points of linear algebra units and 3 credit points of statistics units; or			
(b) 6 credit points of data science units; 3 credit points of calculus units and 3 credit points of linear algebra units			
(ii) 18 credit points of 2000-level core units			
(iii) 6 credit points of 3000-level core units			
Units of study			
The units of study are listed below.			
1000-level units of study			

Calculus			
MATH1021 Calculus Of One Variable	3	A HSC Mathematics Extension 1 or equivalent. N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931	Intensive January Semester 1 Semester 2
MATH1921 Calculus Of One Variable (Advanced)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1906 or ENVX1001 or MATH1901 or MATH1021 or MATH1931 <i>Note: Department permission required for enrolment</i>	Semester 1
MATH1931 Calculus Of One Variable (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1901 or ENVX1001 or MATH1906 or MATH1021 or MATH1921 <i>Note: Department permission required for enrolment Enrolment is by invitation only</i>	Semester 1
Multivariable calculus			
MATH1023 Multivariable Calculus and Modelling	3	A Knowledge of complex numbers and methods of differential and integral calculus including integration by partial fractions and integration by parts as for example in MATH1021 or MATH1921 or MATH1931 or HSC Mathematics Extension 2 N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933	Intensive January Semester 1 Semester 2
MATH1923 Multivariable Calculus and Modelling (Adv)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1013 or MATH1907 or MATH1903 or MATH1023 or MATH1933 <i>Note: Department permission required for enrolment</i>	Semester 2
MATH1933 Multivariable Calculus and Modelling (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1903 or MATH1013 or MATH1907 or MATH1023 or MATH1923 <i>Note: Department permission required for enrolment Enrolment is by invitation only.</i>	Semester 2
Linear algebra			

MATH1014 <u>Introduction to Linear Algebra</u>	<u>3</u>	A <u>Coordinate geometry, basic integral and differential calculus, polynomial equations and algebraic manipulations, equivalent to HSC Mathematics</u> N MATH1002 or MATH1902	<u>Intensive January Semester 2</u>
MATH1002 Linear Algebra	3	A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902	Intensive January Semester 1
MATH1902 Linear Algebra (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1002 or MATH1014 <i>Note: Department permission required for enrolment</i>	Semester 1
Statistics			
MATH1005 Statistical Thinking with Data	3	A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1015 or MATH1905 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901	Intensive January Semester 1 Semester 2
MATH1905 Statistical Thinking with Data (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1005 or MATH1015 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901 <i>Note: Department permission required for enrolment</i>	Semester 2
Data science			
DATA1001 Foundations of Data Science	6	N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021	Semester 1 Semester 2
DATA1901 Foundations of Data Science (Adv)	6	A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015	Semester 1 Semester 2
2000-level units of study			

Core			
MATH2070 Optimisation and Financial Mathematics	6	A MATH1X23 or MATH1933 or MATH1X03 or MATH1907 P (MATH1X21 or MATH1011 or MATH1931 or MATH1X01 or MATH1906) and (MATH1014 or MATH1X02) N MATH2010 or MATH2033 or MATH2933 or MATH2970 or ECMT3510 <i>Students may enrol in both MATH2070 and MATH3075 in the same semester</i>	Semester 2
MATH2970 Optimisation and Financial Mathematics Adv	6	A MATH19X3 or MATH1907 or a mark of 65 or above in MATH1003 or MATH1023 P [MATH19X1 or MATH1906 or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] N MATH2010 or MATH2033 or MATH2933 or MATH2070 or ECMT3510 <i>Students may enrol in both MATH2970 and MATH3975 in the same semester</i>	Semester 2
STAT2011 Probability and Estimation Theory	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2911	Semester 1
STAT2911 Probability and Statistical Models (Adv)	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and a mark of 65 or greater in (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2011	Semester 1
DATA2002 Data Analytics: Learning from Data	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P [DATA1001 or ENVX1001 or ENVX1002] or [MATH10X5 and MATH1115] or [MATH10X5 and STAT2X11] or [MATH1905 and MATH1XXX (except MATH1XX5)] or [BUSS1020 or ECMT1010 or STAT1021] N STAT2012 or STAT2912 or DATA2902	Semester 2
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
3000-level units of study			

Core			
MATH3075 Financial Derivatives	6	P 12 credit points chosen from MATH2XXX or STAT2XXX or DATA2X02 N MATH3975 or MATH3015 or MATH3933 <i>It is possible to enrol in MATH2070 and MATH3075 in the same semester</i>	Semester 2
MATH3975 Financial Derivatives (Advanced)	6	P A mark of 65 or above in 12cp from (MATH2XXX or STAT2XXX or DATA2X02) N MATH3933 or MATH3015 or MATH3075 <i>MATH2X70 and MATH3975 may be taken in the same semester</i>	Semester 2
STAT3021 Stochastic Processes	6	P STAT2X11 and (MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933) N STAT3911 or STAT3011	Semester 1
STAT3921 Stochastic Processes (Advanced)	6	P (STAT2011 or STAT2911) and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT4021	Semester 1
Interdisciplinary project			
FMAT3888 Projects in Financial Mathematics	6	A STAT2X11, MATH2X70 P (MATH2070 or MATH2970) and (STAT2011 or STAT2911)	Semester 2
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2

MATHEMATICAL SCIENCES

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
MATHEMATICAL SCIENCES			
Mathematical Sciences program			
The Mathematical Sciences program is available only to students eligible to enroll in the Dalyell stream.			
A program in Mathematical Sciences requires 66 credit points including:			
(i) A 48 credit point major in either, Data Science, Financial Mathematics and Statistics, Mathematics or Statistics, and:			
(ii) 6 credit points of 1000-level program core units according to the following rules:			
(a) For students with a major in Financial Mathematics and Statistics, Mathematics or Statistics, 6 credit points of 1000-level program core (non-Data Science major) units in addition to those counted towards the major.			
(b) For students with a major in Data Science, 6 credit points of 1000-level program core (Data Science major) units in addition to those counted towards the major.			
(iii) 12 credit points of 2000-level and 3000-level selective units according to the following rules:			
(a) For students with a major in Mathematics, 6 credit points of 2000-level program selective (Mathematics major) units and 6 credit points of 3000- or 4000-level selective units, in addition to those counted towards the major.			
(b) For students with a major in Statistics, 6 credit points of 2000-level program selective set one (Statistics major) units, and 6 credit points of 2000-level program selective set two (Statistics major) in addition to those counted towards the major.			
(c) For students with a major in Financial Mathematics and Statistics, 12 credit points of 2000-level program selective (Financial Mathematics and Statistics major) units in addition to those counted towards the major.			
(d) For students with a major in Data Science, 6 credit points of 2000-level program selective (Data Science major) units in addition to those counted towards the major, and 6 credit points of 3000- or 4000-level selective units, in addition to those counted towards the major.			
Units of study			
The units of study are listed below.			
1000-level units of study			
Program Core (Non-Data Science major)			

DATA1002 Informatics: Data and Computation	6	N INFO1903 OR DATA1902	Semester 2
DATA1902 Informatics: Data and Computation (Advanced)	6	A This unit is intended for students with ATAR at least sufficient for entry to the BSc/BAdvStudies(Advanced) stream, or for those who gained Distinction results or better, in some unit in Data Science, Mathematics, or Computer Science. Students with portfolio of high-quality relevant prior work can also be admitted. N INFO1903 OR DATA1002 <i>Note: Department permission required for enrolment</i>	Semester 2
Program Core (Data Science major)			
MATH1021 Calculus Of One Variable	3	A HSC Mathematics Extension 1 or equivalent. N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931	Intensive January Semester 1 Semester 2
MATH1921 Calculus Of One Variable (Advanced)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1906 or ENVX1001 or MATH1901 or MATH1021 or MATH1931 <i>Note: Department permission required for enrolment</i>	Semester 1
MATH1931 Calculus Of One Variable (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1901 or ENVX1001 or MATH1906 or MATH1021 or MATH1921 <i>Note: Department permission required for enrolment Enrolment is by invitation only</i>	Semester 1
MATH1023 Multivariable Calculus and Modelling	3	A Knowledge of complex numbers and methods of differential and integral calculus including integration by partial fractions and integration by parts as for example in MATH1021 or MATH1921 or MATH1931 or HSC Mathematics Extension 2 N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933	Intensive January Semester 1 Semester 2
MATH1923 Multivariable Calculus and Modelling (Adv)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1013 or MATH1907 or MATH1903 or MATH1023 or MATH1933 <i>Note: Department permission required for enrolment</i>	Semester 2
MATH1933 Multivariable	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1903 or MATH1013 or MATH1907 or	Semester 2

Calculus and Modelling (SSP)		MATH1023 or MATH1923 <i>Note: Department permission required for enrolment Enrolment is by invitation only.</i>	
2000-level units of study			
Program selective (Mathematics major)			
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
STAT2911 Probability and Statistical Models (Adv)	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and a mark of 65 or greater in (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2011	Semester 1
Program selective set one (Statistics major)			
MATH2921 Vector Calculus and Differential Eqs (Adv)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2021 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2922) or (MATH2961 and MATH2022) or (MATH2961 and MATH2922) or MATH2067	Semester 1
MATH2922 Linear and Abstract Algebra (Advanced)	6	P MATH1902 or (a mark of 65 or above in MATH1002) N MATH2022 or MATH2968 or (MATH2061 and MATH2021) or (MATH2061 and MATH2921) or (MATH2961 and MATH2021) or (MATH2961 and MATH2921)	Semester 1
Program selective set two (Statistics major)			
MATH2921 Vector Calculus and Differential Eqs (Adv)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2021 or MATH2065 or MATH2965 or (MATH2061 and	Semester 1

		MATH2022) or (MATH2061 and MATH2922) or (MATH2961 and MATH2022) or (MATH2961 and MATH2922) or MATH2067	
MATH2922 Linear and Abstract Algebra (Advanced)	6	P MATH1902 or (a mark of 65 or above in MATH1002) N MATH2022 or MATH2968 or (MATH2061 and MATH2021) or (MATH2061 and MATH2921) or (MATH2961 and MATH2021) or (MATH2961 and MATH2921)	Semester 1
MATH2923 Analysis (Advanced)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2023 or MATH2962 or MATH3068	Semester 2
MATH2988 Number Theory and Cryptography Adv	6	P MATH1902 or MATH1904 or (a mark of 65 or above in MATH1002 or MATH1004 or MATH1064) N MATH2068 or MATH2088	Semester 2
MATH2970 Optimisation and Financial Mathematics Adv	6	A MATH19X3 or MATH1907 or a mark of 65 or above in MATH1003 or MATH1023 P [MATH19X1 or MATH1906 or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] N MATH2010 or MATH2033 or MATH2933 or MATH2070 or ECMT3510 <i>Students may enrol in both MATH2970 and MATH3975 in the same semester</i>	Semester 2
Program selective (Financial Mathematics and Statistics major)			
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
MATH2921 Vector Calculus and Differential Eqs (Adv)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2021 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2922) or (MATH2961 and MATH2022) or (MATH2961 and MATH2922) or MATH2067	Semester 1
MATH2922 Linear and Abstract Algebra (Advanced)	6	P MATH1902 or (a mark of 65 or above in MATH1002) N MATH2022 or MATH2968 or (MATH2061 and MATH2021) or (MATH2061 and MATH2921) or (MATH2961 and MATH2021) or (MATH2961 and MATH2921)	Semester 1

Program selective (Data Science major)			
MATH2921 Vector Calculus and Differential Eqs (Adv)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2021 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2922) or (MATH2961 and MATH2022) or (MATH2961 and MATH2922) or MATH2067	Semester 1
MATH2922 Linear and Abstract Algebra (Advanced)	6	P MATH1902 or (a mark of 65 or above in MATH1002) N MATH2022 or MATH2968 or (MATH2061 and MATH2021) or (MATH2061 and MATH2921) or (MATH2961 and MATH2021) or (MATH2961 and MATH2921)	Semester 1
STAT2911 Probability and Statistical Models (Adv)	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and a mark of 65 or greater in (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2011	Semester 1
3000-level units of study			
Selective			
DATA3888 Data Science Capstone	6	P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012	Semester 1
FMAT3888 Projects in Financial Mathematics	6	A STAT2X11, MATH2X70 P (MATH2070 or MATH2970) and (STAT2011 or STAT2911)	Semester 2
MATH3888 Projects in Mathematics	6	P (MATH2921 or MATH2021 or MATH2065 or MATH2965 or MATH2061 or MATH2961 or MATH2923 or MATH2023) and (MATH2922 or MATH2022 or MATH2061 or MATH2961 or MATH2088 or MATH2988)	Semester 2
MATH3961 Metric Spaces (Advanced)	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P A mark of 65 or greater in 12 credit points of 2000-level Mathematics units N MATH4061	Semester 1
MATH3962 Rings, Fields and Galois Theory (Adv)	6	P MATH2961 or MATH2922 or a mark of 65 or greater in (MATH2061 or MATH2022) N MATH3062 or MATH4062	Semester 1

<u>MATH3963</u> <u>Nonlinear ODEs</u> <u>with Applications</u> <u>(Adv)</u>	<u>6</u>	<u>A</u> Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) <u>P</u> A mark of 65 or greater in 12 credit points of MATH2XXX units of study <u>N</u> MATH3063 or MATH4063	<u>Semester</u> <u>1</u>
<u>MATH3968</u> <u>Differential</u> <u>Geometry</u> <u>(Advanced)</u>	<u>6</u>	<u>A</u> (MATH2921 and MATH2922) or MATH2961 <u>P</u> A mark of 65 or greater in 12 credit points of MATH2XXX units of study <u>N</u> MATH4068	<u>Semester</u> <u>2</u>
<u>MATH3969</u> <u>Measure Theory</u> <u>and Fourier</u> <u>Analysis (Adv)</u>	<u>6</u>	<u>A</u> Real analysis and vector spaces. For example MATH2X21 and MATH2X23 <u>P</u> A mark of 65 or greater in 12 credit points of MATH2XXX units of study <u>N</u> MATH4069	<u>Semester</u> <u>2</u>
<u>MATH3971</u> <u>Convex Analysis</u> <u>and Optimal</u> <u>Control (Adv)</u>	<u>6</u>	<u>A</u> MATH2X21 and MATH2X23 and STAT2X11 <u>P</u> A mark of 65 or above in 12cp from (MATH2XXX or STAT2XXX or DATA2X02) <u>N</u> MATH4071	<u>Semester</u> <u>1</u>
<u>MATH3974</u> <u>Fluid Dynamics</u> <u>(Advanced)</u>	<u>6</u>	<u>A</u> [MATH2961 and MATH2965] or [MATH2921 and MATH2922] <u>P</u> Credit average or greater in 12 credit points of Intermediate Mathematics <u>N</u> MATH4074	<u>Semester</u> <u>1</u>
<u>MATH3975</u> <u>Financial</u> <u>Derivatives</u> <u>(Advanced)</u>	<u>6</u>	<u>P</u> A mark of 65 or above in 12cp from (MATH2XXX or STAT2XXX or DATA2X02) <u>N</u> MATH3933 or MATH3015 or MATH3075 <i>MATH2X70 and MATH3975 may be taken in the same semester</i>	<u>Semester</u> <u>2</u>
<u>MATH3976</u> <u>Mathematical</u> <u>Computing</u> <u>(Advanced)</u>	<u>6</u>	<u>A</u> Strong skills in linear algebra and the theory and methods of ordinary and partial differential equations for example (MATH2961 and MATH2965) or (MATH2921 and MATH2922) <u>P</u> A mark of 65 or above in [(12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] <u>N</u> MATH3076 or MATH4076	<u>Semester</u> <u>1</u>
<u>MATH3977</u> <u>Lagrangian and</u> <u>Hamiltonian</u> <u>Dynamics (Adv)</u>	<u>6</u>	<u>P</u> A mark of 65 or greater in 12 credit points of MATH2XXX units of study <u>N</u> MATH4077	<u>Semester</u> <u>2</u>
<u>MATH3978</u> <u>PDEs and Waves</u> <u>(Advanced)</u>	<u>6</u>	<u>A</u> [MATH2X61 and MATH2X65] or [MATH2X21 and MATH2X22] <u>P</u> A mark of 65 or greater in 12 credit points of MATH2XXX units of study <u>N</u> MATH3078 or MATH4078	<u>Semester</u> <u>2</u>
<u>MATH3979</u> <u>Complex Analysis</u> <u>(Advanced)</u>	<u>6</u>	<u>A</u> Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 <u>P</u> A mark of 65 or above in 12cp of MATH2XXX <u>N</u> MATH4079 or MATH3964	<u>Semester</u> <u>1</u>

STAT3021 Stochastic Processes	6	P STAT2X11 and (MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933) N STAT3911 or STAT3011	Semester 1
STAT3888 Statistical Machine Learning	6	A STAT3012 or STAT3912 or STAT3022 or STAT3922 P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3914 or STAT3014	Semester 2
STAT3922 Applied Linear Models (Advanced)	6	P STAT2X11 and [a mark of 65 or greater in (STAT2X12 or DATA2X02)] N STAT3912 or STAT3012 or STAT3022	Semester 1
STAT3923 Statistical Inference (Advanced)	6	P STAT2X11 and a mark of 65 or greater in (DATA2X02 or STAT2X12) N STAT3913 or STAT3013 or STAT3023	Semester 2
<u>STAT3925 Time Series (Advanced)</u>	<u>6</u>	<u>P</u> STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) <u>N</u> STAT4025	<u>Semester 1</u>
<u>STAT3926 Statistical Consulting (Advanced)</u>	<u>6</u>	<u>P</u> At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX <u>N</u> STAT4026	<u>Semester 1</u>

4000-level units of study

Selective

MATH4061 Metric Spaces	6—	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3964	Semester 4
MATH4062 Rings, Fields and Galois Theory	6—	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 4
MATH4063 Dynamical Systems and Applications	6—	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or	Semester 4

		{12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)}	
MATH4068 Differential Geometry	6—	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or {12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)} N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6—	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or {12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)} N MATH3969	Semester 2
MATH4071 Convex Analysis and Optimal Control	6—	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or {12cp of (MATH3XXX or STAT3XXX)} N MATH3974	Semester 4
MATH4074 Fluid Dynamics	6—	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 4
MATH4076 Computational Mathematics	6—	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 4
MATH4077 Lagrangian and Hamiltonian Dynamics	6—	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or {12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)} N MATH3977	Semester 2
MATH4078 PDEs and Applications	6—	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or {12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)} N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6—	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 4

STAT4025 Time Series	6—	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 4
STAT4026 Statistical Consulting	6—	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 4

MATHEMATICS

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
MATHEMATICS			
Mathematics major			
A major in Mathematics requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level units as follows:			
(a) 6 credit points of calculus units; 3 credit points of linear algebra units; and 3 credit points of statistics* or discrete mathematics units or			
(b) 6 credit points of calculus units; 3 credit points of linear algebra units; and 3 credit points of statistics^ for students in the Mathematical Sciences program			
(ii) 12 credit points of 2000-level core units			
(iii) 6 credit points of 2000-level selective units			
(iv) 6 credit points of 3000-level interdisciplinary project units			
(v) 12 credit points of 3000-level or 4000-level selective units			
*BSc students may substitute DATA1001 or ENVX1002 and students not enrolled in the BSc may substitute DATA1001, ECMT1010 or BUSS1020			
^If elective space allows, students may substitute DATA1001/1901 for the statistics unit			
Mathematics minor			
A minor in Mathematics requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level units as follows: 6 credit points of calculus units; 3 credit points of linear algebra units; and 3 credit points of statistics or discrete mathematics units			
(ii) 12 credit points of 2000-level core units			
(iii) 6 credit points of 2000-level selective units			
(iv) 6 credit points of 3000-level or 4000-level selective units			
Units of study			
The units of study are listed below.			

1000-level units of study

Calculus

MATH1021 Calculus Of One Variable	3	A HSC Mathematics Extension 1 or equivalent. N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931	Intensive January Semester 1 Semester 2
MATH1921 Calculus Of One Variable (Advanced)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1906 or ENVX1001 or MATH1901 or MATH1021 or MATH1931 <i>Note: Department permission required for enrolment</i>	Semester 1
MATH1931 Calculus Of One Variable (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1901 or ENVX1001 or MATH1906 or MATH1021 or MATH1921 <i>Note: Department permission required for enrolment Enrolment is by invitation only</i>	Semester 1
MATH1023 Multivariable Calculus and Modelling	3	A Knowledge of complex numbers and methods of differential and integral calculus including integration by partial fractions and integration by parts as for example in MATH1021 or MATH1921 or MATH1931 or HSC Mathematics Extension 2 N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933	Intensive January Semester 1 Semester 2
MATH1923 Multivariable Calculus and Modelling (Adv)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1013 or MATH1907 or MATH1903 or MATH1023 or MATH1933 <i>Note: Department permission required for enrolment</i>	Semester 2
MATH1933 Multivariable Calculus and Modelling (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1903 or MATH1013 or MATH1907 or MATH1023 or MATH1923 <i>Note: Department permission required for enrolment Enrolment is by invitation only.</i>	Semester 2

Linear algebra

<u>MATH1014</u> <u>Introduction to</u> <u>Linear Algebra</u>	<u>3</u>	<u>A</u> Coordinate geometry, basic integral and differential calculus, polynomial equations and algebraic manipulations, equivalent to HSC Mathematics <u>N</u> MATH1002 or MATH1902	<u>Intensive</u> <u>January</u> <u>Semester</u> <u>2</u>
MATH1002 Linear Algebra	3	A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902	Intensive January Semester 1
MATH1902 Linear Algebra (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1002 or MATH1014 <i>Note: Department permission required for enrolment</i>	Semester 1
Discrete mathematics			
MATH1004 Discrete Mathematics	3	A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1904 or MATH1064	Semester 2
MATH1904 Discrete Mathematics (Advanced)	3	A Strong skills in mathematical problem solving and theory, including coordinate geometry, integral and differential calculus, and solution of polynomial equations equivalent to HSC Mathematics Extension 2 or a Band E4 in HSC Mathematics Extension 1 N MATH1004 or MATH1064 <i>Note: Department permission required for enrolment</i>	Semester 2
Statistics			
MATH1005 Statistical Thinking with Data	3	A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1015 or MATH1905 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901	Intensive January Semester 1 Semester 2
MATH1905 Statistical Thinking with Data (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1005 or MATH1015 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901 <i>Note: Department permission required for enrolment</i>	Semester 2

2000-level units of study			
Core			
MATH2021 Vector Calculus and Differential Equations	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906) and (MATH1XX2) and (MATH1X23 or MATH1933 or MATH1X03 or MATH1907) N MATH2921 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2922) or (MATH2961 and MATH2022) or (MATH2961 and MATH2922) or MATH2067	Semester 1
MATH2921 Vector Calculus and Differential Eqs (Adv)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2021 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2922) or (MATH2961 and MATH2022) or (MATH2961 and MATH2922) or MATH2067	Semester 1
MATH2022 Linear and Abstract Algebra	6	P MATH1XX2 or (a mark of 65 or above in MATH1014) N MATH2922 or MATH2968 or (MATH2061 and MATH2021) or (MATH2061 and MATH2921) or (MATH2961 and MATH2021) or (MATH2961 and MATH2921)	Semester 1
MATH2922 Linear and Abstract Algebra (Advanced)	6	P MATH1902 or (a mark of 65 or above in MATH1002) N MATH2022 or MATH2968 or (MATH2061 and MATH2021) or (MATH2061 and MATH2921) or (MATH2961 and MATH2021) or (MATH2961 and MATH2921)	Semester 1
Selective			
MATH2023 Analysis	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906) and (MATH1X23 or MATH1933 or MATH1X03 or MATH1907) and (MATH1XX2 or a mark of 65 or above in MATH1014) N MATH2923 or MATH3068 or MATH2962	Semester 2
MATH2923 Analysis (Advanced)	6	P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001)] and [MATH1902 or (a mark of 65 or above in MATH1002)] and [(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)] N MATH2023 or MATH2962 or MATH3068	Semester 2
MATH2088 Number Theory and Cryptography	6	P MATH1002 or MATH1902 or MATH1004 or MATH1904 or MATH1064 or (a mark of 65 or above in MATH1014) N MATH2068 or MATH2988	Semester 2
MATH2988 Number Theory and Cryptography Adv	6	P MATH1902 or MATH1904 or (a mark of 65 or above in MATH1002 or MATH1004 or MATH1064) N MATH2068 or MATH2088	Semester 2

3000-level units of study			
Interdisciplinary project units			
MATH3888 Projects in Mathematics	6	P (MATH2921 or MATH2021 or MATH2065 or MATH2965 or MATH2061 or MATH2961 or MATH2923 or MATH2023) and (MATH2922 or MATH2022 or MATH2061 or MATH2961 or MATH2088 or MATH2988)	Semester 2
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2
Selective			
MATH3061 Geometry and Topology	6	A Theory and methods of linear transformations and vector spaces, for example MATH2061, MATH2961 or MATH2022 P 12 credit points of Intermediate Mathematics N MATH3001 or MATH3006	Semester 2
MATH3961 Metric Spaces (Advanced)	<u>6</u>	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P A mark of 65 or greater in 12 credit points of 2000-level Mathematics units N MATH4061	<u>Semester 1</u>
MATH3962 Rings, Fields and Galois Theory (Adv)	<u>6</u>	P MATH2961 or MATH2922 or a mark of 65 or greater in (MATH2061 or MATH2022) N MATH3062 or MATH4062	<u>Semester 1</u>
MATH3063 Nonlinear ODEs with Applications	6	A MATH2061 or MATH2961 or [MATH2X21 and MATH2X22] P 12 credit points of MATH2XXX units of study N MATH3963 or MATH4063	Semester 1
MATH3963 Nonlinear ODEs with Applications (Adv)	<u>6</u>	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P A mark of 65 or greater in 12 credit points of MATH2XXX units of study N MATH3063 or MATH4063	<u>Semester 1</u>
MATH3066 Algebra and Logic	6	A Introductory knowledge of group theory. For example as in MATH2X22 P 6 credit points of Intermediate Mathematics N MATH3062 or MATH3065	Semester 1

MATH3076 Mathematical Computing	6	P 12cp of MATH2XXX or [6cp of MATH2XXX and (6cp of STAT2XXX or DATA2X02)] N MATH3976 or MATH4076	Semester 1
<u>MATH3976 Mathematical Computing (Advanced)</u>	6	A Strong skills in linear algebra and the theory and methods of ordinary and partial differential equations for example (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P A mark of 65 or above in [(12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] N MATH3076 or MATH4076	Semester 1
MATH3078 PDEs and Waves	6	A [MATH2X61 and MATH2X65] or [MATH2X21 and MATH2X22] P 12 credit points of MATH2XXX units of study N MATH3978 or MATH4078	Semester 2
<u>MATH3978 PDEs and Waves (Advanced)</u>	6	A [MATH2X61 and MATH2X65] or [MATH2X21 and MATH2X22] P A mark of 65 or greater in 12 credit points of MATH2XXX units of study N MATH3078 or MATH4078	Semester 2
<u>MATH3968 Differential Geometry (Advanced)</u>	6	A (MATH2921 and MATH2922) or MATH2961 P A mark of 65 or greater in 12 credit points of MATH2XXX units of study N MATH4068	Semester 2
<u>MATH3969 Measure Theory and Fourier Analysis (Adv)</u>	6	A Real analysis and vector spaces. For example MATH2X21 and MATH2X23 P A mark of 65 or greater in 12 credit points of MATH2XXX units of study N MATH4069	Semester 2
<u>MATH3974 Fluid Dynamics (Advanced)</u>	6	A [MATH2961 and MATH2965] or [MATH2921 and MATH2922] P Credit average or greater in 12 credit points of Intermediate Mathematics N MATH4074	Semester 1
<u>MATH3977 Lagrangian and Hamiltonian Dynamics (Adv)</u>	6	P A mark of 65 or greater in 12 credit points of MATH2XXX units of study N MATH4077	Semester 2
<u>MATH3979 Complex Analysis (Advanced)</u>	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P A mark of 65 or above in 12cp of MATH2XXX N MATH4079 or MATH3964	Semester 1
4000-level unit of study			
Selective			
MATH4064 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or	Semester 4

		MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3964	
MATH4062 Rings, Fields and Galois Theory	6—	P (MATH2022 or MATH2061) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 4
MATH4063 Dynamical Systems and Applications	6—	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922); Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 4
MATH4068 Differential Geometry	6—	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6—	A (MATH2021 and MATH2022) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4074 Fluid Dynamics	6—	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 4
MATH4076 Computational Mathematics	6—	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 4
MATH4077 Lagrangian and Hamiltonian Dynamics	6—	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2

MATH4078 PDEs and Applications	6—	~~A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22)~~ ~~P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)]~~ ~~N MATH3078 or MATH3978~~	Semester 2
MATH4079 Complex Analysis	6—	~~A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068~~ ~~P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX)~~ ~~N MATH3979 or MATH3964~~	Semester 4

MEDICAL SCIENCE

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
MEDICAL SCIENCE			
Medical Science stream			
The Medical Science stream is 72 credit points, including:			
(i) 6 credit points of 1000-level stream core units			
(ii) 6 credit points of 2000-level stream core units			
(iii) A 60 credit point program in Medical Science			
Medical Science program			
This program is only available to students enrolled in Medical Science stream.			
A program in Medical Science requires 60 credit points from this table including:			
(i) A 48 credit point major in Medical Science			
(ii) 12 credit points of 2000-level program core units			
Medical Science major			
This major is only available to students enrolled in Medical Science program.			
A major in Medical Science requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 12 credit points of 2000-level major core units			
(iii) 6 credit points of 3000-level core interdisciplinary project unit			
(iv) 18 credit points of 3000-level disciplinary selective or interdisciplinary project selective units			
Units of study			
The units of study are listed below.			
1000-level units of study			

Stream core			
CHEM1011 Fundamentals of Chemistry 1A	6	A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1111 or CHEM1911 or CHEM1991 <i>Students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February, and online year-round, see https://sydney.edu.au/students/bridging-courses.html).</i>	Semester 1
CHEM1111 Chemistry 1A	6	A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February) N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1911 or CHEM1991 <i>Students who have not completed secondary school chemistry are strongly advised to instead complete Fundamentals of Chemistry 1A in the first semester of the calendar year (unless you require 12 credit points of Chemistry and are commencing in semester 2). You should also take the Chemistry Bridging Course in advance (offered in February, and online year-round https://sydney.edu.au/students/bridging-courses.html).</i>	Intensive January Semester 1 Semester 2
CHEM1911 Chemistry 1A (Advanced)	6	A 80 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1991 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1991 Chemistry 1A (Special Studies Program)	6	A 90 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1911 <i>Note: Department permission required for enrolment</i>	Semester 1
Major core			
BIOL1007 From Molecules to Ecosystems	6	A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIOL1907 or BIOL1997	Semester 2
BIOL1907 From Molecules to	6	A 85 or above in HSC Biology or equivalent N BIOL1007 or BIOL1997	Semester 2

Ecosystems (Advanced)		<i>Note: Department permission required for enrolment</i>	
BIOL1997 From Molecules to Ecosystems (SSP)	6	A 90 or above in HSC Biology or equivalent N BIOL1007 or BIOL1907 <i>Note: Department permission required for enrolment</i>	Semester 2
MEDS1001 Human Biology	6	N BIOL1003 or BIOL1903 or BIOL1993 or BIOL1008 or BIOL1908 or BIOL1998 or MEDS1901	Semester 1
MEDS coded units of study are only available to students in the Medical Science stream.			
2000-level units of study			
Stream core			
MEDS2003 Biochemistry and Molecular Biology	6	P 6p from (BIOL1XX7 or MBLG1XX1) and 6cp of (CHEM1XX1 or CHEM1903) N BCHM2072 or BCHM2972 or MBLG2071 or MBLG2971 or BMED2405 or BCMB2001 or BCMB2901 or BMED2804	Semester 1
Program core			
MEDS2001 Key Concepts in Physiology	6	A Human biology (BIOL1XX8 or BIOL1XX3 or MEDS1X01) P 6cp from [(BIOL1XX7 or MBLG1XX1) or (MEDS1X01 or BIOL1XX8 or BIOL1XX3) or CHEM1XX1 or CHEM1903] N PHSI2907 or PHSI2007	Semester 1
MEDS2002 Key Concepts in Pharmacology	6	A [(BIOL1XX7 or MBLG1XX1) or (MEDS1X01 or BIOL1XX8 or BIOL1XX3)] P CHEM1XX1 or CHEM1903 N PCOL2555 or PCOL2011 or PCOL2021 or BMED2401 or BMED2801 or BMED2802 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 <i>This unit must be taken by all students enrolled in the BSc (Medical Science)</i>	Semester 1
Major core			
MEDS2004 Microbes, Infection and Immunity	6	A Human biology (BIOL1XX3 or BIOL1XX8 or MEDS1X01) and biological chemistry (CHEM1XX1 or CHEM1903) P BIOL1XX3 or BIOL1XX7 or BIOL1X08 or MEDS1X01 or MBLG1XX1	Semester 2

		N MIMI2002 or MIMI2902 or MICR2021 or MICR2921 or MICR2022 or MICR2922 or IMMU2101 or BMED2404 or BMED2807 or BMED2808	
MEDS2005 Human Anatomy and Histology	6	A MEDS1X01 P 6 cp from (BIOL1003 or BIOL1903 or BIOL1993 or BIOL1008 or BIOL1908 or BIOL1998 or MEDS1001 or MEDS1901) N ANAT2011 or BMED2402 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806	Semester 2
3000-level units of study			
Core Interdisciplinary Project			
MEDS3888 Medical Science Interdisciplinary Project	6	P 24cp of MEDS2XXX	Semester 2
Disciplinary Selective			
AMED3001 Cancer	6	P 12cp from (IMMU2101 or MEDS2004 or MIMI2002 or MIMI2902 or PHSI2005 or PHSI2905 or PHSI2006 or PHSI2906 or PHSI2007 or PHSI2907 or MEDS2001 or PCOL2011 or PCOL2021 or MEDS2002 or BCMB2001 or BCMB2901 or MEDS2003) or [BMED2401 and 6cp from (BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406)] N AMED3901	Semester 1
AMED3901 Cancer (Advanced)	6	P A mark of 70 or above in [12cp from (IMMU2101 or MEDS2004 or MIMI2002 or MIMI2902 or PHSI2005 or PHSI2905 or PHSI2006 or PHSI2906 or PHSI2007 or PHSI2907 or MEDS2001 or PCOL2011 or PCOL2021 or MEDS2002 or BCMB2001 or BCMB2901 or MEDS2003)] or a mark of 70 or above in [BMED2401 and 6cp from (BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406)] N AMED3001	Semester 1
AMED3002 Interrogating Biomedical and Health Data	6	A Exploratory data analysis, sampling, simple linear regression, t-tests, confidence intervals and chi-squared goodness of fit tests, familiar with basic coding, basic linear algebra.	Semester 1
AMED3003 Diagnostics and Biomarkers	6	P 12cp from (IMMU2101 or MEDS2004 or MIMI2002 or MIMI2902 or PHSI2005 or PHSI2905 or PHSI2006 or PHSI2906 or PHSI2007 or PHSI2907 or MEDS2001 or PCOL2011 or PCOL2021 or MEDS2002 or BCMB2001 or BCMB2901 or MEDS2003) or [BMED2401 and 6cp from (BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406)] N AMED3903	Semester 2

AMED3903 Diagnostics and Biomarkers (Advanced)	6	P A mark of 70 or above in [12cp from (IMMU2101 or MEDS2004 or MIMI2002 or MIMI2902 or PHSI2007 or PHSI2907 or MEDS2001 or PCOL2011 or PCOL2021 or MEDS2002 or BCMB2001 or BCMB2901 or MEDS2003)] or a mark of 70 or above in [BMED2401 and 6cp from (BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406)] N AMED3003	Semester 2
ANAT3007 Visceral Anatomy	6	A BIOL1008 or BIOL1908 or BIOL1998 or BIOL1003 or BIOL1903 or BIOL1993 P 12cp from [ANAT2008 or ANAT2010 or ANAT2910 or PHSI2005 or PHSI2905 or PHSI2006 or PHSI2906 or PHSI2007 or PHSI2907 or PHSI2008 or PHSI2908 or MEDS2001 or MEDS2002 or MEDS2003 or MEDS2004 or PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or BIOL2021 or BIOL2921 or BIOL2022 or BIOL2922] N ANAT3907 or BMED2401 or BMED2402 or BMED2403 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 or MEDS2005	Semester 1
ANAT3907 Visceral Anatomy (Advanced)	6	A BIOL1008 or BIOL1908 or BIOL1998 or BIOL1003 or BIOL1903 or BIOL1993 P A mark of 70 or above in [12cp from (ANAT2008 or ANAT2010 or ANAT2910 or PHSI2005 or PHSI2905 or PHSI2006 or PHSI2906 or PHSI2007 or PHSI2907 or PHSI2008 or PHSI2908 or MEDS2001 or MEDS2002 or MEDS2003 or MEDS2004 or PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or BIOL2021 or BIOL2921 or BIOL2022 or BIOL2922)] N ANAT3007 or BMED2401 or BMED2402 or BMED2403 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 or MEDS2005 <i>Note: Department permission required for enrolment</i>	Semester 1
ANAT3004 Cranial and Cervical Anatomy	6	A Human biology; [(BIOL1008 or BIOL1908 or BIOL1998 or MEDS1001 or MEDS1901) or (BIOL1003 or BIOL1903 or BIOL1993)] P 12cp from [ANAT2008 or (ANAT2010 or ANAT2910) or (PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907) or (PHSI2008 or PHSI2908) or MEDS2001 or MEDS2002 or MEDS2003 or MEDS2004 or MEDS2005 or (PSYC2010 or PSYC2910) or (PSYC2011 or PSYC2911) or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or (BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931) or (BMED2401 and BMED2402)] N ANAT3904 or ANAT3994	Semester 2
ANAT3904 Cranial and Cervical Anatomy (Advanced)	6	A Human biology; (BIOL1008 or BIOL1908 or BIOL1998 or MEDS1001 or MEDS1901) or (BIOL1003 or BIOL1903 or BIOL1993) P A mark of 70 or above in {12cp from rom [ANAT2008 or (ANAT2010 or ANAT2910) or (PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907) or (PHSI2008 or PHSI2908) or MEDS2001 or MEDS2002 or	Semester 2

		MEDS2003 or MEDS2004 or MEDS2005 or (PSYC2010 or PSYC2910) or (PSYC2011 or PSYC2911) or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or (BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931) or (BMED2401 and BMED2402))} N ANAT3004 or ANAT3994 <i>The advanced course includes studies of anatomical features not covered in the mainstream course and also details of development of selected head and neck structures. Also studies of head and neck anatomy and development using ultrasound.</i>	
ANAT3994 Cranial and Cervical Anatomy (SSP)	6	A Human biology; (BIOL1008 or BIOL1908 or BIOL1998 or MEDS1001 or MEDS1901) or (BIOL1003 or BIOL1903 or BIOL1993) and demonstrated evidence of manual dexterity and ethical approach P A mark of 75 or above in (ANAT3007 or ANAT3907) N ANAT3904 or ANAT3004 <i>Note: Department permission required for enrolment Department permission required for enrolment. Course is subject to availability of donor material for dissection. Course is by invitation only.</i>	Semester 2
ANAT3008 Musculoskeletal Anatomy	6	A Human biology; (BIOL1008 or BIOL1908 or BIOL1998 or MEDS1X01) or (BIOL1003 or BIOL1903 or BIOL1993) P 12cp from [ANAT2008 or (ANAT2010 or ANAT2910) or (PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907 or MEDS2001) or (PHSI12008 or PHSI2908) or MEDS2002 or MEDS2003 or MEDS2004 or MEDS2005 or (PSYC2010 or PSYC2910) or (PSYC2011 or PSYC2911) or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or (BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931)] or (BMED2401 and BMED2402) N ANAT3908	Semester 2
ANAT3908 Musculoskeletal Anatomy (Advanced)	6	A Human biology; [(BIOL1008 or BIOL1908 or BIOL1998 or MEDS1X01) or (BIOL1003 or BIOL1903 or BIOL1993) P An average mark of 70 or above from 12cp from {[ANAT2008 or ANAT2X10 or PHSI2X05 or PHSI2X06 or PHSI2X07 or PHSI2X08 or MEDS2001 or MEDS2002 or MEDS2003 or MEDS2004 or MEDS2005 or PSYC2X10 or PSYC2X11 or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or BIOL2X21 or BIOL2X22 or BIOL2X24 or BIOL2X30 or BIOL2X31] or [BMED2401 and BMED2402]} N ANAT3008	Semester 2
ANAT3009 Functional Systems Histology	6	A ANAT2008 or equivalent. competency with use of light microscope P 12cp from [ANAT2008 or (ANAT2010 or ANAT2910) or (PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907 or MEDS2001) or (PHSI2008 or PHSI2908) or MEDS2002 or MEDS2003 or MEDS2004 or MEDS2005 or (PSYC2010 or PSYC2910) or (PSYC2011 or PSYC2911) or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or (BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or	Semester 2

		BIOL2930) or (BIOL2031 or BIOL2931) or (BMED2401 and BMED2402)] N HSTO3001 or HSTO3902 or EMHU3001 or EMHU3002 or ANAT3909	
ANAT3909 Functional Systems Histology (Advanced)	6	A ANAT2008 or equivalent. competency with use of light microscope P A mark of 70 or above in {12cp from [ANAT2008 or (ANAT2010 or ANAT2910) or (PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907 or MEDS2001) or (PHSI2008 or PHSI2908) or MEDS2002 or MEDS2003 or MEDS2004 or MEDS2005 or (PSYC2010 or PSYC2910) or (PSYC2011 or PSYC2911) or PSYC2012 or PSYC2013 or PSYC2014 or (BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931) or (BMED2401 and BMED2402) N HSTO3001 or HSTO3902 or EMHU3001 or EMHU3002 or ANAT3009	Semester 2
ANAT3010 Anatomical Imaging: From Micro to Macro	<u>6</u>	A (BIOL1006 or BIOL1906 or BIOL1996) or (BIOL1007 or BIOL1907 or BIOL1997) or (BIOL1008 or BIOL1908 or BIOL1998 or MEDS1X01) or (BIOL1003 or BIOL1903 or BIOL1993) P 12cp from [ANAT2008 or (ANAT2010 or ANAT2910) or (PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907 or MEDS2001) or (PHSI2008 or PHSI2908) or MEDS2002 or MEDS2003 or MEDS2004 or MEDS2005 or (PSYC2010 or PSYC2910) or (PSYC2011 or PSYC2911) or PSYC2012 or PSYC2013 or PSYC2014 or PSYC2015 or (BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931) or (BMED2401 and BMED2402) N EMHU3001 or EMHU3002	<u>Semester 1</u>
BCMB3001 Gene and Genome Regulation	6	A Intermediate biochemistry and molecular biology P 6 credit points from (BCMB2X01 or BMED2802 or MBLG2X01 or MEDS2003) and 6 credit points from (BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB2X02 or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2XXX or MEDS2002 or PCOL2X21 or QBIO2001) N BCHM3X71 or BCMB3901	Semester 1
BCMB3901 Gene and Genome Regulation (Advanced)	6	A Intermediate Biochemistry (2000 level). P An average mark of 75 or above in [6 credit points from (BCMB2X01 or BMED2802 or MBLG2X01 or MEDS2003) and 6 credit points from (BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB2X02 or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2XXX or MEDS2002 or PCOL2X21 or QBIO2001)] N BCHM3X71 or BCMB3901	Semester 1
BCMB3002 Protein Function and Engineering	6	A Intermediate biochemistry and molecular biology P 6 credit points from (BCMB2X02 or BCHM2X71) and 6 credit points from (BCHM2X72 or BCHM3XXX or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2X01 or MEDS2002 or PCOL2X21 or QBIO2001) N BCHM3X81 or BCMB3902	Semester 1

BCMB3902 Protein Function and Engineering (Advanced)	6	A Intermediate Biochemistry (2000 level). P An average mark of 75 or above in [6 credit points from (BCMB2X02 or BCHM2X71) and 6 credit points from (BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2X01 or MEDS2002 or PCOL2X21 or QBIO2001)] N BCHM3X81 or BCMB3002	Semester 1
BCMB3003 Biochemistry of Human Disease	6	A Intermediate protein chemistry and biochemistry concepts P 12 credit points from (BCHM2X71 or BCHM2X72 or BCMB2X01 or BCMB2X02 or MEDS2003 or MBLG2X01) or [6 cp (BCHM2X71 or BCHM2X72 or BCMB2X01 or BCMB2X02 or MEDS2003 or MBLG2X01) and 6 credit points from (AMED3001 or BCHM3XXX or BCMB3XXX or BIOL2X29 or BMED2401 and BMED2405 or GEGE2X01 or MEDS2002 or PCOL2X21 or QBIO2001)] or 12 credit points from (BMED2401 and BMED2405) N BCMB3903 or (BCHM3X72 and BCHM3X82)	Semester 2
BCMB3903 Biochemistry of Human Disease (Advanced)	6	A Students should understand basic concepts in human, mammalian, plant and/or prokaryotic biology. Students should have a basic understanding of the 'genome' and of the central dogma of molecular biology (gene transcription and protein translation). Additional knowledge of basic chemistry and protein biochemistry will be helpful. P An average mark of 75 or above in [12 credit points from (BCHM2X71 or BCHM2X72 or BCMB2X01 or BCMB2X02 or MEDS2003 or MBLG2X01) or [6 credit points from (BCHM2X71 or BCHM2X72 or BCMB2X01 or BCMB2X02 or MEDS2003 or MBLG2X01) and 6 credit points from (AMED3001 or BCHM3XXX or BCMB3XXX or BIOL2X29 or BMED2401 and BMED2405 or GEGE2X01 or MEDS2002 or PCOL2X21 or QBIO2001)] or 12 credit points from (BMED2401 and BMED2405)] N BCMB3003 or (BCHM3X72 and BCHM3X82)	Semester 2
BCMB3004 Beyond The Genome	6	A Intermediate protein chemistry and biochemistry concepts P 12 credit points from (AMED3001 or BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB2X01 or BCMB2X02 or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2X01 or MEDS2002 or MEDS2003 or PCOL2X21 or QBIO2001) N BCHM3X92 or BCMB3904	Semester 2
BCMB3904 Beyond The Genome (Advanced)	6	A Students should understand basic concepts in human, mammalian, plant and/or prokaryotic biology. Students should have a basic understanding of the 'genome' and of the central dogma of molecular biology (gene transcription and protein translation). Additional knowledge of basic chemistry and protein biochemistry will be helpful. P An average mark of 75 or above in 12 credit points from (AMED3001 or BCHM2X71 or BCHM2X72 or BCHM3XXX or BCMB2X01 or BCMB2X02 or BCMB3XXX or BIOL2X29 or BMED2401 or BMED2405 or GEGE2X01 or MBLG2X01 or MEDS2002 or MEDS2003 or PCOL2X21 or QBIO2001) N BCHM3X92 or BCMB3004	Semester 2
CPAT3201 Pathogenesis of Human Disease 1	6	A Sound knowledge of biology through meeting pre-requisites P 12cp from {[ANAT2008 or ANAT2009 or (ANAT2010 or ANAT2910) or ANAT2011] or [(BCHM2071 or BCHM2971) or (BCHM2072 or BCHM2972)] or [(BCMB2001 or BCMB2901) or (BCMB2002 or BCMB2902)] or [(BIOL2021 or BIOL2921) or	Semester 1

		(BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931)] or [(GEGE2001 or GEGE2901)] or [(IMMU2101 or MICR2021 or MICR2921 or MICR2022 or MICR2922 or MICR2031 or MICR2931 or MIMI2002 or MIMI2902)] or [(MBLG2071 or MBLG2971) or (MBLG2072 or MBLG2972)] or [(PCOL2011 or PCOL2021) or (PCOL2012 or PCOL2022)] or [(PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907) or [PHSI2008 or PHSI2908)] or [(BMED2403 and BMED2404)]} or [MEDS2004 and 6cp from (MEDS2001 or MEDS2002 or MEDS2003 or MEDS2005)] N CPAT3901	
CPAT3901 Pathogenesis of Human Disease 1 (Advanced)	6	A A working knowledge of biology P A mark of 70 or above in 12cp from {[ANAT2008 or ANAT2009 or (ANAT2010 or ANAT2910) or ANAT2011] or [BCHM2071 or BCHM2971) or BCHM2072 or BCHM2972) or BCHM2081 or BCHM2981) or BCHM2082 or BCHM2982)] or [(BCMB2001 or BCMB2901) or BCMB2002 or BCMB2902)] or [(BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931)] or [(GEGE2001 or GEGE2901)] or [(IMMU2101 or MICR2021 or MICR2921 or MICR2022 or MICR2922 or MICR2031 or MICR2931 or MIMI2002 or MIMI2902)] or [(MBLG2071 or MBLG2971) or (MBLG2072 or MBLG2972)] or [(PCOL2011 or PCOL2021) or (PCOL2012 or PCOL2022)] or [(PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907) or [PHSI2008 or PHSI2908)] or [(BMED2403 and BMED2404)]} or [MEDS2004 and 6cp from (MEDS2001 or MEDS2002 or MEDS2003 or MEDS2005)] N CPAT3201 <i>Note: Department permission required for enrolment</i>	Semester 1
CPAT3202 Pathogenesis of Human Disease 2	6	A Sound knowledge of biology through meeting pre-requisites P 12cp from {[ANAT2008 or ANAT2009 or (ANAT2010 or ANAT2910) or ANAT2011] or [(BCHM2071 or BCHM2971) or (BCHM2072 or BCHM2972)] or [(BCMB2001 or BCMB2901) or (BCMB2002 or BCMB2902)] or [(BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931)] or [(GEGE2001 or GEGE2901)] or [(IMMU2101 or MICR2021 or MICR2921 or MICR2022 or MICR2922 or MICR2031 or MICR2931 or MIMI2002 or MIMI2902)] or [(MBLG2071 or MBLG2971) or (MBLG2072 or MBLG2972)] or [(PCOL2011 or PCOL2021) or (PCOL2012 or PCOL2022)] or [(PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907) or [PHSI2008 or PHSI2908)] or [(BMED2403 and BMED2404)]} or [MEDS2004 and 6cp from (MEDS2001 or MEDS2002 or MEDS2003 or MEDS2005)] C CPAT3201 N CPAT3901	Semester 2
CPAT3902 Pathogenesis of Human Disease 2 (Advanced)	6	A A working knowledge of biology P A mark of 70 or above in 12cp from {[ANAT2008 or ANAT2009 or (ANAT2010 or ANAT2910) or ANAT2011] or [BCHM2071 or BCHM2971) or BCHM2072 or BCHM2972) or BCHM2081 or BCHM2981) or BCHM2082 or BCHM2982)] or [(BCMB2001 or BCMB2901) or BCMB2002 or BCMB2902)] or [(BIOL2021 or BIOL2921) or (BIOL2022 or BIOL2922) or (BIOL2024 or	Semester 2

		BIOL2924) or (BIOL2030 or BIOL2930) or (BIOL2031 or BIOL2931)] or [(GEGE2001 or GEGE2901)] or [(IMMU2101 or MICR2021 or MICR2921 or MICR2022 or MICR2922 or MICR2031 or MICR2931 or MIMI2002 or MIMI2902)] or [(MBLG2071 or MBLG2971) or (MBLG2072 or MBLG2972)] or [(PCOL2011 or PCOL2021) or (PCOL2012 or PCOL2022)] or [(PHSI2005 or PHSI2905) or (PHSI2006 or PHSI2906) or (PHSI2007 or PHSI2907) or [PHSI2008 or PHSI2908]] or [(BMED2403 and BMED2404)] or [MEDS2004 and 6cp from (MEDS2001 or MEDS2002 or MEDS2003 or MEDS2005)] N CPAT3202 <i>Note: Department permission required for enrolment</i>	
HSTO3003 Cells and Development: Theory	6	A (ANAT2008 or BMED2401 or MEDS2005) and Human biology; BIOL1XX8 or BIOL1XX3 or MEDS1X01 P 72cp of 1000 to 3000 level units <i>BMedSc degree students: You must have successfully completed BMED2401 and an additional 12cp from BMED240X before enrolling in this unit.</i>	Semester 2
HSTO3004 Cells and Development: Practical (Adv)	6	A (ANAT2008 or BMED2401 or MEDS2005) and Human biology; BIOL1XX8 or BIOL1XX3 or MEDS1X01 P An annual average mark of 70 or above in the previous year and 72cp of 1000 to 3000 level units	Semester 2
IMMU3102 Molecular and Cellular Immunology	6	P IMMU2101 or BMED2404 or MEDS2004 or MIMI2X02 or IMMU2X11 N IMMU3902	Semester 1
IMMU3902 Molecular and Cellular Immunology (Advanced)	6	P A mark of 70 or above in (IMMU2101 or BMED2404 or MEDS2004 or MIMI2X02 or IMMU2X11) N IMMU3102	Semester 1
IMMU3202 Immunology in Human Disease	6	P IMMU2101 or BMED2404 or MEDS2004 or MIMI2X02 or IMMU2X11 N IMMU3903	Semester 2
IMMU3903 Immunology in Human Disease (Advanced)	6	P A mark of 70 or above in (IMMU2101 or BMED2404 or MEDS2004 or MIMI2X02 or IMMU2X11) N IMMU3202	Semester 2
INFD3012 Infectious Diseases	6	P BMED2404 or IMMU2101 or MEDS2004 or MIMI2X02 or IMMU2X11	Semester 2
MICR3011 Microbes in Infection	6—	A MICR2X21 or MICR2024 or MICR2X31 P [6cp from (BIOL1XX7 or MBLGXXXX or GEGE2X01 or GENE2002) and 6cp from (MEDS2004 or MICR2X22 or MIMI2X02)] OR [BMED2401 and BMED2404] N MICR3911	Semester 4
MICR3911 Microbes in Infection (Advanced)	6—	A MICR2X21 or MICR2024 or MICR2X31 P [6cp from (BIOL1XX7 or MBLGXXXX or GEGE2X01 or GENE2002) and a mark of 70 or above in (MEDS2004 or MICR2X22 or MIMI2X02)] OR [BMED2401 and a mark of 70 or	Semester 4

		above in BMED2404] N MICR3014	
<u>MICR3021</u> <u>Microbes in Health</u> <u>and Disease</u> <u>(Advanced)</u>	<u>6</u>	<u>TBD</u>	<u>TBD</u>
<u>MICR3921</u> <u>Microbes in Health</u> <u>and Disease</u>	<u>6</u>	<u>TBD</u>	<u>TBD</u>
NEUR3003 Cellular and Developmental Neuroscience	6	A Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso "Exploring the Brain". P ANAT2X10 or BMED2402 or BMED2403 or BMED2406 or MEDS2001 or PHSI2X05 or PHSI2X07 N NEUR3903	Semester 2
NEUR3903 Cellular and Developmental Neurosci. (Adv)	6	A Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso "Exploring the Brain". P ANAT2X10 or BMED2402 or BMED2403 or BMED2406 or MEDS2001 or PHSI2X05 or PHSI2X07 and an annual average mark of 70 or above in the previous year N NEUR3003 <i>Note: Department permission required for enrolment</i>	Semester 2
NEUR3004 Integrative Neuroscience	6	A Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso "Exploring the Brain". P ANAT2X10 or BMED2402 or BMED2403 or BMED2406 or MEDS2001 or PHSI2X05 or PHSI2X07 N NEUR3904	Semester 2
NEUR3904 Integrative Neuroscience (Advanced)	6	A Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso "Exploring the Brain". P ANAT2X10 or BMED2402 or BMED2403 or BMED2406 or MEDS2001 or PHSI2X05 or PHSI2X07 and an annual average mark of 70 or above in the previous year N NEUR3004 <i>Note: Department permission required for enrolment</i>	Semester 2
NEUR3005 Functional Neuroanatomy	6	A Fundamental knowledge of human anatomy and neuroanatomy (ANAT2X10 or MEDS2005 or BMED2402) N NEUR3001 or NEUR3901 or NEUR3002 or NEUR3902 or NEUR3905	Semester 1
NEUR3905 Functional Neuroanatomy (Advanced)	6	A Fundamental knowledge of human anatomy and neuroanatomy (ANAT2X10 or MEDS2005 or BMED2402) P Annual average mark of 70 or above in the previous year N NEUR3001 or NEUR3901 or NEUR3002 or NEUR3902 or NEUR3005	Semester 1

NEUR3006 Neural Information Processing	6	A (PHSI2X05 or PHSI2X07 or MEDS2001) or BMED2402 P 72cp 1000 to 3000 level units N NEUR3001 or NEUR3901 or NEUR3002 or NEUR3902 or NEUR3906	Semester 1
NEUR3906 Neural Information Processing (Advanced)	6	A (PHSI2X05 or PHSI2X07 or MEDS2001) or BMED2402 P 72cp 1000 to 3000 level units and an annual average mark of 70 or above in the previous year N NEUR3001 or NEUR3901 or NEUR3002 or NEUR3902 or NEUR3006	Semester 1
PCOL3011 Toxicology	6	P (PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2405) N PCOL3911	Semester 1
PCOL3911 Toxicology (Advanced)	6	P a mark of 70 or above in [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2405)] N PCOL3011	Semester 1
PCOL3012 Drug Design and Development	6	P (PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX N PCOL3912	Semester 1
PCOL3912 Drug Design and Development (Advanced)	6	P a mark of 70 or above in {(PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX} N PCOL3012	Semester 1
PCOL3022 Neuropharmacology	6	P (PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402 and BMED2405) or (ANAT2010 or ANAT2910) or (PSYC2010 or PSYC2910 or PSYC2015) N PCOL3922	Semester 2
PCOL3922 Neuropharmacology (Advanced)	6	P A mark of 70 or above in [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402 and BMED2405) or (ANAT2010 or ANAT2910) or (PSYC2010 or PSYC2910 or PSYC2015)] N PCOL3022	Semester 2
PHSI3009 Frontiers in Cellular Physiology	6	P (PHSI2X05 and PHSI2X06) or [(PHSI2X07 or MEDS2001) or [BMED2401 and an additional 12cp from (BMED2402 or BMED2403 or BMED2405 or BMED2406)]] N PHSI3909 <i>We strongly recommend that students take both (PHSI3009 or PHSI3909) and (PHSI3010 or PHSI3910) units of study concurrently</i>	Semester 1
PHSI3909 Frontiers in Cellular Physiology (Adv)	6	P A mark of 70 or above in {(PHSI2X05 and PHSI2X06) or (PHSI2X07 or MEDS2001) or [12cp from (BMED2402 or BMED2403 or BMED2406)]} N PHSI3009 <i>We strongly recommend that students take both (PHSI3009 or PHSI3909) and (PHSI3010 or 3910) units of study concurrently.</i>	Semester 1
PHSI3010 Reproduction,	6	P (PHSI2X05 and PHSI2X06) or (PHSI2X07 or MEDS2001) or [BMED2401 and an additional 12cp from (BMED2402 or BMED2403 or BMED2405 or BMED2406)] or [12cp from	Semester 1

Development and Disease		(BCMB2X02 or BIOL2X29 or GEGE2X01)] N PHSI3910	
PHSI3910 Reproduction, Development and Disease Adv	6	P A mark of 70 or above in {(PHSI2X05 and PHSI2X06) or (PHSI2X07 or MEDS2001) or [12cp from (BCMB2X02 or BIOL2X29 or GEGE2X01)] or [12cp from (BMED2402 or BMED2403 or BMED2406)]} N PHSI3010	Semester 1
PHSI3012 Physiology of Disease	6	P (PHSI2X05 and PHSI2X06) or (PHSI2X07 or MEDS2001) or 12cp from (BMED2402 or BMED2403 or BMED2404 or BMED2406) N PHSI3007 or PHSI3008 or PHSI3907 or PHSI3908 or PHSI3912	Semester 2
PHSI3912 Physiology of Disease (Advanced)	6	P A mark of 70 or above in (PHSI2X05 and PHSI2X06) or (PHSI2X07 or MEDS2001) or 12 cp from (BMED2402 or BMED2403 or BMED2404 or BMED2406) N PHSI3012 or PHSI3007 or PHSI3907 or PHSI3008 or PHSI3908	Semester 2
VIRO3001 Virology	6	A Fundamental concepts of microorganisms, biomolecules and ecosystems P [6cp from (BIOL1XX7 or MBLGXXXX) and 6cp from (BCHM2XXX or BCMB2X01 or BIOL2XXX or GEGE2X01 or GENE2002 or IMM2101 or MEDS2004 or MICR2XXX or MIMI2X02 or PCOL2X0X or PHSI2X0X)] OR [BMED2401 and BMED2404] N VIRO3901 <i>Students are strongly advised to complete VIRO3001 or VIRO3901 before enrolling in VIRO3002 or VIRO3902.</i>	Semester 1
VIRO3901 Virology (Advanced)	6	A Fundamental concepts of microorganisms, biomolecules and ecosystems P [6cp from (BIOL1XX7 or MBLGXXXX) and a mark of 70 or above in 6cp from (BCHM2XXX or BCMB2X01 or BIOL2XXX or GEGE2X01 or GENE2002 or IMM2101 or MEDS2004 or MICR2XXX or MIMI2X02 or PCOL2X0X or PHSI2X0X)] OR [BMED2401 and a mark of 70 or above in BMED2404] N VIRO3001 <i>Students are strongly advised to complete VIRO3001 or VIRO3901 before enrolling in VIRO3002 or VIRO3902.</i>	Semester 1
VIRO3002 Medical and Applied Virology	6	A Fundamental concepts of microorganisms and biomolecules P 6cp from (BMED2404 or IMM2101 or MEDS2004 or MIMI2X02 or MICR2X22) N VIRO3902	Semester 2
VIRO3902 Medical and Applied Virology (Advanced)	6	A Fundamental concepts of microorganisms and biomolecules P A mark of 70 or above in 6cp from (BMED2404 or IMM2101 or MEDS2004 or MIMI2X02 or MICR2X22) N VIRO3002	Semester 2
Interdisciplinary Project Selective			

SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2

MEDICINAL CHEMISTRY

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
MEDICINAL CHEMISTRY			
Medicinal Chemistry major			
A major in Medicinal Chemistry requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 6 credit points of 2000-level core units			
(iii) 6 credit points of pharmacology units according to the following:			
(a) 6 credit points of 2000-level PCOL coded units or			
(b) 6 credit points of 2000-level MEDS coded pharmacology units for students in the Medical Science Stream			
(iv) 12 credit points of 3000-level major core units			
(v) 6 credit points of 3000-level chemistry selective units			
(vi) 6 credit points of 3000-level interdisciplinary project units			
Medicinal Chemistry minor			
A minor in Medicinal Chemistry requires 36 credit points from this table including:			
(i) 12 credit points 1000-level core units			
(ii) 6 credit points of 2000-level core units			
(iii) 6 credit points of pharmacology units according to the following:			
(a) 6 credit points of 2000-level PCOL coded units or			
(b) 6 credit points of 2000-level MEDS coded pharmacology units for students in the Medical Science stream			
(iv) 6 credit points of 3000-level minor core units			
(v) 6 credit points of 3000-level minor selective units			
Units of study			
The units of study are listed below.			

1000-level units of study			
Core			
CHEM1011 Fundamentals of Chemistry 1A	6	A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1111 or CHEM1911 or CHEM1991 <i>Students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February, and online year-round, see https://sydney.edu.au/students/bridging-courses.html).</i>	Semester 1
CHEM1111 Chemistry 1A	6	A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February) N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1911 or CHEM1991 <i>Students who have not completed secondary school chemistry are strongly advised to instead complete Fundamentals of Chemistry 1A in the first semester of the calendar year (unless you require 12 credit points of Chemistry and are commencing in semester 2). You should also take the Chemistry Bridging Course in advance (offered in February, and online year-round https://sydney.edu.au/students/bridging-courses.html).</i>	Intensive January Semester 1 Semester 2
CHEM1911 Chemistry 1A (Advanced)	6	A 80 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1991 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1991 Chemistry 1A (Special Studies Program)	6	A 90 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1109 or CHEM1011 or CHEM1111 or CHEM1911 <i>Note: Department permission required for enrolment</i>	Semester 1
CHEM1012 Fundamentals of Chemistry 1B	6	P CHEM1XX1 N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1112 or CHEM1912 or CHEM1992	Semester 2
CHEM1112 Chemistry 1B	6	P CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or (75 or above in CHEM1011 or CHEM1001)	Intensive January Semester 1

		N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1912 or CHEM1992	Semester 2
CHEM1912 Chemistry 1B (Advanced)	6	P CHEM1911 or CHEM1991 or CHEM1901 or CHEM1903 or (75 or above in CHEM1111 or CHEM1101) or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1992 <i>Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Advanced units in the opposite order.</i>	Semester 2
CHEM1992 Chemistry 1B (Special Studies Program)	6	P 75 or above in CHEM1991 or CHEM1903 or (90 or above in HSC Chemistry or equivalent) N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1912 <i>Entry is by invitation. This unit of study is deemed to be an Advanced unit of study. Students who commence in semester 2 are strongly advised that you would be better served by taking the mainstream level units in sequence, Chemistry 1A before Chemistry 1B, rather than the Special Studies Program units in the opposite order.</i>	Semester 2
2000-level units of study			
Core			
CHEM2521 Molecular Stability and Reactivity	6	P (CHEM1011 or CHEM1111 or CHEM1911 or CHEM1991 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and (CHEM1012 or CHEM1112 or CHEM1912 or CHEM1992 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2921 or CHEM2991 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2921 Molecular Stability and Reactivity (Advanced)	6	P A mark of 65 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1101 or CHEM1901 or CHEM1903 or CHEM1001) and a mark of 65 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2521 or CHEM2991 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1
CHEM2991 Molecular Stability and Reactivity (SSP)	6	P A mark of 75 or above in (CHEM1111 or CHEM1911 or CHEM1991 or CHEM1011 or CHEM1901 or CHEM1903 or CHEM1011 or CHEM1001) and a mark of 75 or above in (CHEM1112 or CHEM1912 or CHEM1992 or CHEM1012 or CHEM1902 or CHEM1904 or CHEM1002) N CHEM2921 or CHEM2521 or CHEM2401 or CHEM2911 or CHEM2915	Semester 1

PCOL coded			
PCOL2021 Key Concepts in Pharmacology	6	A [(BIOL1XX7 or MBLG1XX1) or (MEDS1X01 or BIOL1XX8 or BIOL1XX3)] P CHEM1XX1 or CHEM1903 N PCOL2555 or PCOL2011 or MEDS2002 or BMED2401 or BMED2801 or BMED2802 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 or MEDS2002	Semester 1
MEDS coded pharmacology			
MEDS2002 Key Concepts in Pharmacology	6	A [(BIOL1XX7 or MBLG1XX1) or (MEDS1X01 or BIOL1XX8 or BIOL1XX3)] P CHEM1XX1 or CHEM1903 N PCOL2555 or PCOL2011 or PCOL2021 or BMED2401 or BMED2801 or BMED2802 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 <i>This unit must be taken by all students enrolled in the BSc (Medical Science)</i>	Semester 1
(MEDS coded unit of study are only available to students in the Medical Science stream).			
3000-level units of study			
Major Core			
MCHM3001 From Molecules to Therapeutics	6	P [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402) or (BMED2401 and BMED2405)] or (12cp from BCMB2XXX) and [(CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991)] N MCHM3901	Semester 1
MCHM3901 From Molecules to Therapeutics (Advanced)	6	P A mark of 70 or above in each of [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402) or (BMED2401 and BMED2405)] or in each unit of (12cp from BCMB2XXX)] AND a mark of 70 or above in [(CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991)] N MCHM3001	Semester 1
PCOL3012 Drug Design and Development	6	P (PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX N PCOL3912	Semester 1
PCOL3912 Drug Design and Development (Advanced)	6	P a mark of 70 or above in {(PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX} N PCOL3012	Semester 1

Chemistry selective			
CHEM3110 Biomolecules: Properties and Reactions	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3910	Semester 1
CHEM3910 Biomolecules: Properties and Reactions Adv	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3110	Semester 1
CHEM3115 Synthetic Medicinal Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3915	Semester 2
CHEM3915 Synthetic Medicinal Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3115	Semester 2
CHEM3118 Synthetic Chemistry	6	<u>TBC</u>	<u>Semester</u> <u>1</u>
CHEM3918 Synthetic Chemistry (Advanced)	6	<u>TBC</u>	<u>Semester</u> <u>1</u>
CHEM3121 Chemical Biology	6	<u>TBC</u>	<u>Semester</u> <u>2</u>
CHEM3921 Chemical Biology (Advanced)	6	<u>TBC</u>	<u>Semester</u> <u>2</u>
Interdisciplinary Project			
MCHM3888 Medicinal Chemistry Interdisciplinary Project	6	P (CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991) and [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and {BMED2402 or BMED2405})]	Semester 2
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2

Minor Core			
MCHM3001 From Molecules to Therapeutics	6	P [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402) or (BMED2401 and BMED2405)] or (12cp from BCMB2XXX) and [(CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991)] N MCHM3901	Semester 1
MCHM3901 From Molecules to Therapeutics (Advanced)	6	P A mark of 70 or above in each of [(PCOL2011 or PCOL2021 or MEDS2002) or (BMED2401 and BMED2402) or (BMED2401 and BMED2405) or in each unit of (12cp from BCMB2XXX)] AND a mark of 70 or above in [(CHEM2401 or CHEM2521 or CHEM2911 or CHEM2915 or CHEM2921 or CHEM2991)] N MCHM3001	Semester 1
Minor selective			
CHEM3110 Biomolecules: Properties and Reactions	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3910	Semester 1
CHEM3910 Biomolecules: Properties and Reactions Adv	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3110	Semester 1
CHEM3115 Synthetic Medicinal Chemistry	6—	P [(CHEM2401 or CHEM2911 or CHEM2915) AND (CHEM2402 or CHEM2912 or CHEM2916)] OR (CHEM2521 or CHEM2921 or CHEM2991) N CHEM3915	Semester 2
CHEM3915 Synthetic Medicinal Chemistry (Adv)	6—	P [(65 or greater in (CHEM2401 or CHEM2911 or CHEM2915)) AND (65 or greater in (CHEM2402 or CHEM2912 or CHEM2916))] OR (65 or greater in (CHEM2521 or CHEM2921 or CHEM2991)) N CHEM3115	Semester 2
CHEM3118 Synthetic Chemistry	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
CHEM3918 Synthetic Chemistry (Advanced)	<u>6</u>	<u>TBC</u>	<u>Semester 1</u>
CHEM3121 Chemical Biology	<u>6</u>	<u>TBC</u>	<u>Semester 2</u>
CHEM3921 Chemical Biology (Advanced)	<u>6</u>	<u>TBC</u>	<u>Semester 2</u>

PCOL3012 Drug Design and Development	6	P (PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX N PCOL3912	Semester 1
PCOL3912 Drug Design and Development (Advanced)	6	P a mark of 70 or above in {(PCOL2011 or PCOL2021 or MEDS2002) or [BMED2401 and 6cp from (BMED2402 or BMED2405)] or 12cp from BCMB2XXX} N PCOL3012	Semester 1

PSYCHOLOGICAL SCIENCE

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
PSYCHOLOGICAL SCIENCE			
Psychological Science major			
A major in Psychological Science requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 6 credit points of 2000-level core units			
(iii) 12 credit points of 2000-level selective units			
(iv) 12 credit points of 3000-level selective units			
(v) 6 credit points of 3000-level interdisciplinary project units			
Psychological Science minor			
A minor in Psychological Science requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level core units			
(ii) 12 credit points of 2000-level selective units			
(iii) 12 credit points of 3000-level selective units			
Units of study			
The units of study are listed below.			
1000-level units of study			
Core			
PSYC1001 Psychology 1001	6		Intensive January Semester 1
PSYC1002 Psychology 1002	6		Intensive January

			Semester 2
2000-level units of study			
Major Core			
PSYC2012 Statistics and Research Methods for Psych	6	A Recommended: HSC Mathematics, any level P PSYC1001 OR PSYC1002	Semester 1
Major Selective			
PSYC2015 Brain and Behavioural Psychology	6	P PSYC1002 N PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2915	Semester 1
PSYC2915 Brain and Behavioural Psychology (Advanced)	6	P A mark of 75 or greater in PSYC1002 N PSYC2011 or PSYC2911 or PSYC2910 or PSYC2010 or PSYC2015	Semester 1
PSYC2016 Perception, Cognition, and Intelligence	6	P PSYC1002 N PSYC2013 or PSYC2014	Semester 2
PSYC2017 Personality and Social Psychology	6	P PSYC1001 and PSYC1002 N PSYC2013 or PSYC2014	Semester 2
Minor selective			
<u>PSYC2012 Statistics and Research Methods for Psych</u>	<u>6</u>	<u>A</u> Recommended: HSC Mathematics, any level <u>P</u> PSYC1001 OR PSYC1002	<u>Semester 1</u>
PSYC2015 Brain and Behavioural Psychology	6	P PSYC1002 N PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2915	Semester 1
PSYC2915 Brain and Behavioural	6	P A mark of 75 or greater in PSYC1002 N PSYC2011 or PSYC2911 or PSYC2910 or PSYC2010 or PSYC2015	Semester 1

Psychology (Advanced)			
PSYC2016 Perception, Cognition, and Intelligence	6	P PSYC1002 N PSYC2013 or PSYC2014	Semester 2
PSYC2017 Personality and Social Psychology	6	P PSYC1001 and PSYC1002 N PSYC2013 or PSYC2014	Semester 2
3000-level units of study			
Selective			
PSYC3010 Advanced Statistics for Psychology	6	P PSYC2012 plus at least one other Intermediate Psychology Unit of Study from PSYC2010 and PSYC2910 and PSYC2011 and PSYC2911 and PSYC2013 and PSYC2014 and PSYC2015 and PSYC2915 and PSYC2016 and PSYC2017	Semester 2
PSYC3011 Learning and Behaviour	6	P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3911	Semester 1
PSYC3911 Learning and Behaviour (Advanced)	6	P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3011	Semester 1
PSYC3012 Cognitive Psychology	6	P PSYC2012 and (PSYC2013 or PSYC2016)	Semester 1
PSYC3013 Perceptual Systems	6	P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2016) and PSYC2012 N PSYC3913	Semester 2
PSYC3913 Perceptual Systems (Advanced)	6	P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2016) and PSYC2012 N PSYC3013	Semester 2
PSYC3014 Behavioural and Cognitive Neuroscience	6	P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910)] N PSYC3914	Semester 2
PSYC3914 Behavioural and Cognitive Neuroscience Adv	6	P [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or	Semester 2

		PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910)] N PSYC3014	
PSYC3015 Personality and Psychological Assessment	6	P PSYC2012 and (PSYC2014 or PSYC2017)	Semester 1
PSYC3016 Developmental Psychology	6	P PSYC2013 or PSYC2015 or PSYC2915 N PSYC3916	Semester 2
PSYC3916 Developmental Psychology (Advanced)	6	P A mark of 75 or above in (PSYC2013 or PSYC2015 or PSYC2915) N PSYC3016	Semester 2
PSYC3017 Social Psychology	6	A Statistical knowledge equivalent to completing PSYC2012 P PSYC2013 or PSYC2017	Semester 1
PSYC3018 Abnormal Psychology	6	P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (PSYC2014 or PSYC2017)	Semester 1
PSYC3020 Applied Psychology	6	P 12 credit points of 1000-level psychology units and 12 credit points of 2000-level Psychology units N PSYC3019	Semester 2
HPSC3023 Psychology and Psychiatry: History and Phil	6	A HPSC2100 and HPSC2101 P (12 credit points of Intermediate HPSC units) OR (Credit or greater in an HPSC Intermediate unit) OR (12 Intermediate credit points in Psychology units)	Semester 1
Interdisciplinary project units			
PSYC3011 Learning and Behaviour	6	P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3911	Semester 1
PSYC3911 Learning and Behaviour (Advanced)	6	P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3011	Semester 1
PSYC3012 Cognitive Psychology	6	P PSYC2012 and (PSYC2013 or PSYC2016)	Semester 1
PSYC3013 Perceptual Systems	6	P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2016) and PSYC2012 N PSYC3913	Semester 2
PSYC3913 Perceptual Systems (Advanced)	6	P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2016) and PSYC2012 N PSYC3013	Semester 2
PSYC3014 Behavioural and	6	P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or	Semester 2

Cognitive Neuroscience		PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)) OR [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910)] N PSYC3914	
PSYC3914 Behavioural and Cognitive Neuroscience Adv	6	P [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910)] N PSYC3014	Semester 2
PSYC3017 Social Psychology	6	A Statistical knowledge equivalent to completing PSYC2012 P PSYC2013 or PSYC2017	Semester 1
PSYC3020 Applied Psychology	6	P 12 credit points of 1000-level psychology units and 12 credit points of 2000-level Psychology units N PSYC3019	Semester 2
PSYC3888 Psychology Interdisciplinary Project	6	P 12 credit points of PSYC1XXX AND PSYC2012 AND an additional 6 credit points of PSYC2XXX	Semester 2
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2

STATISTICS

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
STATISTICS			
Statistics major			
A major in Statistics requires 48 credit points from this table including:			
(i) 12 credit points of 1000-level units according to the following rules:			
(a) 6 credit points of calculus and 3 credit points of linear algebra and 3 credit points of statistics*. (Students in the Mathematical Sciences program must choose this option [^]);			
(b) 3 credit points of calculus and 3 credit points of linear algebra and 6 credit points of data science*			
(ii) 12 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level core units			
(iv) 6 credit points of 3000-level interdisciplinary project units			
(v) 6 credit points of 3000-level or 4000-level selective units			
*Students not enrolled in the BSc may substitute ECMT1010 or BUSS1020			
[^] If elective space allows, students may substitute DATA1001/1901 for the statistics unit			
Statistics minor			
A minor in Statistics requires 36 credit points from this table including:			
(i) 12 credit points of 1000-level units according to the following rules:			
(a) 6 credit points of calculus and 3 credit points of linear algebra and 3 credit points of statistics; or			
(b) 3 credit points of calculus and 3 credit points of linear algebra and 6 credit points of data science			
(ii) 12 credit points of 2000-level core units			
(iii) 12 credit points of 3000-level or 4000-level selective units			
Units of study			
The units of study are listed below.			
1000-level units of study			

Calculus			
MATH1021 Calculus Of One Variable	3	A HSC Mathematics Extension 1 or equivalent. N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931	Intensive January Semester 1 Semester 2
MATH1921 Calculus Of One Variable (Advanced)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1906 or ENVX1001 or MATH1901 or MATH1021 or MATH1931 <i>Note: Department permission required for enrolment</i>	Semester 1
MATH1931 Calculus Of One Variable (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1901 or ENVX1001 or MATH1906 or MATH1021 or MATH1921 <i>Note: Department permission required for enrolment Enrolment is by invitation only</i>	Semester 1
MATH1011 Applications of Calculus	3	A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). Please note: this unit does not normally lead to a major in Mathematics or Statistics or Financial Mathematics and Statistics. N MATH1001 or MATH1901 or MATH1906 or BIOM1003 or ENVX1001 or MATH1021 or MATH1921 or MATH1931	Intensive January Semester 1
MATH1023 Multivariable Calculus and Modelling	3	A Knowledge of complex numbers and methods of differential and integral calculus including integration by partial fractions and integration by parts as for example in MATH1021 or MATH1921 or MATH1931 or HSC Mathematics Extension 2 N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933	Intensive January Semester 1 Semester 2
MATH1923 Multivariable Calculus and Modelling (Adv)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1013 or MATH1907 or MATH1903 or MATH1023 or MATH1933 <i>Note: Department permission required for enrolment</i>	Semester 2
MATH1933 Multivariable Calculus and Modelling (SSP)	3	A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1903 or MATH1013 or MATH1907 or MATH1023 or MATH1923 <i>Note: Department permission required for enrolment Enrolment is by invitation only.</i>	Semester 2

Linear algebra			
MATH1002 Linear Algebra	3	A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902	Intensive January Semester 1
MATH1902 Linear Algebra (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1002 or MATH1014 <i>Note: Department permission required for enrolment</i>	Semester 1
MATH1014 Introduction to Linear Algebra	3	A Coordinate geometry, basic integral and differential calculus, polynomial equations and algebraic manipulations, equivalent to HSC Mathematics N MATH1002 or MATH1902	Intensive January Semester 2
Statistics			
MATH1005 Statistical Thinking with Data	3	A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1015 or MATH1905 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901	Intensive January Semester 1 Semester 2
MATH1905 Statistical Thinking with Data (Advanced)	3	A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1005 or MATH1015 or STAT1021 or ECMT1010 or ENVX1001 or ENVX1002 or BUSS1020 or DATA1001 or DATA1901 <i>Note: Department permission required for enrolment</i>	Semester 2
Data science			
DATA1001 Foundations of Data Science	6	N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021	Semester 1 Semester 2
DATA1901 Foundations of Data Science (Adv)	6	A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015	Semester 1 Semester 2

2000-level units of study

Core

DATA2002 Data Analytics: Learning from Data	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P [DATA1001 or ENVX1001 or ENVX1002] or [MATH10X5 and MATH1115] or [MATH10X5 and STAT2X11] or [MATH1905 and MATH1XXX (except MATH1XX5)] or [BUSS1020 or ECMT1010 or STAT1021] N STAT2012 or STAT2912 or DATA2902	Semester 2
DATA2902 Data Analytics: Learning from Data (Adv)	6	A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901 P A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or STAT2911 or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or STAT1021) N STAT2012 or STAT2912 or DATA2002	Semester 2
STAT2912 Statistical Tests (Advanced) <i>This unit of study is not available in 2020</i>	6	A STAT2911 P MATH1905 or Credit in MATH1005 or Credit in ECMT1010 or Credit in BUSS1020 N STAT2012 or STAT2004 or DATA2002	Semester 2
STAT2011 Probability and Estimation Theory	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2911	Semester 1
STAT2911 Probability and Statistical Models (Adv)	6	P (MATH1X21 or MATH1931 or MATH1X01 or MATH1906 or MATH1011) and a mark of 65 or greater in (DATA1X01 or MATH10X5 or MATH1905 or STAT1021 or ECMT1010 or BUSS1020) N STAT2011	Semester 1

3000-level units of study

Major core

STAT3022 Applied Linear Models	6	P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3912 or STAT3012 or STAT3922	Semester 1

STAT3922 Applied Linear Models (Advanced)	6	P STAT2X11 and [a mark of 65 or greater in (STAT2X12 or DATA2X02)] N STAT3912 or STAT3012 or STAT3022	Semester 1
STAT3023 Statistical Inference	6	A DATA2X02 or STAT2X12 P STAT2X11 N STAT3913 or STAT3013 or STAT3923	Semester 2
STAT3923 Statistical Inference (Advanced)	6	P STAT2X11 and a mark of 65 or greater in (DATA2X02 or STAT2X12) N STAT3913 or STAT3013 or STAT3023	Semester 2
Interdisciplinary projects			
STAT3888 Statistical Machine Learning	6	A STAT3012 or STAT3912 or STAT3022 or STAT3922 P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3914 or STAT3014	Semester 2
SCPU3001 Science Interdisciplinary Project	6	P Completion of 2000-level units required for at least one Science major.	Intensive February Intensive July Semester 1 Semester 2
Major selective			
STAT3021 Stochastic Processes	6	P STAT2X11 and (MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933) N STAT3911 or STAT3011	Semester 1
STAT3925 Time Series (Advanced)	<u>6</u>	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT4025	<u>Semester 1</u>
STAT3926 Statistical Consulting (Advanced)	<u>6</u>	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT4026	<u>Semester 1</u>
Minor selective			
STAT3021 Stochastic Processes	6	P STAT2X11 and (MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933) N STAT3911 or STAT3011	Semester 1
STAT3022 Applied Linear Models	6	P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3912 or STAT3012 or STAT3922	Semester 1

STAT3922 Applied Linear Models (Advanced)	6	P STAT2X11 and [a mark of 65 or greater in (STAT2X12 or DATA2X02)] N STAT3912 or STAT3012 or STAT3022	Semester 1
STAT3023 Statistical Inference	6	A DATA2X02 or STAT2X12 P STAT2X11 N STAT3913 or STAT3013 or STAT3923	Semester 2
STAT3923 Statistical Inference (Advanced)	6	P STAT2X11 and a mark of 65 or greater in (DATA2X02 or STAT2X12) N STAT3913 or STAT3013 or STAT3023	Semester 2
STAT3925 Time Series (Advanced)	<u>6</u>	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT4025	<u>Semester</u> <u>1</u>
STAT3926 Statistical Consulting (Advanced)	<u>6</u>	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT4026	<u>Semester</u> <u>1</u>
STAT3888 Statistical Machine Learning	6	A STAT3012 or STAT3912 or STAT3022 or STAT3922 P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3914 or STAT3014	Semester 2
4000-level units of study			
Selective			
STAT4025 Time Series	~~6~~	~~P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933)~~ ~~N STAT3925~~	~~Semester~~ ~~4~~
STAT4026 Statistical Consulting	~~6~~	~~P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX~~ ~~N STAT3926~~	~~Semester~~ ~~4~~



Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.11

Non-Confidential

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Bachelor of Advanced Studies Advanced Coursework Science Table A
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	<i>To amend the units of study tables for the Bachelor of Advanced Studies Advanced Coursework Science Table A.</i>
Proposal Presenter	Professor Pauline Ross

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve the proposal from the Faculty of Science to amend the Advanced Coursework Table A Science unit of study table, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed changes include:

- Add new Advanced Coursework Project units: GEOS4888 Advanced Geosciences Project; HPSC4888 HPS Advanced Project; LIFE4888 Applied Life Science Project; PHYS4888 Advanced Physics Project
- Add new Science Advanced Coursework units: SCIE4004 STEM Education; AGRI4001 Advanced Plant Production Systems; AMSI4001 AMSI Summer School; AVBS4020 One Health; FOOD4002 Future Foods; LIFE4000 Data and Technology for the Life Sciences; MICR40XX Cellular and Molecular Microbiology; NANO4001 Modern Nanoscience; NANO4002 Nanotechnology Applied; PHYS4016 Bayesian Data Inference and Machine Learning; PHYS4017 Practitioner Physics; PHYS4036 Condensed Matter and Particle Phys (Hons); PHYS4037 Plasma and Astrophysics (Hons); SOIL4000 Soil and Water in the Changing Environment
- Remove units from the unit of study table: AGRO4004 Sustainable Farming Systems; AVBS4003 Wildlife and Evolutionary Genetics; AVBS4012 Extensive Animal Industries

This ensures new units are captured and available for students to enrol into. Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in related courses. The changes will be included in the 2021 Undergraduate Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Advanced Coursework Table A unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. Name of award course

*Bachelor of Advanced Studies
BX/Bachelor of Advanced Studies*

2. Purpose of proposal

To amend the table of units of study for the Bachelor of Advanced Studies Advanced Coursework Science Table A.

3. Details of amendment

Please see attached.

Add the following Advanced Coursework project units: GEOS4888, HPSC4888, LIFE4888, PHYS4888

Add the following Science Advanced Coursework units: SCIE4004, AGRI4001, AMSI4001, AVBS4020, FOOD4002, LIFE4000, MICR40XX, NANO4001, NANO4002, PHYS4016, PHYS4017, PHYS4036, PHYS4037, SOIL4000

Remove the following: AGRO4004, AVBS4003, AVBS4012

4. Transitional arrangements

None required.

5. Other relevant information

6. Signature of Dean

Iain M Young

Digitally signed by Iain M
Young
Date: 2020.03.25
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ADVANCED COURSEWORK TABLE A SCIENCE

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Table A Advanced Coursework Science			
Students in the Bachelor of Advanced Studies (Science) must complete a minimum of 24 credit points of 4000-level units from Table A, Advanced Coursework Science, comprising			
(i) 12-36 credit points of 4000-level Advanced Coursework project units			
(ii) Science Advanced Coursework units listed below			
Advanced Coursework project			
Additional projects will be available in 2021.			
GEOS4888 Advanced Geosciences Project	12	A A major in Geology and Geophysics, Geography, Environmental Studies or Marine Science P GEOG3888 or GEOL3888 or ENVI3888 or MARS3888	Semester 1 Semester 2
HPSC4888 HPS Advanced Project	12	A Major or minor in History and Philosophy of Science P 144 credit points of units of study, including 12cp of HPSC3XXX or HSTY3XXX or PHIL3XXX	Semester 2
LIFE4888 Applied Life Sciences Project	12	A Depth of knowledge in at least one discipline area (major) P 144 cp of units of study, of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study	Semester 1 Semester 2
PHYS4888 Advanced Physics Project	12	A 48 credit points of 3000-level units of study P 144 credit points of units of study, including PHYS3X34 and PHYS3X35	Semester 1 Semester 2
PSYC4888 Advanced Psychology Project	12	A Have sound knowledge of the main discipline areas of psychological science as well as training in empirical research methods and statistics, and should have the ability to apply this knowledge, training and methodology in a collaborative project setting P PSYC2012 and [(18cp of PSYC3XXX) or (12cp of PSYC3XXX and SCPU3001) or (6cp of PSYC3XXX and SCPU3001 and HPSC3023)] <i>Note: Department permission required for enrolment This unit is for 4th year students who want to complete a research project in a small group. Student numbers in this unit are limited due to project availability. Admission will be based on a "first come, first served" basis. Students will not be admitted after week 2 of semester as project groups will have already been formed.</i>	Semester 2
SCPU4001 Industry and	6	A Depth of knowledge in at least one Science discipline (completion of a major) . P 144 credit points of units of study and including a minimum of 24	Intensive February

Community Science Project A		credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. C SCPU4002	Intensive July
SCPU4002 Industry and Community Science Project B	6	A Depth of knowledge in at least one Science discipline (completion of a major) . P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. C SCPU4001	Semester 1 Semester 2

Science Advanced Coursework

The following units will not run in 2020: PSYC4004, PSYC4006, ENVX4001, PSYC4003, SOMS4102.

SCIE4001 Science Communication	6	A Completion of a major in a science discipline. Basic knowledge of other sciences is beneficial. Experience in communication such as delivering oral presentations and producing written reports. An awareness of science in a societal context, e.g., of disciplinary applications. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. <i>Mid-year honours students would take this unit of study in S1 (their second semester of study).</i>	Semester 1
SCIE4002 Experimental Design and Data Analysis	6	A Completion of units in quantitative research methods, mathematics or statistical analysis at least at 1000-level. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A. N ENVX3002 or STAT3X22 or STAT4022 or STAT3X12	Intensive March
SCIE4003 Ethics in Science	6	A Successful completion of a Science major. P 144 credit points of units of study and including a minimum of 24 credit points at the 3000- or 4000-level and 18 credit points of 3000- or 4000-level units from Science Table A N HSBH3004 or HPSC3107	Intensive August Intensive March
SCIE4004 STEM Education	<u>6</u>		<u>Semester</u> <u>2</u>
PSYC4004 Applied Psychology in the Workplace	6	A Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process. P 144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study N PSYC4730	Semester 1
PSYC4005 Coaching Skills for Work and Life	6	A Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process. P 144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-	Semester 2

		level units of study N PSYC4721 or PSYC4722	
PSYC4006 Positive Psychology, Resilience and Happiness	6	A Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process. P 144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study N PSYC4730 or PSYC4723	Semester 1
AGRI4001 Advanced Plant Production Systems	<u>6</u>		
AGRO4004 Sustainable Farming Systems	~~6~~	-	~~Semester 4~~
AMED4001 Advanced Studies in Cancer Biology	6	A AMED3001 or AMED3901 P BCMB2001 or BCMB2901 or MEDS2003	Semester 2
AMED4101 Research Skills and Processes	6	A A major in one of the following areas: Applied Medical Science, Immunology & Pathology; Biochemistry & Molecular Biology; Biology; Microbiology; Cell & Developmental Biology, Infectious Diseases, Pharmacology; Medicinal Chemistry; Neuroscience, Physiology, Anatomy and Histology, Genetics & Genomics; Quantitative Life Science <i>Students are strongly advised to bring their own laptop to classes</i>	Intensive August Intensive March
AMSI4001 AMSI Summer School	<u>6</u>	A Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent	<u>Intensive January</u>
AVBS4020 One Health			
AVBS4003 Wildlife and Evolutionary Genetics	~~6~~	~~A Expected background in genetics, genomics and wildlife. P 48cp of 2000 level or 3000 level units N AVBS3004~~	~~Semester 2~~
AVBS4012 Extensive Animal Industries	~~6~~	~~A Senior tertiary level knowledge in animal production management and behaviour and welfare of production animals P Animal and Veterinary Bioscience years 1-3 OR Bachelor of Science in Agriculture years 1-3 or (144 credit points of units of study including a minimum of 12 credit points from [ANSC3106 and (ANSC3888 or AVBS3888 or SCPU3001)])~~	~~Semester 4~~
ENVX4001 GIS, Remote Sensing and Land Management <i>This unit of study is not available in 2020</i>	6	P ENVX3001 or GEOS2111 or GEOS2911	Semester 2
FOOD4002	<u>6</u>		

<u>Future Foods</u>			
GENE4012 Plant Breeding	6	P GENE2001 or GENE2002 or GEGE2X01	Semester 2
HPSC4101 Philosophy of Science	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1
HPSC4102 History of Science	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 2
HPSC4103 Sociology of Science	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 2
HPSC4104 Recent Topics in HPS	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1 Semester 2
HPSC4105 HPS Research Methods	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1
HPSC4108 Core topics: History and Philosophy of Sci	6	P 12 credit points of HPSC3XXX or PHIL3XXX or HSTY3XXX	Semester 1 Semester 2
HSBH4101 Research Design and Analysis in Health	6	A 48cp of 3000 level units of study P HSBH3018 or HSBH3019	Semester 1 Semester 2
<u>LIFE4000 Data and Technology for the Life Sciences</u>	<u>6</u>		
LIFE4101 Advanced Life Science	6	A This unit is advanced coursework related to understanding cellular and molecular processes in biology. It assumes background knowledge of cellular and molecular biological aspects of the life sciences consistent with a degree major in Biochemistry, Biochemistry and Molecular Biology, Cell and Developmental Biology, Cell Pathology, Genetics and Genomics, Immunobiology, Infectious Diseases, Medical Science, Microbiology, Molecular Biology and Genetics, Nutrition and Metabolism, Nutrition Science, or Quantitative Life Sciences. P A WAM of 65 or greater. 144 credit points of units of study, including a minimum of 12 credit points from the following (AMED3XXX or ANAT3XXX or ANSC3105 or BCHM3XXX or BCMB3XXX or BIOL3XXX or CPAT3XXX or ENVX3XXX or FOOD3XXX or GEGE3XXX or HSTO3XXX or IMMU3XXX or INFD3XXX or MEDS3XXX or MICR3XXX or NEUR3XXX or NUTM3XXX or PCOL3XXX or PHSI3XXX or QBIO3XXX or SCPU3001 or STAT3XXX or VIRO3XXX). <i>Note: Department permission required for enrolment This unit must be taken by all students in Biochemistry and Molecular Biology honours or Microbiology honours.</i>	Semester 1

MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2
MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1

MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1

MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1
MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2
MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
<u>MICR40XX</u> <u>Cellular and</u> <u>Molecular</u> <u>Microbiology</u>	<u>6</u>	<u>TBD</u>	<u>TBD</u>
<u>NANO4001</u> <u>Modern</u> <u>Nanoscience</u>	<u>6</u>	A Introduction to Nanoscience and Nanotechnology P 144cp of units of study including 6cp of NANO2002	<u>Semester</u> <u>1</u>
<u>NANO4002</u> <u>Nanotechnology</u> <u>Applied</u>	<u>6</u>	A Introduction to Nanoscience and Nanotechnology, Modern Nanoscience P 144cp of units of study including 12cp of (NANO2002 and NANO4001)	<u>Semester</u> <u>2</u>
NEUR4001 Advanced Seminars in Neuroscience	6	A Advanced knowledge of the structure and function of multicellular organisms, or a background in bioengineering or biophysics or biodesign. P 144 credit points of units of study, including a minimum of 24 credit points at the 3000- or 4000-level.	Semester 2
PHYS4015 Neural Dynamics and Computation	6	A First- and second-year physics P 144cp of units including (MATH1x01 or MATH1x21 or MATH1906 or MATH1931) and MATH1x02	Semester 2
<u>PHYS4016</u> <u>Bayesian Data</u> <u>Inference and</u> <u>Machine Learning</u>	<u>6</u>	A 48cp of 3000 level units, and programming experience in Python P 144 credit points of units of study, including 12cp of PHYS1XXX	<u>Semester</u> <u>2</u>
<u>PHYS4017</u> <u>Practitioner Physics</u>	<u>6</u>	A 48cp of 3000 level units, and a major or minor in physics P 144 credit points of units of study, including 12cp of PHYS1XXX	<u>Semester</u> <u>1</u>
<u>PHYS4036</u> <u>Condensed Matter</u> <u>and Particle Phys</u> <u>(Hons)</u>	<u>6</u>	P 144cp of units of study including (PHYS3034 OR PHYS3934 OR [(PHYS3090 OR PHYS3990 OR PHYS3991) AND (PHYS3042 OR PHYS3043 OR PHYS3044 OR PHYS3942 OR PHYS3943 OR PHYS3944)])	<u>Semester</u> <u>1</u>
<u>PHYS4037</u> <u>Plasma and</u> <u>Astrophysics (Hons)</u>	<u>6</u>	P 144cp of units of study including (PHYS3035 OR PHYS3935 OR PHYS3040 OR PHYS3940 OR PHYS3941)	<u>Semester</u> <u>2</u>

PHYS4121 Advanced Electrodynamics and Photonics	6	A A major in physics including third-year electromagnetism and third-year optics P An average of at least 65 in 144 cp of units including (PHYS3x35 or PHYS3x40 or PHYS3941)	Semester 1
PHYS4122 Astrophysics and Space Science	6	A A major in physics P An average of at least 65 in 144 cp of units	Semester 1
PHYS4123 General Relativity and Cosmology	6	A A major in physics and knowledge of special relativity P An average of at least 65 in 144 cp of units	Semester 2
PHYS4124 Physics of the Standard Model	6	A A major in physics including third-year quantum physics and third-year particle physics P An average of at least 65 in 144 cp of units including (PHYS3X34 or PHYS3X42 or PHYS3X43 or PHYS3X44)	Semester 2
PHYS4125 Quantum Field Theory	6	A A major in physics including third-year quantum physics P An average of at least 65 in 144 cp of units including (PHYS3x34 or PHYS3x42 or PHYS3x43 or PHYS3x44 or PHYS3x35 or PHYS3x40 or PHYS3941 or PHYS3x36 or PHYS3x68 or MATH3x63 or MATH4063 or MATH3x78 or MATH4078)	Semester 1
PHYS4126 Quantum Nanoscience	6	A A major in physics including third-year quantum physics and third-year condensed matter physics P An average of at least 65 in 144 cp of units	Semester 2
PSYC4000 Foundations of Professional Psychology	6	P [24cp of PSYC3XXX including PSYC3010] or [18cp of PSYC3XXX including PSYC3010 and (HPSC3023 or SCPU3001)] <i>Note: Department permission required for enrolment Departmental Permission is required</i>	Intensive August
PSYC4003 Health Psychology <i>This unit of study is not available in 2020</i>	6	A Students who have not completed PSYC3020 may be required to do additional reading P 12cp of PSYC3XXX units of study <i>Note: Department permission required for enrolment Departmental Permission is required</i>	Semester 2
SOIL4000 Soil and Water in the Changing Environment	<u>6</u>	<u>TBC</u>	<u>TBC</u>
SOMS4102 Communicating Ideas in Biomedical Science	6		Semester 1
STAT4021 Stochastic Processes and Applications	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	Semester 1

STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	12 May 2020
Item No	3.1

Author	Adrienne Sach
Reviewer/Approver	Anna Reid (Head of School and Dean)
Paper title	Bachelor of Music Course Resolutions revision
Purpose	Revision of the course resolutions for the Bachelor of Music degree to simplify and clarify the rules for students.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; and*
- (2) approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2021.*

UPDATE SINCE 21 APRIL 2020 AB USC

The proposal to amend the Course Resolutions for the Bachelor of Music was previously presented at the 21 April 2020 meeting of AB Undergraduate Studies Committee. The marked up resolutions submitted in the documentation omitted clause 6(2)(c) "12 credit points of project units of study; and", a sub-clause which existed in the pre-amended resolutions. The corrected version is now re-presented to members for approval.

UPDATE SINCE 12 MAY 2020 AB USC

Minor revisions recommended at the 12 May 2020 meeting of AB USC were incorporated, and further mark ups were made for a separate proposal to introduce the Creative Arts Special Admission Scheme.

EXECUTIVE SUMMARY

The purpose of this proposal is to gain approval for the revised Course Resolutions of the Bachelor of Music degree effective from January 1, 2021.

This proposal specifically relates to changes made to improve and standardise the Bachelor of Music Course Resolutions including:

- Simplifying the admission requirements
- Clarifying and standardising the format of award requirements across all streams
- Clearly articulating the program, major, minors, and principal study areas available in each stream
- Clarifying and simplifying honours requirements
- The addition of honours requirements for the Bachelor of Music / Bachelor of Advanced Studies.

Currently the Bachelor of Music course build in Sydney Student is not an accurate reflection of the course resolutions and unit of study tables and, as a result, most students cannot self-enrol and require manual intervention in the form of Special Permission or Departmental Permission.

When the Academic Board approved the inclusion of the Bachelor of Music / Bachelor of Advanced Studies to these resolution on 5 November 2019, it was also agreed by the Deputy-Vice Chancellor (Education) Portfolio, Sydney Conservatorium of Music and Academic Model team that the Bachelor of Music course resolutions would be reviewed in early 2020 for 2021 to improve the build of the system and facilitate a seamless student experience.

The changes made to the Bachelor of Music course resolutions in this proposal will enable the Academic Model team to improve the course build and deliver a better student experience.

Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course

Bachelor of Music

2. Purpose of proposal

To amend the Course Resolutions for the Bachelor of Music degree to:

- a) Include resolutions for the approved Bachelor of Music/Bachelor of Advanced Studies (Composition) and Bachelor of Music/Bachelor of Advanced Studies (Performance) degrees;
- b) Revise organisation of information for the Bachelor of Music and Bachelor of Advanced Studies degree streams, programs, majors and minors.
- c) Update Honours requirements and language for the Bachelor of Music and Bachelor of Advanced Studies degrees.

3. Details of amendment

1. Pre-admission requirements to the degrees has been simplified, specific audition requirements are maintained on the SCM website and do not need to be included in the resolutions. The Music Skills tests are not a specific requirement for entry and can be removed.

(2) In addition, admission to this course requires the applicant to; ~~complete a music skills or jazz aptitude test. If applying for a stream, fulfil any stream specific admission requirements; or:~~

- (a) Present a portfolio of work and attend an interview; or
- (b) Undertake a practical audition in a nominated instrument or voice

2. Requirements for award
Units of study that may be taken for both the Bachelor of Music and Bachelor of Advanced degrees are clearly defined as set out in Table A, Table S and Table O.
3. Separate paragraphs have been created to explain how to qualify for the award in each degree stream or program;

Bachelor of Music (without a stream)
Bachelor of Music (Music Education)
Bachelor of Music (Composition)
Bachelor of Music (Performance)
Bachelor of Music/Bachelor of Advanced Studies (Composition)
Bachelor of Music/Bachelor of Advanced Studies (Performance)
4. Tables of Study for the Music Education stream have been deleted. These minimum levels of achievement are detailed in the Faculty Handbook and do not need to be repeated in the Course Resolutions.
5. In Section 7, programs, majors, minors and principal study areas have been included to set out the study areas for the Bachelor of Music and Bachelor of Music/Bachelor of Advanced Studies degrees.
6. Sections 8 and 9 have been updated to include requirements for Honours for the Bachelor of Music and Bachelor of Music/Bachelor of Advanced Studies degrees respectively.
7. Transitional provisions have been updated to apply to students who commence their candidature after January 1, 2021.

4. Transitional arrangements

There are no transitional arrangements required.

5. Other relevant information

6. Signature of Dean

Anna Reid

7th April, 2020

Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

Bachelor of Music

Bachelor of Music/Bachelor of Advanced Studies (Composition)

Bachelor of Music/Bachelor of Advanced Studies (Performance)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Sydney Conservatorium of Music, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
BPMUSICM-05	Bachelor of Music
BHMUSSTH-01	Bachelor of Music (Honours)
	<u>Bachelor of Music/Bachelor of Advanced Studies (Composition)</u>
	<u>Bachelor of Music/Bachelor of Advanced Studies (Performance)</u>

2 Attendance pattern

The attendance pattern for this course may be full time or part time according to candidate choice.

3 Streams

- (1) The Bachelor of Music is available in the following streams:
 - (a) Composition
 - (b) Music Education
 - (c) Performance
- (2) The Bachelor of Music/Bachelor of Advanced Studies is available in the following streams:
 - (a) Composition
 - (b) Performance
- (3) ~~The requirements for the completion of each stream are as specified in these resolutions and in the Table of Units of Study for Undergraduate Degrees for the Sydney Conservatorium of Music. Candidates wishing to enter or exit a stream or transfer between streams should contact the University school.~~
- (4) ~~Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.~~
- (3) ~~Completion of a stream is not a requirement of the Bachelor of Music. Candidates not undertaking a stream must complete a program or a major.~~
- (4) ~~Completion of a stream is a requirement of the Bachelor of Music / Bachelor of Advanced Studies. The requirements for the completion of each stream are specified in the Table A for the Bachelor of Music and Bachelor of Music / Bachelor of Advanced Studies.~~

4 Cross-faculty management

The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music and the Bachelor of Music (Honours) not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) ~~Except for students admitted under the Creative Arts Special Admission Scheme, admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.~~
- (2) ~~Offers to the Bachelor of Music; Bachelor of Music (Composition); and Bachelor of Music (Performance) may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.~~
- (3) ~~In addition, admission to this course requires the applicant to: complete a music skills or jazz aptitude test. If applying for a stream, fulfill any stream-specific admission requirements; or:~~
 - (a) Present a portfolio of work and attend an interview, or
 - (b) Undertake a practical audition in a nominated instrument or voice.
- (c) ~~Present an example of recent written work and attend an interview~~
- (3) ~~Admission requirements for specific streams:~~
 - (a) ~~Applicants for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants;~~



Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

- (b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The results of this process will form part of the ranking of applicants;
- (c) Applicants for the Music Education stream must either undertake a practical audition (instrument or voice), or submit composition works, or present recent written work, as well as fulfilling any other requirements as directed by NSW Education Standards Authority. The results of this process will form part of the ranking of applicants.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in:
 - (a) ~~the Table of units of study for Undergraduate Degrees for the Sydney Conservatorium of Music~~ Table A of the Bachelor of Music and Bachelor of Music / Bachelor of Advanced Studies;
 - (b) ~~the Pathway Tables for the Bachelor of Music~~
 - (c) Table S ~~from the~~ of the Shared Pool of Undergraduate Degrees
 - (d) Table O ~~(the Open Learning Environment)~~ of the Shared Pool of Undergraduate Degrees
 - (e) ~~Unless otherwise indicated in these resolutions the Table of Units of study, the Pathway Tables, Table S and Table O mean the tables specified here.~~ In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O.
- (2) To qualify for the award of the Bachelor of Music ~~without a stream~~, candidates must complete 192 credit points ~~in total comprising: as specified below, and, if completing a stream, satisfy requirements for the stream~~
 - (a) 48 credit points of core unit of study as specified in Table A; and
 - (b) 12 credit points of Performance or Ensemble units of study as specified in Table A; and
 - (c) 12 credit points of project units of study; and
 - (d) a program (72 credit points) as listed and defined in Section 7 below and as specified in Table A; or
 - (e) a major in Musicology (48 credit points) as listed and defined in Section 7 and specified in Table A and an additional 12 credit points of core units of study as specified in Table A; and
 - (f) a major (48 credit points) from Table S; and/or
 - (g) a minor (36 credit points) from Table S; and/or
 - (h) where appropriate, elective units from Table A or Table S; and/or
 - (i) up to a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O
- (3) ~~Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major:~~
 - (3) To qualify for the award of the Bachelor of Music (Music Education), candidates must complete 192 credit points in total, comprising:
 - (a) 60 credit points of core units of study as specified in Table A; and
 - (b) EDLN2000 Lantite undergraduate; and
 - (c) 96 credit points of Music Education units of study as specified in Table A; and
 - (d) 24 credit points of Principal Study Area units of study as listed and defined in Section 7 below and as specified in Table A; and
 - (e) where appropriate, elective units from Table A, Table S and up to a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O.
- (4) ~~Requirements for a program~~
 - To qualify for the award of the pass degree with a Program, a candidate must successfully complete 192 credit points, comprising:
 - (a) 72 credit points of units of study in either of the following disciplinary areas, as set out in the Pathway Tables:
 - (i) Contemporary Music Practice
 - (ii) Composition for Creative Industries
 - (iii) Digital Music and Media
 - (iv) Improvised Music
 - (b) 24 credit points of Music Skills units of study
 - (c) 24 credit points of Music Analysis, History and Culture Studies units of study
 - (d) 12 credit points of Final Year Project units of study
 - (e) 12 credit points in performance or ensemble units
 - (f) 48 credit points of elective units of study comprised of:
 - (i) a major from Table S; or
 - (ii) a minor from Table S and/or
 - (iii) up to 12 credit points from Table O; and/or
 - (iv) elective units from Table A; and/or
 - (v) elective units from Table S.
- (4) To qualify for the award of the Bachelor of Music (Composition), candidates must complete 192 credit points, comprising:
 - (a) 54 credit points of core units as specified in Table A; and
 - (b) 84 credit points of Composition Studies units as specified in Table A; and
 - (c) 12 credit points of project units of study; and
 - (d) A minor (36 credit points) from Table S; or
 - (e) 36 credit points of elective units of study from Table A or Table S; and
 - (f) where appropriate, elective units from Table A or Table S, and a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O.
- (5) To qualify for the award of the Bachelor of Music (Performance), candidates must complete 192 credit points, comprising:
 - (a) 48 credit points of core units of study as specified in Table A; and
 - (b) 72 credit points of Principal Study Area units of study as listed and defined in Section 7 below and as specified in Table A; and
 - (c) 12 credit points of project units of study; and
 - (d) a minimum of 30 credit points of Ensemble / Performance units of study as specified in Table A; and
 - (e) Additional Core and Ensemble / Performance units of study as required by the Principal Study area and specified in Table A; and
 - (f) where appropriate, elective units from Table A, Table S and a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O
- (6) To qualify for the award of the Bachelor of Music/ Bachelor of Advanced Studies (Composition), a candidate must complete 240 credit points, comprising:
 - (a) 102 credit points of Specialisation units of study
 - (b) 30 credit points of core units of study;
 - (c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
 - (d) A major (48 credit points) from Table S; and
 - (e) A minimum of 24 credit points at 4000 level from the Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points
 - (f) where appropriate, elective units of study from a Specialisation or Table S.

- (7) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Performance), a candidate must complete 240 credit points, comprising:
- (a) 30 credit points of core units of study;
 - (b) 102 credit points of Specialisation units of study
 - (c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
 - (d) A major (48 credit points) from Table S
 - (e) A minimum of 24 credit points at 4000 level from a Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points.
 - (f) where appropriate, elective units of study from a Specialisation or Table S.
- (5) **Requirements for a major**
- (a) A major requires the completion of 48 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
 - (i) 2x1000-level units, 2x2000-level units and 4x3000-level units; or
 - (ii) 2x1000-level units, 3x2000-level units and 3x3000-level units.
 - (b) For any individual student's enrolment a unit of study will only contribute towards one major except where otherwise approved by the faculty/University school's Units of Study contributing towards one major may not contribute toward any other major completed except where otherwise approved by the faculty/University school.
- (6) **Requirements for a minor**
- (a) A minor requires the completion of 36 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
 - (i) 2x1000-level units, 2x2000-level units, and 2x3000-level units; or
 - (ii) 2x1000-level units, 3x2000-level units and 1x3000-level unit.
 - (b) Units of study contributing towards one minor may not contribute toward any other major completed except where otherwise approved by the faculty/University school.
- (7) To qualify for the award of the pass degree with a Major, a candidate must successfully complete 192 credit points including a minimum of 48 credit points from a designated major in Musicology, comprising:
- (a) 48 credit points in Musicology units of study, as set out in the Pathway Table
 - (b) 24 credit points in Music Skills units of study
 - (c) 36 credit points of Music Analysis, History and Culture Studies units of study
 - (d) 12 credit points of Final Year Project units of study
 - (e) 12 credit points in performance or ensemble units
 - (f) 60 credit points of elective units of study comprised of:
 - (i) a major from Table S; or
 - (ii) a minor from Table S and/or
 - (iii) up to 12 credit points from Table O; and/or
 - (iv) elective units from Table A; and/or
 - (v) elective units from Table S.
- (8) **Requirements for the Performance stream**
- To qualify for the award of the pass degree in the Performance stream, a candidate must successfully complete 192 credit points comprising:
- (a) 72 credit points of Principal Study units of study
 - (b) 12 credit points in Music Theory units of study;
 - (c) 12 credit points of Aural Skills units of study;
 - (d) 24 credit points of Analysis, History and Culture Studies units of study
 - (e) 12 credit points of Final Year Project units of study
 - (f) 60 credit points of elective units of study as set out in the Pathway Tables for specific Principal Study areas, and comprised of:
 - (i) A major from Table S; or
 - (ii) A minor from Table S and/or
 - (iii) up to 12 credit points from Table O; and/or
 - (iv) elective units from Table A; and/or
 - (v) elective units from Table A; and/or
 - (vi) elective units from Table S.
- (9) **Principal study areas in the Performance stream**
- Principal study is available in:
- (a) Historical Performance
 - (b) Jazz Performance
 - (c) Non-Orchestral Instrumental Performance
 - (d) Orchestral Instrumental Performance
 - (e) Voice (classical) Performance
- (10) **Requirements for the Composition stream**
- To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:
- (a) 48 credit points of Composition Principal Study units of study;
 - (b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;
 - (c) 24 credit points of Music Analysis, History and Culture Studies units of study;
 - (d) 3 credit points of Performance units of study;
 - (e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;
 - (f) 12 credit points of Final Year Project units of study;
 - (g) 42 credit points of elective units of study comprised of:
 - (i) a minor from Table S and/or
 - (ii) up to 12 credit points from Table O; and/or
 - (iii) Elective units from Table A; and/or
 - (iv) elective units from Table S
- (11) **Requirements for the Music Education stream**
- To qualify for the award of the pass degree in the Music Education stream, a candidate must successfully complete 192 credit points and reach the minimum levels of achievement as set out in the tables (a) – (e):
- (a) Performance

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Principal Study 1-4

Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

Area of Study	Credit Points	Minimum level of achievement
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	6	6cps of Ensemble/Performance
Music Skills	24	Harmony and Analysis 1-4 and Aural Perception 1-4
Analysis, History and Culture Studies	30	This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music from the Middle Ages to Baroque; Music in Modern Times
Electives	12	

(b) Jazz Studies

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Principal Study 1-4
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	6	6cps of Ensemble/Performance
Music Skills	24	Jazz Music Skills 1-4
Analysis, History and Culture Studies	30	This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music in Western Culture; Music in Modern Times
Electives	12	

(c) Composition

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Principal Study 1-4
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Composition	12	Instrumentation and Orchestration; Composition Through Improvisation 1; Sound Recording Fundamentals
Performance	6	6cps of Ensemble/Performance
Music Skills	24	Harmony & Analysis 1-4; Aural Perception 1-4
Analysis, History and Culture Studies	18	This is Music; New Music New Thinking; Musical Worlds of Today
Electives	12	

(d) Musicology

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Musicology Workshop 1-2; Music in the Classical and Romantic Eras; 6 credit points of Historical Studies; 6 credit points of Ethnographical Studies
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	12	12cps of Ensemble/Performance
Music Skills	24	Harmony and Analysis 1-4 and Aural Perception 1-4
Analysis, History and Culture Studies	24	This is Music; Musical Worlds of Today; Music from the Middle Ages to Baroque; Music in Modern Times
Electives including performance	12	

(e) Contemporary Music Practice

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Contemporary Music Practice 1-4
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	3	3 cps of Ensemble/Performance
Music Skills	21	18 cps in Music Theory and Aural Skills; Sound Recording Fundamentals
Analysis, History and Culture Studies	36	This is Music; Musical Worlds of Today; Sounds; Screens; Speakers; Music in Western Culture; Australian Popular Music; Music in Modern Times
Electives	12	

(12) Principal study areas in the Music Education stream

Principal studies available in the Music Education stream are:

- (a) Composition
- (b) Musicology
- (c) Performance
- (d) Brass
- (e) Contemporary Music Practice
- (f) Historical Performance
- (g) Jazz Studies (instrumental/vocal)
- (h) Keyboard

- (f) Percussion
- (f) Strings
- (k) Voice (classical)
- (f) Woodwind

7 Programs, majors, minors and principal study areas

- (1) Bachelor of Music
Completion of a program or major from Table A is a requirement of the Bachelor of Music for candidates not undertaking a stream. Requirements for completion of programs, majors, minors and principal study areas are as set out in Table A and Table S.
- (2) Bachelor of Music / Bachelor of Advanced Studies
Completion of a stream and second major from Table S is a requirement of the Bachelor of Music / Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.
- (3) Requirements for programs, majors and minors
 - (a) Programs, majors and minors are as defined in the *Learning and Teaching Policy 2015*.
 - (b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S
- (4) The Programs, Majors, Minors and Principal Study Areas available in Table A of the Bachelor of Music and Bachelor of Music / Bachelor of Advanced Studies are:
 - (a) Bachelor of Music
 - Programs
 - (i) Composition for Creative Industries
 - (ii) Contemporary Music Practice
 - (iii) Digital Music and Media
 - Majors
 - (i) Musicology
 - Minors
 - (i) Community Music
 - (ii) Composition for Creative Industries
 - (iii) Digital Media and Music
 - (iv) Ethnomusicology
 - (v) Indigenous Music
 - (vi) Performance and Ensembles
 - (vii) Performance Science
 - (b) Bachelor of Music (Music Education)
 - Principal Study Areas
 - (i) Classical Voice
 - (ii) Composition
 - (iii) Contemporary Music Practice
 - (iv) Jazz Performance
 - (v) Musicology
 - (vi) Performance
 - Horn
 - Trombone
 - Trumpet
 - Tuba
 - Historical Performance
 - Organ
 - Piano
 - Percussion
 - Drum Set
 - Guitar
 - Double Bass
 - Harp
 - Violoncello
 - Viola
 - Violin
 - Bassoon
 - Clarinet
 - Flute
 - Oboe
 - Saxophone
 - (c) Bachelor of Music (Performance) and Bachelor of Music / Bachelor of Advanced Studies (Performance)
 - Principal Study Areas
 - (i) Classical Voice
 - (ii) Drum Set
 - (iii) Historical Performance
 - (iv) Jazz Performance
 - (v) Jazz Voice Performance
 - (vi) Non-Western Instruments
 - (vii) Non-Orchestral Instruments
 - Collaborative Piano
 - Guitar
 - Organ
 - Piano
 - Saxophone
 - (vii) Orchestral Instruments
 - Horn
 - Trombone
 - Trumpet
 - Tuba

Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

Percussion
Double Bass
Harp
Violoncello
Viola
Violin
Bassoon
Clarinet
Flute
Oboe

8 **Requirements for the Honours degree** Bachelor of Music with Honours

- (1) **Honours in the Bachelor of Music without stream**
- (1) Honours is available to meritorious students in the Bachelor of Music who complete an alternative set of units of study in the final year of the degree. Admission to the honours program is by permission of the Program or Honours Coordinator after the completion of 144 credit points of study including MCGY4601 Research Methods.
- (2) Admission normally requires a WAM of at least 75 in relevant 2000-level and above 3000-level units as well as the completion of stream specific requirements, including but not limited to:
- (a) For candidates undertaking the Composition stream an average mark of at least 75 in Composition 5 and 6
- (b) For candidates undertaking the Performance stream an average mark of at least 75 in Principal Study 4 and 6.
- (c) For all candidates, a minimum average mark of 75 in Analysis, History and Culture Studies units.
- (3) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.
- (2) **Honours in the Bachelor of Music (Performance)**
- (a) Honours is available to students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, and a mark of at least 75 in Principal Study 4 and 6.
- (b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Performance.
- (4) **Honours in the Bachelor of Music/Bachelor of Advanced Studies (Performance)**
- (a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
- (b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, a mark of at least 75 in Principal Study 4 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
- (4) **Honours in the Bachelor of Music (Composition)**
- (a) Honours is available to students who complete an alternative set of units of study in the final year of the course. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Admission requires a WAM of at least 75 in third year units of study, and a mark of at least 75 in Composition 5 and 6.
- (b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.
- (5) **Honours in the Bachelor of Music/ Bachelor of Advanced Studies (Composition)**
- (a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
- (b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in third year units of study, a mark of at least 75 in Composition 5 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
- (c) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Composition) with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Sydney Conservatorium of Music, candidates must complete 48 credit points of honours units in Composition.
- (d) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the Sydney Conservatorium of Music, the honours mark is as specified in these resolutions and in the resolutions for the Sydney Conservatorium of Music. For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.
- (6) **Honours in the Bachelor of Music (Music Education)**
- (a) The Bachelor of Music (Music Education) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.
- (b) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music (Music Education), will be awarded the pass degree.

9 **Requirements for the Bachelor of Music / Bachelor of Advanced Studies with Honours**

- (1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Music / Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. For candidates undertaking an honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Sydney Conservatorium of Music. For candidates undertaking an honours component in

another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

- (2) Admission to the honours program is by permission of the Program or Honours Coordinator after the completion of all of the following requirements:
- (a) a Bachelor of Music degree (or equivalent) including 144 credit points and a stream, major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.
 - (b) an average mark of 75.0 or above in relevant 2000-level and above units of study relevant to the honours area, as determined by Sydney Conservatorium of Music.
 - (c) Any requirements for honours entry set by the relevant department.
- (3) To qualify for the award of the Bachelor of Music / Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree as specified in 6 above, and 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of honours coursework, as required by the Sydney Conservatorium of Music and published in the handbook.
- (4) The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Sydney Conservatorium of Music or in the resolutions of the relevant faculty.

10 Award of the degree

- (1) The Bachelor of Music is awarded in the grades of either Pass or Honours.
- (2) The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.

A student who achieves an honours mark in the range	Will be awarded honours
80 honours mark 100	First Class
75 honours mark < 80	Second Class/Division 1
70 honours mark < 75	Second Class/Division 2
65 honours mark < 70	Third Class

- (3) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music will be awarded the pass degree.

11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Sydney Conservatorium of Music.

12 International exchange

The Sydney Conservatorium of Music encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Sydney Conservatorium of Music.

13 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music or, in the case of a major or minor offered by another faculty in Table S any relevant resolutions of that faculty.

14 Course transfer

- (1) A candidate may transfer from the Bachelor of Music (Performance) or Bachelor of Music (Composition) and elect to complete the Bachelor of Music/Bachelor of Advanced Studies (Performance) or Bachelor of Music/Bachelor of Advanced Studies (Composition). Candidates wishing to transfer must do so prior to the start of year 2 in accordance with these resolutions and will receive full credit for work completed in the Bachelor of Music (Performance) or Bachelor of Music (Composition).
- (2) A candidate may abandon the Bachelor of Music/Bachelor of Advanced Studies(Performance) or Bachelor of Music/Bachelor of Advanced Studies(Composition) combined degrees at the end of year 4 and elect to complete the Bachelor of Music (Performance) or Bachelor of Music (Composition) and receive 60 credit points taken in the combined degree towards More Specialisation and More Core in accordance with these resolutions.

15 Transitional provisions

- (1) ~~These resolutions apply to students who commenced their candidature after 1 January, 2021.~~ These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
- (2) ~~Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed as per the relevant resolutions upon their enrolment. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.~~



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.13

Author	Adrienne Sach (School General Manager)
Reviewer/Approver	Professor Anna Reid, Head of School and Dean, Sydney Conservatorium of Music (SCM)
Paper title	SCM: 2021 Units of Study Table for the Bachelor of Music/Bachelor of Advanced Studies (Performance) degree
Purpose	Bachelor of Music/Bachelor of Advanced Studies (Performance) Units of Study table for 2021

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve the proposed Units of Study Table for the Bachelor of Music/Bachelor of Advanced Studies (Performance) degree, with effect from 1 January 2021*

EXECUTIVE SUMMARY

The purpose of this proposal is to gain approval for the Units of Study Table for the Bachelor of Music/Bachelor of Advanced Studies (Performance) degree effective from January 1, 2021.

Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course

Bachelor of Music/Bachelor of Advanced Study (Performance)

2. Purpose of proposal

To add units of study required for the Bachelor of Music/Bachelor of Advanced Study (Performance) Units of Study tables from 1 January 2021.

To seek approval from BIS for the Units of Study Table for this new degree and its associated pathways.

3. Details of amendment

Bachelor of Music/Bachelor of Advanced Study (Performance)

To qualify for the award of the Bachelor of Music/Bachelor of Advanced Study (Performance), a candidate must complete 240 credit points, comprising;

- (i) 30 credit points of degree core units of study
- (ii) 102 credit points of units of study from the Specialisation area;
- (iii) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
- (iv) a major (48 credit points) selected from Table S;
- (v) a minimum of 24 credit points at 4000 level from the Specialisation area or Table S, including a research, community, industry or entrepreneurship project (12 to 36 credit points) or 48 credit points Honours unit of study; and
- (vi) where appropriate, elective units of study from the Specialisation area or Table S to make up the 240 credit points total.

The following tables detail the units of study required for this degree.

4. Transitional arrangements

N/A

5. Other relevant information

N/A

6. Signature of Dean

Anna
Reid

Digitally signed by
Anna Reid
Date: 2020.03.27
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BACHELOR OF MUSIC / BACHELOR OF ADVANCED STUDIES (PERFORMANCE)

Award Requirements

Bachelor of Music / Bachelor of Advanced Studies (Performance)

To qualify for the award of the Bachelor of Music / Bachelor of Advanced Studies (Performance), a candidate must complete 240 credit points, comprising:

- (i) 30 credit points of core units of study; and
- (ii) 102 credit points of units of study from a Specialisation; and
- (iii) 12 credit points of units of study in the Open Learning Environment as specified in Table O; and
- (iv) a major (48 credit points) from Table S; and
- (v) a minimum of 24 credit points at 4000 level from the Specialisation or Table S, including a research, community, industry or entrepreneurship project (12 to 36 credit points) or 48 credit points Honours unit of study; and
- (vi) where appropriate, elective units of study from a Specialisation or Table S to make up the 240 credit points total.

Specialisations

The available specialisations in the Bachelor of Music / Bachelor of Advanced Studies (Performance) are:

- Classical Voice
- Drum Set
- Historical Performance
- Jazz Performance
- Jazz Voice Performance
- Non-western Instruments
- Non-orchestral Instruments
 - o Collaborative Piano
 - o Guitar
 - o Organ
 - o Piano
 - o Saxophone
- Orchestral Instruments
 - o Horn

- o Trombone
- o Trumpet
- o Tuba
- o Percussion
- o Double Bass
- o Harp
- o Violoncello
- o Viola
- o Violin
- o Bassoon
- o Clarinet
- o Flute
- o Oboe

CORE UNIT OF STUDY TABLE

Students must complete 30 credit points of core units of study, including:

- (i) 18 credit points of Music Skills units of study; and
- (ii) 6 credit points of Analysis, History and Culture Studies core units of study; and
- (iii) 6 credit points of Analysis, History and Culture Studies Foundation units of study.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Music Skills core units of study			
Classical Voice, Historical Performance, Non-Orchestral, Orchestral Instruments only			
MCGY1008 Harmony and Analysis 1	3	A Ability to read musical notation including treble and bass clefs, and knowledge of scales, intervals and triads in tonal music. N MUSC2699	Semester 1
MCGY1009 Harmony and Analysis 2	3	P MCGY1008	Semester 2
MCGY1000 Aural Perception 1	3	C MCGY1008 N MCGY1001 <i>Note: Department permission required for enrolment Music Skill Test is essential. Please contact with the unit of study coordinator.</i>	Semester 1

MCGY1001 Aural Perception 1A	3	C MCGY1008 N MCGY1000 <i>Note: Department permission required for enrolment Music Skill Test is essential. Please contact with the unit of study coordinator.</i>	Semester 1
MCGY1002 Aural Perception 1B	3	P MCGY1001	Semester 2
MCGY1003 Aural Perception 2	3	P MCGY1000 OR MCGY1002	Semester 1 Semester 2
MCGY2010 Harmony and Analysis 3	3	P MCGY1009	Semester 1
MCGY2004 Aural Perception 3	3	P MCGY1003	Semester 1 Semester 2
Drum Set, Non-Western Instruments only			
MUSC1503 Fundamentals of Music 1	6		Semester 1 Semester 2
MUSC1504 Fundamentals of Music 2	6	A MUSC1503	Semester 1 Semester 2
CMPN1014 Sound Recording Fundamentals	3		Semester 1 Semester 2
CMPN1013 Creative Music Technology	3	A non-Western instrument principal study area	Semester 1 Semester 2
MUSC2693 Fundamentals of Music 3	6	A non-Western instrument principal study area P MUSC1504 N MUSC1501	Semester 2
MUSC2695 Popular Music Theory	6	P MUSC1501 or MUSC2693 or MUSC1504	Semester 1
JAZZ3301 Rhythm Awareness/Analysis	3	A Drum Set principal study area	Semester 1
Jazz Performance, Jazz Voice Performance only			
JAZZ1621 Jazz Music Skills 1	6		Semester 1
JAZZ1622 Jazz Music Skills 2	6	P JAZZ1621	Semester 2

JAZZ2623 Jazz Music Skills 3	6	P JAZZ1622	Semester 1
Analysis, History and Culture Studies core unit of study			
MCGY1030 This is Music	6		Semester 1
Analysis, History and Culture Studies Foundation units of study			
Classical Voice only core unit of study			
VSAO1300 Classical Singers Repertoire Book	6		Semester 2
Historical Performance only core unit of study			
MCGY2611 Music from the Middle Ages to Baroque	6		Semester 2
Non-Western Instruments only core unit of study			
MCGY1031 Australian Musical Worlds	6		Semester 2
Jazz Performance, Jazz Vocal Performance only selective units of study			
JAZZ1021 Jazz History 1	3		Semester 2
JAZZ1022 Jazz History 2	3		Semester 1
Drum Set, Non-Orchestral Instruments, Orchestral Instruments only selective units of study			
MCGY1031 Australian Musical Worlds	6		Semester 2
MUSC1506 Music in Western Culture	6	A The ability to follow a musical score while listening to the music and knowledge of elementary music theory.	Semester 2
MCGY2611 Music from the Middle Ages to Baroque	6	A Ability to read musical notation	Semester 2
MCGY2612 Music in the Classical and Romantic Eras	6	A The ability to read musical notation and basic knowledge of music theory.	Semester 1
MCGY2613 Music in Modern Times	6	A Ability to read musical notation	Semester 1
MUSC2638 Jazz Riots and Revolutions	6		Semester 1

SPECIALISATION UNIT OF STUDY TABLES

Students must complete a specialisation of 102 credit points, including:

- (i) 12 credit points of 1000-level specialisation units of study; and
- (ii) 12 credit points of 2000-level specialisation units of study; and
- (iii) 24 credit points of 3000-level specialisation units of study; and
- (iv) 24 credit points of 4000-level specialisation units of study; and
- (v) 30 credit points of Ensemble / Performance units of study.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Classical Voice			
1000-level core units of study			
VSAO1611 Voice 1	6		Semester 1 Semester 2
VSAO1612 Voice 2	6	P VSAO1611	Semester 1 Semester 2
2000-level core units of study			
VSAO2213 Voice 3 (Extended)	6	P VSAO1612 This unit is only available to Bachelor of Music (Performance) students	Semester 1 Semester 2
VSAO2214 Voice 4 (Extended)	6	P VSAO2213	Semester 1 Semester 2
3000-level core units of study			
VSAO3215 Voice 5 (Extended)	12	P VSAO2214 N VSAO3615	Semester 1 Semester 2
VSAO3216 Voice 6 (Extended)	12	P VSAO3215	Semester 1 Semester 2
4000-level core units of study			
VSAO4217 Voice 7 (Extended)	12	P VSAO3216	Semester 1 Semester 2

VSAO4218 Voice 8 (Extended)	12	P VSAO4217	Semester 1 Semester 2
Ensemble / Performance core units of study			
VSAO1211 Italian Essentials for Singers	6		Semester 2
VSAO1212 German Essentials for Singers	6		Semester 1
ENSE1041 Choir 1	3		Semester 1 Semester 2
ENSE1042 Choir 2	3	P ENSE1041	Semester 1 Semester 2
VSAO2313 French Essentials for Singers	6		Semester 1
VSAO3645 Diction for Performance 1	3		Semester 2
VSAO3646 Diction for Performance 2	3	P VSAO3645	Semester 1
Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Drum Set			
1000-level core units of study			
DRUM1601 Drum Set 1	6	A Students enrolling must have fundamentals of drum set performance and some performance experience in place.	Semester 1 Semester 2
DRUM1602 Drum Set 2	6	P DRUM1601	Semester 1 Semester 2
2000-level core units of study			
DRUM2603 Drum Set 3	6	P DRUM1602	Semester 1 Semester 2
DRUM2604 Drum Set 4	6	P DRUM2603	Semester 1 Semester 2
3000-level core units of study			
DRUM3605 Drum Set 5 (Extended)	12	P DRUM2604	Semester 1 Semester 2
DRUM3606 Drum Set 6 (Extended)	12	P DRUM3605	Semester 1 Semester 2

4000-level core units of study

DRUM4607 Drum Set 7 (Extended)	12	P DRUM3606	Semester 1 Semester 2
DRUM4608 Drum Set 8 (Extended)	12	P DRUM4607	Semester 1 Semester 2

Ensemble / Performance core units of study

CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
CHMB1302 Chamber Music 2	3	P CHMB1301	Semester 1 Semester 2
DRUM1301 Drum Set Ensemble 1	3	A Students enrolling must have fundamentals of drum set performance and some performance experience in place. In addition, participants must be enrolled in the Bachelor of Performance degree, with a principal study in Drum Set.	Semester 1 Semester 2
DRUM1302 Drum Set Ensemble 2	3		Semester 1 Semester 2
ENSE1041 Choir 1	3		Semester 1 Semester 2
ENSE2300 Gamelan 1	3		Semester 1
DRUM2302 Drum Set Ensemble 1	3		Semester 1 Semester 2
DRUM2304 Drum Set Ensemble 1	3		Semester 1 Semester 2
CHMB2303 Chamber Music 3	3		Semester 1 Semester 2
DRUM3305 Drum Set Ensemble 5	3		Semester 1 Semester 2

Ensemble / Performance selective units of study

ENSE1042 Choir 2	3	P ENSE1041 OR ENSE1015	Semester 1 Semester 2
ENSE1018 Orchestral Experience 1	3		Semester 1 Semester 2
JAZZ1000 Jazz Large Ensemble 1	3		Semester 1 Semester 2
JAZZ1029 Jazz Small Ensemble 1	3		Semester 1 Semester 2
JAZZ1025 Jazz Piano 1	3		Semester 1

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>

Historical Performance

1000-level core units of study

EMUS1611 Historical Performance 1	6		Semester 1 Semester 2
EMUS1612 Historical Performance 2	6	P EMUS1611	Semester 1 Semester 2

2000-level core units of study

EMUS2613 Historical Performance 3	6	P EMUS1612 This unit is not available to Bachelor of Music (Performance) students	Semester 1 Semester 2
EMUS2614 Historical Performance 4	6	P EMUS2613	Semester 1 Semester 2

3000-level core units of study

EMUS3215 Historical Performance 5 (Extended)	12	P EMUS2214 N EMUS3615	Semester 1 Semester 2
EMUS3216 Historical Performance 6 (Extended)	12	P EMUS3215	Semester 1 Semester 2

4000-level core units of study

EMUS4217 Historical Performance 7 (Extended)	12	P EMUS3216	Semester 1 Semester 2
EMUS4218 Historical Performance 8 (Extended)	12	P EMUS4217	Semester 1 Semester 2

Ensemble / Performance core units of study

EMUS1661 Early Keyboard Class 1	3		Semester 1 Semester 2
EMUS1671 Continuo 1	3		Semester 1 Semester 2
ENSE1618 Orchestral Studies 1	6		Semester 1 Semester 2
ENSE1619 Orchestral Studies 2	6	P ENSE1618	Semester 1 Semester 2
ENSE2005 Orchestral Studies 3	6	P ENSE1619	Semester 1 Semester 2
ENSE2016 Orchestral Studies 4	6	P ENSE2005	Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Jazz Performance			
1000-level core units of study			
JAZZ1601 Jazz Performance 1	6		Semester 1 Semester 2
JAZZ1602 Jazz Performance 2	6	P JAZZ1601	Semester 1 Semester 2
2000-level core units of study			
JAZZ2603 Jazz Performance 3	6	P JAZZ1602	Semester 1 Semester 2
JAZZ2604 Jazz Performance 4	6	P JAZZ2603	Semester 1 Semester 2
3000-level core units of study			
JAZZ3205 Jazz Performance 5 (Extended)	12	P JAZZ2604 N JAZZ3605	Semester 1 Semester 2
JAZZ3206 Jazz Performance 6 (Extended)	12	N JAZZ3606	Semester 1 Semester 2
4000-level core units of study			
JAZZ4207 Jazz Performance 7 (Extended)	12		Semester 1 Semester 2
JAZZ4208 Jazz Performance 8 (Extended)	12		Semester 1 Semester 2
Ensemble / Performance core units of study			
JAZZ1007 Jazz Improvisation 2	3	P JAZZ1601	Semester 1 Semester 2
JAZZ1611 Jazz Ensemble 1	6	C JAZZ1601	Semester 1 Semester 2
JAZZ1612 Jazz Ensemble 2	6	P JAZZ1611	Semester 1 Semester 2
JAZZ2006 Jazz Improvisation 3	3	P JAZZ2006	Semester 1 Semester 2
JAZZ2613 Jazz Ensemble 3	6	P JAZZ1612	Semester 1 Semester 2
JAZZ2614 Jazz Ensemble 4	6	P JAZZ2613	Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Jazz Voice Performance			
1000-level core units of study			
JAZZ1631 Jazz Vocal 1	6	C JAZZ1621	Semester 1 Semester 2
JAZZ1632 Jazz Vocal 2	6	P JAZZ1631	Semester 1 Semester 2
2000-level core units of study			
JAZZ2633 Jazz Vocal 3	6	P JAZZ1632	Semester 1 Semester 2
JAZZ2634 Jazz Vocal 4	6	P JAZZ2633	Semester 1 Semester 2
3000-level core units of study			
JAZZ3235 Jazz Vocal 5 (Extended)	12	P JAZZ2634	Semester 1 Semester 2
JAZZ3236 Jazz Vocal 6 (Extended)	12	P JAZZ3235	Semester 1 Semester 2
4000-level core units of study			
JAZZ4237 Jazz Vocal 7 (Extended)	12	P JAZZ3236	Semester 1 Semester 2
JAZZ4238 Jazz Vocal 8 (Extended)	12	P JAZZ4237	Semester 1 Semester 2
Ensemble / Performance core units of study			
JAZZ1025 Jazz Piano 1	3	N JAZZ1601 A To have a basic understanding of the names of the notes on a piano keyboard, and to have an understanding and basic ability to be able to read music notation in treble and bass clefs	Semester 1
JAZZ1026 Jazz Piano 2	3	P JAZZ1025 A Jazz quaver articulation. Chord tones. Ability to play the diatonic cycle harmony, 12 bar blues and ii-V-I progressions.	Semester 2
JAZZ1029 Jazz Small Ensemble 1	3		Semester 1 Semester 2
JAZZ1030 Jazz Small Ensemble 2	3	P JAZZ1029	Semester 1 Semester 2
JAZZ1007 Jazz Improvisation 2	3	P JAZZ1601	Semester 1 Semester 2

ENSE1041 Choir 1	3		Semester 1 Semester 2
JAZZ2026 Jazz Small Ensemble 3	3	P JAZZ1030	Semester 1 Semester 2
JAZZ2027 Jazz Small Ensemble 4	3	P JAZZ2026	Semester 1 Semester 2
Ensemble / Performance selective units of study			
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
CHMB1302 Chamber Music 2	3	P CHMB1301	Semester 1 Semester 2
ENSE1042 Choir 2	3		Semester 1 Semester 2
ENSE1311 Tango Ensemble	3		Semester 1
ENSE1601 Chamber Choir 1	6		Semester 1 Semester 2
JAZZ1000 Jazz Large Ensemble 1	3		Semester 1 Semester 2
JAZZ1001 Jazz Large Ensemble 2	3		Semester 1 Semester 2
MUSC1300 Popular Music Ensemble			Semester 1
ENSE2300 Gamelan 1	3		Semester 1
ENSE2301 Gamelan 2	3		Semester 2
JAZZ2006 Jazz Improvisation 3	3		Semester 1 Semester 2
JAZZ2007 Jazz Improvisation 4	3		Semester 1 Semester 2
JAZZ2022 Jazz Piano 3	3		Semester 1
JAZZ2023 Jazz Piano 4	3		Semester 2
JAZZ2030 Jazz Vocal Workshop 1	3		Semester 1
JAZZ2031 Jazz Vocal Workshop 2	3		Semester 2
PERF2604 Chinese Music Ensemble 1	6		Semester 1
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2

CMPN3001 Composer Performer Workshop 2	3	P CMPN3000	Semester 1 Semester 2
JAZZ3012 Jazz Small Ensemble 5	3	P JAZZ2027	Semester 1 Semester 2
JAZZ3013 Jazz Small Ensemble 6	3	P JAZZ3012	Semester 1 Semester 2
JAZZ3301 Rhythm Awareness/Analysis	3		Semester 1

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>

Non-Western Instruments

1000-level core units of study

PERF1601 Principal Study 1	6		Semester 1 Semester 2
PERF1602 Principal Study 2	6	P PERF1601	Semester 1 Semester 2

2000-level core units of study

PERF2223 Principal Study 3 (Extended)	6	P PERF1602	Semester 1 Semester 2
PERF2224 Principal Study 4 (Extended)	6	P PERF2223	Semester 1 Semester 2

3000-level core units of study

PERF3205 Principal Study 5 (Extended)	12	P PERF2224 N PERF3625	Semester 1 Semester 2
PERF3206 Principal Study 6 (Extended)	12	P PERF3205	Semester 1 Semester 2

4000-level core units of study

PERF4207 Principal Study 7 (Extended)	12	P PERF3206	Semester 1 Semester 2
PERF4208 Principal Study 8 (Extended)	12	P PERF4207	Semester 1 Semester 2

Ensemble / Performance core units of study

ENSE1041 Choir 1	3		Semester 1 Semester 2
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2

Ensemble / Performance selective units of study

CHMB1302 Chamber Music 2	3		Semester 1 Semester 2
ENSE1042 Choir 2	3	P ENSE1041	Semester 1 Semester 2
ENSE1311 Tango Ensemble	3	<i>Note: Department permission required for enrolment</i>	Semester 1
ENSE1601 Chamber Choir 1	6	<i>Note: Department permission required for enrolment Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
ENSE1602 Chamber Choir 2	6	<i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
MUSC1300 Popular Music Ensemble	3	<i>Note: Department permission required for enrolment</i>	Semester 1
CHMB2303 Chamber Music 3	3		Semester 1 Semester 2
CHMB2304 Chamber Music 4	3		Semester 1 Semester 2
EMUS2500 Historically Informed Style Workshop	6		Semester 1
ENSE2043 Choir 3	3	P ENSE1042	Semester 1 Semester 2
ENSE2044 Choir 4	3	P ENSE2043	Semester 1 Semester 2
ENSE2300 Gamelan 1	3		Semester 1
ENSE2301 Gamelan 2	3	P ENSE2300	Semester 2
ENSE2603 Chamber Choir 3	6	P ENSE1602 <i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
ENSE2604 Chamber Choir 4	6	P ENSE2603 <i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
MUSC2612 Music Performance	6	<i>Note: Department permission required for enrolment Audition required for entry in first week of each semester.</i>	Semester 1
MUSC2613 Music Ensembles Performance	6	P MUSC2612	Semester 2
PERF2604 Chinese Music Ensemble 1	6		Semester 1
PERF2605 Chinese Music Ensemble 2	6	P PERF2604 Students may seek permission from the co-ordinator if pre-requisites are not met.	Semester 2
CHMB3305 Chamber Music 5	3	P CHMB2304	Semester 1 Semester 2

CHMB3306 Chamber Music 6	3		Semester 1 Semester 2
CMPN3001 Composer Performer Workshop 2	3	P CMPN3000	Semester 1 Semester 2
ENSE3045 Choir 5	3	P ENSE2044	Semester 1 Semester 2
ENSE3046 Choir 4	3	P ENSE3045	Semester 1 Semester 2
ENSE3605 Chamber Choir 5	6	P ENSE2604 <i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
ENSE3606 Chamber Choir 6	6	P ENSE3605 <i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
PERF3606 Chinese Music Ensemble 3	6	P PERF2604 or PERF2605 Students may seek permission from the co-ordinator if pre-requisites are not met.	Semester 1
PERF3607 Chinese Music Ensemble 4	6	P PERF3606 Students may seek permission from the co-ordinator if pre-requisites are not met.	Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Non-orchestral Instruments			
Collaborative Piano			
1000-level core units of study			
CPNO1601 Collaborative Piano 1	6	C KEYB1621	Semester 1 Semester 2
CPNO1602 Collaborative Piano 2	6	P CPNO1601 C KEYB1621	Semester 1 Semester 2
2000-level core units of study			
CPNO2603 Collaborative Piano 3	6	P CPNO1602 C KEYB2223	Semester 1 Semester 2
CPNO2604 Collaborative Piano 4	6	P CPNO2603 C KEYB2224	Semester 1 Semester 2
3000-level core units of study			
CPNO3605 Collaborative Piano 5 (Extended)	12	P CPNO2604 C CPNO3611	Semester 1 Semester 2
CPNO3606 Collaborative Piano 6 (Extended)	12	P CPNO3605 C CPNO3612	Semester 1 Semester 2

4000-level core units of study

CPNO4607 Collaborative Piano 7 (Extended)	12	P CPNO3606	Semester 1 Semester 2
CPNO4608 Collaborative Piano 8 (Extended)	12	P CPNO4607	Semester 1 Semester 2

Ensemble / Performance core units of study

KEYB1621 Piano 1	6		Semester 1 Semester 2
KEYB1622 Piano 2	6	P KEYB1621	Semester 1 Semester 2
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
KEYB2223 Piano 3 (Extended)	6	P KEYB1622	Semester 1 Semester 2
KEYB2224 Piano 4 (Extended)	6	P KEYB2223	Semester 1 Semester 2
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2

Guitar

1000-level core units of study

STRG1611 Guitar 1	6		Semester 1 Semester 2
STRG1612 Guitar 2	6	P STRG1611	Semester 1 Semester 2

2000-level core units of study

STRG2213 Guitar 3 (Extended)	6	P STRG1612	Semester 1 Semester 2
STRG2214 Guitar 4 (Extended)	6	P STRG2213	Semester 1 Semester 2

3000-level core units of study

STRG3215 Guitar 5 (Extended)	12	P STRG2214 N STRG3615	Semester 1 Semester 2
STRG3216 Guitar 6 (Extended)	12	P STRG3215	Semester 1 Semester 2

4000-level core units of study

STRG4217 Guitar 7 (Extended)	12	P STRG3216	Semester 1 Semester 2
STRG4218 Guitar 8 (Extended)	12	P STRG4217	Semester 1 Semester 2

Ensemble / Performance core units of study			
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
CHMB1302 Chamber Music 2	3	P CHMB1301	Semester 1 Semester 2
ENSE1041 Choir 1	3		Semester 1 Semester 2
STRG1039 Guitar Ensemble 1	3		Semester 1 Semester 2
STRG1040 Guitar Ensemble 2	3	P STRG1039	Semester 1 Semester 2
STRG2035 Guitar Ensemble 3	3	P STRG1040	Semester 1 Semester 2
STRG2036 Guitar Ensemble 4	3	P STRG2035	Semester 1 Semester 2
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2
CMPN3001 Composer Performer Workshop 2	3	P CMPN3000	Semester 1 Semester 2
STRG3037 Guitar Ensemble 5	3	P STRG2036	Semester 1 Semester 2
Organ			
1000-level core units of study			
ORGN1601 Organ 1	6	C ORGN1008	Semester 1 Semester 2
ORGN1602 Organ 2	6	P ORGN1601 C ORGN1009	Semester 1 Semester 2
2000-level core units of study			
ORGN2203 Organ 3 (Extended)	6	P ORGN1602 C ORGN2008	Semester 1 Semester 2
ORGN2204 Organ 4 (Extended)	6	P ORGN2203 C ORGN2009	Semester 1 Semester 2
3000-level core units of study			
ORGN3205 Organ 5 (Extended)	12	P ORGN2204 N ORGN3605	Semester 1 Semester 2
ORGN3206 Organ 6 (Extended)	12	P ORGN3205	Semester 1 Semester 2
4000-level core units of study			

ORGN4207 Organ 7 (Extended)	12	P ORGN3206	Semester 1 Semester 2
ORGN4208 Organ 8 (Extended)	12	P ORGN4207	Semester 1 Semester 2
Ensemble / Performance core units of study			
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
ORGN1008 Organ Resources 1	3	C ORGN1601	Semester 1 Semester 2
ORGN1009 Organ Resources 2	3	P ORGN1008	Semester 1 Semester 2
ENSE1041 Choir 1	3		Semester 1 Semester 2
ORGN2008 Organ Resources 3	3	P ORGN1009	Semester 1 Semester 2
ORGN2009 Organ Resources 4	3	P ORGN2008	Semester 1 Semester 2
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2
CMPN3001 Composer Performer Workshop 2	3		Semester 1 Semester 2
Ensemble / Performance selective units of study			
CHMB1302 Chamber Music 2	3		Semester 1 Semester 2
EMUS1661 Early Keyboard Class 1	3		Semester 1 Semester 2
EMUS1662 Early Keyboard Class 2	3	P EMUS1661	Semester 1 Semester 2
EMUS1670 Pre-Baroque Practice	6		Semester 2
EMUS1671 Continuo 1	3		Semester 1 Semester 2
EMUS1672 Continuo 2	3	P EMUS1671	Semester 1 Semester 2
ENSE1042 Choir 2	3	P ENSE1041	Semester 1 Semester 2
ENSE1311 Tango Ensemble	3	<i>Note: Department permission required for enrolment</i>	Semester 1

ENSE1601 Chamber Choir 1	6	<i>Note: Department permission required for enrolment Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
MUSC1300 Popular Music Ensemble	3	<i>Note: Department permission required for enrolment</i>	Semester 1
CHMB2303 Chamber Music 3	3		Semester 1 Semester 2
EMUS2500 Historically Informed Style Workshop	6		Semester 1
ENSE2043 Choir 3	3	P ENSE1042	Semester 1 Semester 2
ENSE2300 Gamelan 1	3		Semester 1
ENSE2301 Gamelan 2	3	P ENSE2300	Semester 2
MUSC2612 Music Performance	6	<i>Note: Department permission required for enrolment Audition required for entry in first week of each semester.</i>	Semester 1
MUSC2613 Music Ensembles Performance	6	P MUSC2612	Semester 2
PERF2604 Chinese Music Ensemble 1	6		Semester 1
Piano			
1000-level core units of study			
KEYB1621 Piano 1	6		Semester 1 Semester 2
KEYB1622 Piano 2	6	P KEYB1621	Semester 1 Semester 2
2000-level core units of study			
KEYB2223 Piano 3 (Extended)	6	P KEYB1622	Semester 1 Semester 2
KEYB2224 Piano 4 (Extended)	6	P KEYB2223	Semester 1 Semester 2
3000-level core units of study			
KEYB3225 Piano 5 (Extended)	12	P KEYB2224 N KEYB3625	Semester 1 Semester 2
KEYB3226 Piano 6 (Extended)	12	P KEYB3225 N KEYB3626	Semester 1 Semester 2
4000-level core units of study			

KEYB4227 Piano 7 (Extended)	12	P KEYB3226	Semester 1 Semester 2
KEYB4228 Piano 8 (Extended)	12	P KEYB4227	Semester 1 Semester 2
Ensemble / Performance core units of study			
CPNO1601 Collaborative Piano 1	6	C KEYB1621	Semester 1 Semester 2
CPNO1602 Collaborative Piano 2	6	P CPNO1601 C KEYB1621	Semester 1 Semester 2
Ensemble / Performance selective units of study			
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
CHMB1302 Chamber Music 2	3	P CHMB1301	Semester 1 Semester 2
CHMB2303 Chamber Music 3	3		Semester 1 Semester 2
CPNO2603 Collaborative Piano 3	6	P CPNO1602 C KEYB2223	Semester 1 Semester 2
CPNO2604 Collaborative Piano 4	6	P CPNO2603 C KEYB2224	Semester 1 Semester 2
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2
CMPN3001 Composer Performer Workshop 2	3	P CMPN3000	Semester 1 Semester 2
KEYB3002 Piano Pedagogy 1	3		Semester 1
Saxophone			
1000-level core units of study			
WIND1661 Saxophone 1	6		Semester 1 Semester 2
WIND1662 Saxophone 2	6	P WIND1661	Semester 1 Semester 2
2000-level core units of study			
WIND2263 Saxophone 3 (Extended)	6	P WIND1662	Semester 1 Semester 2
WIND2264 Saxophone 4 (Extended)	6	P WIND2263	Semester 1 Semester 2
3000-level core units of study			
WIND3265 Saxophone 5 (Extended)	12	P WIND2264 N WIND3665	Semester 1 Semester 2

WIND3266 Saxophone 6 (Extended)	12	P WIND3265	Semester 1 Semester 2
4000-level core units of study			
WIND4267 Saxophone 7 (Extended)	12	P WIND3266	Semester 1 Semester 2
WIND4268 Saxophone 8 (Extended)	12	P WIND4267	Semester 1 Semester 2
Ensemble / Performance core units of study			
CHMB1301 Chamber Music 1	3		Semester 1 Semester 2
CHMB1302 Chamber Music 2	3	P CHMB1301	Semester 1 Semester 2
ENSE1618 Orchestral Studies 1	6		Semester 1 Semester 2
WIND1016 Saxophone Orchestra 1	3		Semester 1 Semester 2
WIND1017 Saxophone Orchestra 2	3	P WIND1016	Semester 1 Semester 2
WIND2016 Saxophone Orchestra 3	3	P WIND1017	Semester 1 Semester 2
WIND2017 Saxophone Orchestra 4	3	P WIND2016	Semester 1 Semester 2
CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2
CMPN3001 Composer Performer Workshop 2	3	P CMPN3000	Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Orchestral Instruments			
Ensemble / Performance core units of study*			
*All students undertaking an orchestral instrument complete the following Ensemble / Performance units.			
ENSE1618 Orchestral Studies 1	6		Semester 1 Semester 2
ENSE1619 Orchestral Studies 2	6	P ENSE1618	Semester 1 Semester 2
ENSE2005 Orchestral Studies 3	6	P ENSE1619	Semester 1 Semester 2
ENSE2016 Orchestral Studies 4	6	P ENSE2005	Semester 1 Semester 2

ENSE3017 Orchestral Studies 5	6	P ENSE2016	Semester 1 Semester 2
Horn			
1000-level core units of study			
BRSS1601 Horn 1	6		Semester 1 Semester 2
BRSS1602 Horn 2	6	P BRSS1601	Semester 1 Semester 2
2000-level core units of study			
BRSS2203 Horn 3 (Extended)	6	P BRSS1602	Semester 1 Semester 2
BRSS2204 Horn 4 (Extended)	6	P BRSS2203	Semester 1 Semester 2
3000-level core units of study			
BRSS3205 Horn 5 (Extended)	12	P BRSS2204 N BRSS3605	Semester 1 Semester 2
BRSS3206 Horn 6 (Extended)	12	P BRSS3205	Semester 1 Semester 2
4000-level core units of study			
BRSS4207 Horn 7 (Extended)	12	P BRSS3206	Semester 1 Semester 2
BRSS4208 Horn 8 (Extended)	12	P BRSS4207	Semester 1 Semester 2
Trombone			
1000-level core units of study			
BRSS1611 Trombone 1	6		Semester 1 Semester 2
BRSS1612 Trombone 2	6	P BRSS1611	Semester 1 Semester 2
2000-level core units of study			
BRSS2213 Trombone 3 (Extended)	6	P BRSS1612	Semester 1 Semester 2
BRSS2214 Trombone 4 (Extended)	6	P BRSS2213	Semester 1 Semester 2
3000-level core units of study			
BRSS3215 Trombone 5 (Extended)	12	P BRSS2214 N BRSS3615	Semester 1 Semester 2

BRSS3216 Trombone 6 (Extended)	12	P BRSS3215	Semester 1 Semester 2
4000-level core units of study			
BRSS4217 Trombone 7 (Extended)	12	P BRSS3216	Semester 1 Semester 2
BRSS4218 Trombone 8 (Extended)	12	P BRSS4217	Semester 1 Semester 2
Trumpet			
1000-level core units of study			
BRSS1621 Trumpet 1	6		Semester 1 Semester 2
BRSS1622 Trumpet 2	6	P BRSS1621	Semester 1 Semester 2
2000-level core units of study			
BRSS2223 Trumpet 3 (Extended)	6	P BRSS1622	Semester 1 Semester 2
BRSS2224 Trumpet 4 (Extended)	6	P BRSS2223	Semester 1 Semester 2
3000-level core units of study			
BRSS3225 Trumpet 5 (Extended)	12	P BRSS2224 N BRSS3625	Semester 1 Semester 2
BRSS3226 Trumpet 6 (Extended)	12	P BRSS3225	Semester 1 Semester 2
4000-level core units of study			
BRSS4227 Trumpet 7 (Extended)	12	P BRSS3226	Semester 1 Semester 2
BRSS4228 Trumpet 8 (Extended)	12	P BRSS4227	Semester 1 Semester 2
Tuba			
1000-level core units of study			
BRSS1631 Tuba 1	6		Semester 1 Semester 2
BRSS1632 Tuba 2	6	P BRSS1631	Semester 1 Semester 2
2000-level core units of study			
BRSS2233 Tuba 3 (Extended)	6	P BRSS1632	Semester 1 Semester 2

BRSS2234 Tuba 4 (Extended)	6	P BRSS2233	Semester 1 Semester 2
3000-level core units of study			
BRSS3235 Tuba 5 (Extended)	12	P BRSS2234 N BRSS3635	Semester 1 Semester 2
BRSS3236 Tuba 6 (Extended)	12	P BRSS3235	Semester 1 Semester 2
4000-level core units of study			
BRSS4237 Tuba 7 (Extended)	12	P BRSS3236	Semester 1 Semester 2
BRSS4238 Tuba 8 (Extended)	12	P BRSS4237	Semester 1 Semester 2
Percussion			
1000-level core units of study			
PRCN1601 Percussion 1	6		Semester 1 Semester 2
PRCN1602 Percussion 2	6	P PRCN1601	Semester 1 Semester 2
2000-level core units of study			
PRCN2203 Percussion 3 (Extended)	6	P PRCN1602	Semester 1 Semester 2
PRCN2204 Percussion 4 (Extended)	6	P PRCN2203	Semester 1 Semester 2
3000-level core units of study			
PRCN3205 Percussion 5 (Extended)	12	P PRCN2204 N PRCN3605	Semester 1 Semester 2
PRCN3206 Percussion 6 (Extended)	12	P PRCN3205	Semester 1 Semester 2
4000-level core units of study			
PRCN4207 Percussion 7 (Extended)	12	P PRCN3206	Semester 1 Semester 2
PRCN4208 Percussion 8 (Extended)	12	P PRCN4207	Semester 1 Semester 2
Double Bass			
1000-level core units of study			
STRG1601 Double Bass 1	6		Semester 1 Semester 2

STRG1602 Double Bass 2	6	P STRG1601	Semester 1 Semester 2
2000-level core units of study			
STRG2203 Double Bass 3 (Extended)	6	P STRG1602	Semester 1 Semester 2
STRG2204 Double Bass 4 (Extended)	6	P STRG2203	Semester 1 Semester 2
3000-level core units of study			
STRG3205 Double Bass 5 (Extended)	12	P STRG2204 N STRG3605	Semester 1 Semester 2
STRG3206 Double Bass 6 (Extended)	12	P STRG3205	Semester 1 Semester 2
4000-level core units of study			
STRG4207 Double Bass 7 (Extended)	12	P STRG3206	Semester 1 Semester 2
STRG4208 Double Bass 8 (Extended)	12	P STRG4207	Semester 1 Semester 2
Harp			
1000-level core units of study			
STRG1621 Harp 1	6		Semester 1 Semester 2
STRG1622 Harp 2	6	P STRG1621	Semester 1 Semester 2
2000-level core units of study			
STRG2223 Harp 3 (Extended)	6	P STRG1622	Semester 1 Semester 2
STRG2224 Harp 4 (Extended)	6	P STRG2223	Semester 1 Semester 2
3000-level core units of study			
STRG3225 Harp 5 (Extended)	12	P STRG2224 N STRG3625	Semester 1 Semester 2
STRG3226 Harp 6 (Extended)	12	P STRG3225	Semester 1 Semester 2
4000-level core units of study			
STRG4227 Harp 7 (Extended)	12	P STRG3226	Semester 1 Semester 2
STRG4228 Harp 8 (Extended)	12	P STRG4227	Semester 1 Semester 2

Violoncello

1000-level core units of study

STRG1671 Violoncello 1	6		Semester 1 Semester 2
STRG1672 Violoncello 2	6	P STRG1671	Semester 1 Semester 2

2000-level core units of study

STRG2273 Violoncello 3 (Extended)	6	P STRG1672	Semester 1 Semester 2
STRG2274 Violoncello 4 (Extended)	6	P STRG2273	Semester 1 Semester 2

3000-level core units of study

STRG3275 Violoncello 5 (Extended)	12	P STRG2274 N STRG3675	Semester 1 Semester 2
STRG3276 Violoncello 6 (Extended)	12	P STRG3275	Semester 1 Semester 2

4000-level core units of study

STRG4277 Violoncello 7 (Extended)	12	P STRG3276	Semester 1 Semester 2
STRG4278 Violoncello 8 (Extended)	12	P STRG4277	Semester 1 Semester 2

Viola

1000-level core units of study

STRG1641 Viola 1	6		Semester 1 Semester 2
STRG1642 Viola 2	6	P STRG1641	Semester 1 Semester 2

2000-level core units of study

STRG2243 Viola 3 (Extended)	6	P STRG1642	Semester 1 Semester 2
STRG2244 Viola 4 (Extended)	6	P STRG2243	Semester 1 Semester 2

3000-level core units of study

STRG3245 Viola 5 (Extended)	12	P STRG2244 N STRG3645	Semester 1 Semester 2
STRG3246 Viola 6 (Extended)	12	P STRG3245	Semester 1 Semester 2

4000-level core units of study

STRG4247 Viola 7 (Extended)	12	P STRG3246	Semester 1 Semester 2
STRG4248 Viola 8 (Extended)	12	P STRG4247	Semester 1 Semester 2

Violin

1000-level core units of study

STRG1661 Violin 1	6		Semester 1 Semester 2
STRG1662 Violin 2	6	P STRG1661	Semester 1 Semester 2

2000-level core units of study

STRG2263 Violin 3 (Extended)	6	P STRG1662	Semester 1 Semester 2
STRG2264 Violin 4 (Extended)	6	P STRG2263	Semester 1 Semester 2

3000-level core units of study

STRG3265 Violin 5 (Extended)	12	P STRG2664 or STRG2264 N STRG3665	Semester 1 Semester 2
STRG3266 Violin 6 (Extended)	12	P STRG3265	Semester 1 Semester 2

4000-level core units of study

STRG4267 Violin 7 (Extended)	12	P STRG3266	Semester 1 Semester 2
STRG4268 Violin 8 (Extended)	12	P STRG4267	Semester 1 Semester 2

Bassoon

1000-level core units of study

WIND1611 Bassoon 1	6		Semester 1 Semester 2
WIND1612 Bassoon 2	6	P WIND1611	Semester 1 Semester 2

2000-level core units of study

WIND2213 Bassoon 3 (Extended)	6	P WIND1612	Semester 1 Semester 2
WIND2214 Bassoon 4 (Extended)	6	P WIND2213	Semester 1 Semester 2

3000-level core units of study			
WIND3215 Bassoon 5 (Extended)	12	P WIND2214 N WIND3615	Semester 1 Semester 2
WIND3216 Bassoon 6 (Extended)	12	P WIND3215	Semester 1 Semester 2
4000-level core units of study			
WIND4217 Bassoon 7 (Extended)	12	P WIND3216	Semester 1 Semester 2
WIND4218 Bassoon 8 (Extended)	12	P WIND4217	Semester 1 Semester 2
Clarinet			
1000-level core units of study			
WIND1621 Clarinet 1	6		Semester 1 Semester 2
WIND1622 Clarinet 2	6	P WIND1621	Semester 1 Semester 2
2000-level core units of study			
WIND2223 Clarinet 3 (Extended)	6	P WIND1622	Semester 1 Semester 2
WIND2224 Clarinet 4 (Extended)	6	P WIND2223	Semester 1 Semester 2
3000-level core units of study			
WIND3225 Clarinet 5 (Extended)	12	P WIND2224 N WIND3625	Semester 1 Semester 2
WIND3226 Clarinet 6 (Extended)	12	P WIND3225	Semester 1 Semester 2
4000-level core units of study			
WIND4227 Clarinet 7 (Extended)	12	P WIND3226	Semester 1 Semester 2
WIND4228 Clarinet 8 (Extended)	12	P WIND4227	Semester 1 Semester 2
Flute			
1000-level core units of study			
WIND1631 Flute 1	6		Semester 1 Semester 2
WIND1632 Flute 2	6	P WIND1631	Semester 1 Semester 2

2000-level core units of study			
WIND2233 Flute 3 (Extended)	6	P WIND1632	Semester 1 Semester 2
WIND2234 Flute 4 (Extended)	6	P WIND2233	Semester 1 Semester 2
3000-level core units of study			
WIND3235 Flute 5 (Extended)	12	P WIND2234 N WIND3635	Semester 1 Semester 2
WIND3236 Flute 6 (Extended)	12	P WIND3235	Semester 1 Semester 2
4000-level core units of study			
WIND4237 Flute 7 (Extended)	12	P WIND3236	Semester 1 Semester 2
WIND4238 Flute 8 (Extended)	12	P WIND4237	Semester 1 Semester 2
Oboe			
1000-level core units of study			
WIND1641 Oboe 1	6		Semester 1 Semester 2
WIND1642 Oboe 2	6	P WIND1641	Semester 1 Semester 2
2000-level core units of study			
WIND2243 Oboe 3 (Extended)	6	P WIND1642	Semester 1 Semester 2
WIND2244 Oboe 4 (Extended)	6	P WIND2243	Semester 1 Semester 2
3000-level core units of study			
WIND3245 Oboe 5 (Extended)	12	P WIND2244 N WIND3645	Semester 1 Semester 2
WIND3246 Oboe 6 (Extended)	12	P WIND3245	Semester 1 Semester 2
4000-level core units of study			
WIND4247 Oboe 7 (Extended)	12	P WIND3246	Semester 1 Semester 2
WIND4248 Oboe 8 (Extended)	12	P WIND4247	Semester 1 Semester 2

ADVANCED COURSEWORK

Advanced Coursework requires completion of a minimum of 24 credit points, including:

(i) a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
CHMB4307 Chamber Music 7	3		Semester 1 Semester 2
CHMB4308 Chamber Music 8	3		Semester 1 Semester 2
CMPN4000 Composer Performer Workshop 3	3		Semester 1 Semester 2
CMPN4666 Advanced Analysis	6		
CMPN4001 Composer Performer Workshop 4	3		Semester 1 Semester 2
ENSE4021 Orchestral Studies 7	6		Semester 1 Semester 2
ENSE4022 Orchestral Studies 8	6		Semester 1 Semester 2
JAZZ4002 Jazz Large Ensemble 7	3		Semester 1 Semester 2
JAZZ4003 Jazz Large Ensemble 8	3		Semester 1 Semester 2
JAZZ4014 Jazz Small Ensemble 7	3		Semester 1 Semester 2
JAZZ4015 Jazz Small Ensemble 8	3		Semester 1 Semester 2
JAZZ4617 Jazz Ensemble 7	6		Semester 1 Semester 2
JAZZ4618 Jazz Ensemble 8	6		Semester 1 Semester 2
MCGY4XXX Australian Music History	6		
MUED4002 Technology in Music Education	3		Semester 1
MUED4006 Popular Music Studies	3		Semester 1
MUSC4214 Musicology Workshop Advanced	6		Semester 2

Advanced Coursework Project units of study

SCMP4601 Music Specialist Project 1	6		Semester 1
SCMP4602 Music Specialist Project 2	6		Semester 2

PERFORMANCE (HONOURS)

Candidates who are eligible for Honours must complete 240 credit points including 48 credit points of Honours units listed below in the fifth year:

(i) 48 credit points of 4000-level Honours units of study

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
PERF4610 Performance Honours A	12	Must achieve distinction in performance and all written subjects before taking this unit of study. A staff accompanist will be available to work with the candidate in 8 hours of rehearsal for concerto-style performance and for the final public Recital (semester 2) where this is appropriate to the needs of the performance and approved in advance.	Semester 1 Semester 2
PERF4611 Performance Honours B	12	C PERF4610	Semester 1 Semester 2
PERF4002 Performance Honours C	12		Semester 1 Semester 2
PERF4003 Performance Honours D	12	C PERF4002	Semester 1 Semester 2



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Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.14

Author	Adrienne Sach (School General Manager)
Reviewer/Approver	Professor Anna Reid, Head of School and Dean, Sydney Conservatorium of Music (SCM)
Paper title	SCM: 2021 Units of Study Table for the Bachelor of Music/Bachelor of Advanced Study (Composition) degree
Purpose	Bachelor of Music/Bachelor of Advanced Study (Composition) Units of Study Table for 2021

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve the proposed Units of Study Table for the Bachelor of Music/Bachelor of Advanced Studies (Composition) degree, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The purpose of this proposal is to gain approval for the Units of Study Table for the Bachelor of Music/Bachelor of Advanced Study (Composition) degree effective from January 1, 2021.

Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course

Bachelor of Music/Bachelor of Advanced Study (Composition)

2. Purpose of proposal

To add units of study required for the Bachelor of Music/Bachelor of Advanced Study (Composition) Units of Study tables from 1 January 2021.

To seek approval from BIS for the units of study Table for this new degree and its associated pathway.

3. Details of amendment

Bachelor of Music/Bachelor of Advanced Study (Composition)

To qualify for the award of the Bachelor of Music/Bachelor of Advanced Study (Composition), a candidate must complete 240 credit points, comprising;

- (i) 30 credit points of degree core units of study
- (ii) 102 credit points of units of study from the Specialisation area;
- (iii) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
- (iv) a major (48 credit points) selected from Table S;
- (v) a minimum of 24 credit points at 4000 level from the Specialisation area or Table S, including a research, community, industry or entrepreneurship project (12 to 36 credit points) or 48 credit points Honours unit of study; and
- (vi) where appropriate, elective units of study from the Specialisation area or Table S to make up the 240 credit points total.

The following tables detail the units of study required for this degree.

4. Transitional arrangements

N/A

5. Other relevant information

N/A

6. Signature of Dean


Anna Reid Digitally signed by Anna Reid
Date: 2020.03.27 14:57:39 +11'00'

BACHELOR OF MUSIC / BACHELOR OF ADVANCED STUDIES (COMPOSITION)

Award Requirements

Bachelor of Music / Bachelor of Advanced Studies (Composition)

To qualify for the award of the Bachelor of Music / Bachelor of Advanced Studies (Composition), a candidate must complete 240 credit points, comprising:

- (i) 30 credit points of degree core units of study; and
- (ii) 102 credit points units of study from a Specialisation; and
- (iii) 12 credit points of units of study in the Open Learning Environment as specified in Table O; and
- (iv) a major (48 credit points) selected from Table S; and
- (v) a minimum of 24 credit points at 4000 level from the Specialisation or Table S, including a research, community, industry or entrepreneurship project (12 to 36 credit points) or 48 credit points of Honours unit of study; and
- (vi) where appropriate, elective units of study from a Specialisation or Table S to make up the 240 credit points total.

Specialisation

The available specialisation in the Bachelor of Music / Bachelor of Advanced Studies (Composition) is:

- Composition

CORE UNIT OF STUDY TABLE

Students must complete 30 credit points of core units of study, including:

- (i) 18 credit points of Music Skills; and
- (ii) 6 credit points of Analysis, History and Culture Studies core units of study; and
- (iii) 6 credit points of Analysis, History and Culture Studies Foundation units of study.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>

Music Skills core units of study

MCGY1008 Harmony and Analysis 1	3	A Ability to read musical notation including treble and bass clefs, and knowledge of scales, intervals and triads in tonal music. C <u>MCGY1000 or MCGY1001</u> N MUSC2699	Semester 1
MCGY1009 Harmony and Analysis 2	3	P MCGY1008 C <u>MCGY1002 or MCGY1003</u>	Semester 2
MCGY1000 Aural Perception 1	3	C <u>MCGY1008</u> N <u>MCGY1001</u> <i>Note: Department permission required for enrolment Music Skill Test is essential. Please contact with the unit of study coordinator.</i>	Semester 1
MCGY1001 Aural Perception 1A	3	C <u>MCGY1008</u> N <u>MCGY1000</u> <i>Note: Department permission required for enrolment Music Skill Test is essential. Please contact with the unit of study coordinator.</i>	Semester 1
MCGY1002 Aural Perception 1B	3	P MCGY1001 C <u>MCGY1009</u>	Semester 2
MCGY1003 Aural Perception 2	3	P MCGY1000 OR MCGY1002 C <u>MCGY1009 OR MCGY2010</u>	Semester 1 Semester 2
MCGY2010 Harmony and Analysis 3	3	P MCGY1009 C <u>MCGY2004 OR MCGY1003</u>	Semester 1
MCGY2004 Aural Perception 3	3	P MCGY1003 C <u>MCGY2010</u>	Semester 1 Semester 2

Analysis, History and Culture Studies core unit of study

MCGY1030 This is Music	6		Semester 1

Analysis, History and Culture Studies Foundation selective units of study

MCGY1031 Australian Musical Worlds	6		Semester 2
MUSC1506 Music in Western Culture	6	A The ability to follow a musical score while listening to the music and knowledge of elementary music theory.	Semester 2
MCGY2611 Music from the Middle Ages to Baroque	6	A Ability to read musical notation	Semester 2

MCGY2612 Music in the Classical and Romantic Eras	6	A The ability to read musical notation and basic knowledge of music theory.	Semester 1
MCGY2613 Music in Modern Times	6	A Ability to read musical notation	Semester 1
MUSC2638 Jazz Riots and Revolutions	6		Semester 1

COMPOSITION SPECIALISATION

Students must complete a Composition specialisation of 102 credit points, including:

- (i) 12 credit points of 1000-level core units of study; and
- (ii) 12 credit points of 2000-level core units of study; and
- (iii) 12 credit points of 3000-level core units of study; and
- (iv) 12 credit points of 4000-level core units of study; and
- (v) 42 credit points of Composition Studies core units of study; and
- (vi) 6 credit point of Composition Studies selective units of study; and
- (vii) 6 credit points of Ensemble units of study.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>

Composition

1000-level core units of study

CMPN1601 Composition 1	6	C CMPN1611 <i>Students should own a professional music notation program (e.g. Sibelius, Finale, Dorico).</i>	Semester 1
CMPN1602 Composition 2	6	P CMPN1601 C CMPN1612	Semester 2

2000-level core units of study

CMPN2603 Composition 3	6	P CMPN1602 <i>Students should own a professional music notation program (e.g. Sibelius, Finale, Dorico) and a DAW (e.g. Audacity, GarageBand, Logic, ProTools, Ableton).</i>	Semester 1 Semester 2
CMPN2604 Composition 4	6	P CMPN2603	Semester 1 Semester 2

3000-level core units of study

CMPN3605 Composition 5	6	P CMPN2604	Semester 1 Semester 2
CMPN3606 Composition 6	6	P CMPN3605	Semester 1 Semester 2

4000-level core units of study

CMPN4607 Composition 7	6	P CMPN3606	Semester 1 Semester 2
CMPN4608 Composition 8	6	P CMPN4607	Semester 1 Semester 2

Composition Studies

1000-level core units of study

CMPN1013 Creative Music Technology	3	N MUED1002	Semester 1 Semester 2
CMPN1014 Sound Recording Fundamentals	3	N CMPN2006	Semester 1 Semester 2
CMPN1611 Instrumentation and Orchestration	6		Semester 1
CMPN1612 New Music, New Thinking	6		Semester 2

2000-level core units of study

CMPN2613 Comp Techniques: Number and Process	6	P CMPN1612 <i>Strong music theory and notation skills are essential in this unit of study</i>	Semester 1
CMPN2614 Comp Techniques: Tonality and Process	6	P CMPN2613 or CMPN2011 <i>Strong music theory and notation skills are essential in this unit of study</i>	Semester 2
CMPN2631 Electroacoustic Music	6	A Proficiency in the usage of any industry standard DAW and attendant sound transformation and diffusion software. P MUED1002 or CMPN1013 or MUSC2653 N CMPN1631	Semester 1
CMPN2632 Computer Music Fundamentals	6	P MUED1002 OR CMPN1013 OR MUSC2653	Semester 2

3000-level core units of study

CMPN3000 Composer Performer Workshop 1	3		Semester 1 Semester 2

Composition Studies Electives

1000-level selective units of study

CMPN1000 Composition Through Improvisation 1	3		Semester 1
CMPN1003 Composition Through Improvisation 2	3	P CMPN1000	Semester 2
CMPN1010 Vocal Composition Workshop	3	A Sight singing; basic choral skills required; familiarity with music notation and music notation software. P CMPN1331 or CMPN1601	Semester 2
CMPN1310 Percussion Composition Workshop	3		Semester 1

2000-level selective units of study

CMPN2007 Sound Recording Advanced	3	A Proficiency in an industry standard DAW and the ability to understand basic microphone and recording techniques. P CMPN2006 or CMPN1014	Semester 2
CMPN2320 Music Notation and Publishing	6		Semester 1
CMPN2510 Scoring and Arranging for the Screen	6		Semester 2
CMPN2633 Computer Music Advanced	6	A computer programming in Max/MSP or similar software for sound and media. P CMPN1632	Semester 1

3000-level selective units of study

CMPN3620 Advanced Instrumentation/Orchestration	6	A Students should be competent in score writing and fundamental knowledge of instruments and orchestration while also having composition experience. P CMPN1611	Semester 2
CMPN3634 Interactive Media and Sound Installations	6	P CMPN1013 OR MUSC2653 C CMPN2631 OR CMPN2632 <i>The unit makes use of interactive programming techniques and other technical skills taught in CMPN2631/2632. Enrolling concurrently in one of these subjects alongside CMPN3634 is recommended.</i>	Semester 2
CMPN3635 Writing Music for the Moving Image	6	P MUED1002 or CMPN1013 or MUSC2653 or MUED4002	Semester 1
CMPN3636 Live Electronic Music Performance	6	A Students enrolling in this Unit of Study are expected to have previous experience with music technology, including recording and music creation software. Students will be expected to perform. P (CMPN1013 or MUSC2653) and (CMPN1631 or CMPN1632)	Semester 1
CMPN3001	3	P CMPN3000	Semester 1 Semester 2

Composer Performer Workshop 2			
MUSC3603 Advanced Digital Music Techniques	6	P MUSC2653 <i>Students who do not meet the pre-requisite may seek special permission from the subject co-ordinator</i>	Semester 2
Ensemble			
1000-level selective units of study			
ENSE1041 Choir 1	3		Semester 1 Semester 2
ENSE1042 Choir 2	3		Semester 1 Semester 2
ENSE1602 Chamber Choir 1	6		Semester 1 Semester 2
JAZZ1025 Jazz Piano 1	3		Semester 1
JAZZ1025 Jazz Piano 2	3		Semester 2
JAZZ1029 Jazz Small Ensemble 1	3	<i>Note: Department permission required for enrolment These units are only available to non-jazz students.</i>	Semester 1 Semester 2
JAZZ1030 Jazz Small Ensemble 2	3	<i>Note: Department permission required for enrolment These units are only available to non-jazz students.</i>	Semester 1 Semester 2
JAZZ1025 Jazz Piano 1	3	A To have a basic understanding of the names of the notes on a piano keyboard, and to have an understanding and basic ability to be able to read music notation in treble and bass clefs N JAZZ1601	Semester 1
ENSE1311 Tango Ensemble	3	<i>entry by audition only</i>	Semester 1
MUSC1300 Popular Music Ensemble	3	<i>Note: Department permission required for enrolment</i>	Semester 1
2000-level selective units of study			
JAZZ2030 Jazz Vocal Workshop 1	3		Semester 1
ENSE2300 Gamelan 1	3		Semester 1
ENSE2301 Gamelan 2	3		Semester 2
MUSC2612 Music Performance	6	<i>Note: Department permission required for enrolment Audition Requirements: 2 contrasting pieces (or excerpts) totalling 5 minutes and a brief interview. Must have 18 credit points of 1000-level units from any discipline or faculty.</i>	Semester 1
PERF2604 Chinese Music Ensemble 1	6		Semester 1
3000-level selective units of study			
JAZZ3301 Rhythm Awareness/Analysis	3	<i>Non-Jazz degree students may take this unit after completion of their Principal Study 4 with the approval of the Unit Coordinator.</i>	Semester 1

PERF3000 Conducting 1	3		Semester 1
PERF3001 Conducting 2	3		Semester 2

ADVANCED COURSEWORK

Advanced Coursework requires completion of a minimum of 24 credit points, including:

(i) a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points.

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
CHMB4307 Chamber Music 7	3		Semester 1 Semester 2
CHMB4308 Chamber Music 8	3		Semester 1 Semester 2
CMPN4000 Composer Performer Workshop 3	3		Semester 1 Semester 2
CMPN4666 Advanced Analysis	6		
CMPN4001 Composer Performer Workshop 4	3		Semester 1 Semester 2
ENSE4021 Orchestral Studies 7	6		Semester 1 Semester 2
ENSE4022 Orchestral Studies 8	6		Semester 1 Semester 2
JAZZ4002 Jazz Large Ensemble 7	3	P JAZZ3003	Semester 1 Semester 2
JAZZ4003 Jazz Large Ensemble 8	3	P JAZZ4002	Semester 1 Semester 2
JAZZ4014 Jazz Small Ensemble 7	3	P JAZZ3013	Semester 1 Semester 2
JAZZ4015 Jazz Small Ensemble 8	3	P JAZZ4014	Semester 1 Semester 2
JAZZ4617 Jazz Ensemble 7	6	P JAZZ3616	Semester 1 Semester 2
JAZZ4618 Jazz Ensemble 8	6	P JAZZ4617	Semester 1 Semester 2
MCGY4XXX Australian Music History	6		
MUED4002 Technology in Music Education	3		Semester 1
MUED4006 Popular Music Studies	3		Semester 1

MUSC4214 Musicology Workshop Advanced	6		Semester 2
Advanced Coursework Project units of study			
SCMP4601 Music Specialist Project 1	6		Semester 1
SCMP4602 Music Specialist Project 2	6		Semester 2

COMPOSITION (HONOURS)

Candidates who are eligible for Honours must complete 240 credit points including 48 credit points of Honours units listed below in the fifth year:

(i) 48 credit points of 4000-level Honours units of study

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
CMPN4610 Composition Honours A	12	<i>Note: Department permission required for enrolment Distinction in Composition 5 and 6 and all written subjects.</i>	Semester 1 Semester 2
CMPN4611 Composition Honours B	12	C CMPN4610	Semester 1 Semester 2
CMPN4612 Composition Honours C	12	C CMPN4611	Semester 1 Semester 2
CMPN4613 Composition Honours D	12	C CMPN4612	Semester 1 Semester 2



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Submission To	Undergraduate Studies Committee
Date	21 April 2020
Item No	3.7

Author	Adrienne Sach (School General Manager)
Reviewer/Approver	Professor Anna Reid, Head of School and Dean, Sydney Conservatorium of Music (SCM)
Paper title	SCM: Proposed changes to Music Major in Table S units of study Table for 2021
Purpose	Update Music Major and Table S Units of Study table for 2021

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

- (1) approve proposal from Sydney Conservatorium of Music to amend the Music Major and Table S elective list: to add MUSC3641 Music, Environment and Climate Change to the Music Major and Table S elective list; and to delete MUSC2664 Popular Music and the Moving Image and replace this unit with the 3000-level unit MUSC3630 Popular Music and the Moving Image, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The purpose of this proposal is to include a new 3000-level unit of study, and delete one 2000-level unit that has changed codes for the Music Major in Table S, and to add two new units in the Music Electives list for 2021.

Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

- 1. Name of award course**
Music Major, Interdisciplinary Studies
- 2. Purpose of proposal**
To add one new unit of study and delete one old unit of study in the Music Major, from 1 January 2021.
- 3. Details of amendment**

The following new unit of study to be added to the Music Major and Table S elective list:
MUSC3641 Music, Environment and Climate Change.

The following unit MUSC2664 Popular Music and the Moving Image to be deleted and replaced with 3000-level unit code change – MUSC3630 Popular Music and the Moving Image.
- 4. Transitional arrangements**
N/A
- 5. Other relevant information**
N/A
- 6. Signature of Dean**

Anna Reid

Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

- 1. Name of award course**
Interdisciplinary Studies Music electives
- 2. Purpose of proposal**
To add two new units of study to the Music Electives list for Interdisciplinary Studies from 1 January 2021.
- 3. Details of amendment**

The following new units of study to be added to the Music electives list:

MUSC3641 Music, Environment and Climate Change.
MUSC2648 Words and Music: Song Across Cultures
- 4. Transitional arrangements**
N/A
- 5. Other relevant information**
N/A
- 6. Signature of Dean**

Anna Reid

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Music			
Major			
A major in Music requires 48 credit points from this table, including:			
(i) 6 credit points of 1000-level units from Analysis, History and Culture Studies units			
(ii) 6 credit points of 1000-level units from Music Skills: Music Theory and Aural Skills units			
(iii) 12 credit points of 2000-level units			
(iv) 18 credit points of 3000-level units, including MUSC3699 Understanding Music: Modes of Hearing			
(v) 6 credit points of 3000-level Interdisciplinary Project units such as PERF3640 Industry and Community Projects			
Minor			
A minor in Music requires 36 credit points from this table including:			
(i) 6 credit points of 1000-level units from Analysis, History and Culture Studies units			
(ii) 6 credit points of 1000-level units from Music Skills: Music Theory and Aural Skills units			
(iii) 12 credit points of 2000-level selective units			
(iv) 12 credit points of 3000-level selective units			
1000 level units of study			
Analysis History and Culture Studies			
MCGY1030 This is Music	6	<i>This is a Foundation unit in Analysis, History and Culture studies.</i>	Semester 1
MUSC1506 Music in Western Culture	6	A The ability to follow a musical score while listening to the music and knowledge of elementary music theory.	Semester 2

MUSC1507 Sounds, Screens, Speakers: Music and Media	6	N MUSC1000 or MUSC1001 or MUSC1502	Semester 1
Music Skills			
MUSC1501 Extended Fundamentals of Music	6	A (MUSC1503 and MUSC1504), or HSC Music 2 N MUSC2693 or MUSC2699 or MCGY1008	Semester 1
MUSC1503 Fundamentals of Music 1	6		Semester 1 Semester 2
MUSC1504 Fundamentals of Music 2	6	A MUSC1503	Semester 1 Semester 2
2000 level units of study			
MUSC2612 Music Performance	6	<i>Note: Department permission required for enrolment</i> <i>Audition Requirements: 2 contrasting pieces (or excerpts) totalling 5 minutes and a brief interview. Must have 18 credit points of 1000-level units from any discipline or faculty.</i>	Semester 1
MUSC2613 Music Ensembles Performance	6	P MUSC2612	Semester 2
MUSC2614 Composition Workshop	6	<i>18 credit points of 1000-level units from any discipline or faculty.</i>	Semester 1
MUSC2616 Noise/Sound/Music: Engaging Sonic Worlds	6		Semester 1
MUSC2638 Jazz Riots and Revolutions	6		Semester 1
MUSC2644 Introduction to the Philosophy of Music	6	P 24 credit points of Units	Semester 1
MUSC2645 Psychology of Music	6		Semester 1
MUSC2648 Words and Music : Song Across Cultures	6	A Students enrolling in this unit of study must previously have completed 48 credit points in 1000 level units, or have the permission of the coordinator	Semester 1
MUSC2653 Introduction to Digital Music Techniques	6	P 18 Junior credit points N MUSC2053 <i>An ability to read music at a basic level and an understanding of fundamental musical terminology is an advantage in this unit of study.</i>	Semester 1

MUSC2654 Popular Music <i>This unit of study is not available in 2021</i>	6		Semester 2
MUSC2663 Survey of Film Music	6	P 18 junior credit points	Semester 2
~~MUSC2664~~ ~~Popular Music and the Moving Image~~	~~6~~	~~P 18 junior credit points~~	~~Semester 1~~
MUSC2666 Global Sound: Drum and Bass, Rhythm and Soul	6	P 18 junior credit points.	Semester 1
MUSC2672 Australian Popular Music	6	P 18 junior credit points.	Semester 2
MUSC2691 Music and Politics	6	P 18 junior credit points.	Semester 2
MUSC2693 Fundamentals of Music 3	6	P MUSC1504 N MUSC1501	Semester 2
MUSC2695 Popular Music Theory	6	P MUSC1504	Semester 1
3000 level units of study			
Core			
MUSC3699 Understanding Music: Modes of Hearing	6	P 18 Junior credit points <i>A good working knowledge of musical terminology and vocabulary is required.</i>	Semester 2
Selective			
MUSC3603 Advanced Digital Music Techniques	6	P MUSC2653 <i>Students who do not meet the pre-requisite may seek special permission from the subject co-ordinator</i>	Semester 2
MUSC3609 Musicology	6	P 12 Junior credit points in Music units N MUSC3904 <i>This unit is a requirement for Honours in the Arts Music unit.</i>	Semester 2
MUSC3610 Musical Traditions and Globalization	6	<i>Student must have completed 48 credit points of 1000-level units or ask for permission from the coordinator.</i>	Semester 1

MUSC3624 Music and Sound in 21st Century Film	6	<i>Student must have completed 48 credit points or ask for permission from the coordinator.</i>	Semester 2
MUSC3629 Music and Everyday Life	6	<i>This unit is a requirement for Honours in the BA.</i>	Semester 2
<u>MUSC3630</u> <u>Popular Music and the Moving Image</u>	<u>6</u>	<u>P 18 junior credit points</u> <u>N MUSC2664</u>	<u>Semester 1</u>
MUSC3631 Music in Public: Performance and Power	6		Semester 2
MUSC3639 Music Journalism	6	P 18 junior credit points	Semester 1
MUSC3640 Rhythms and Sounds of Latin America	6	P 18 Junior credit points <i>Musical knowledge may be helpful but not necessary</i>	Semester 2
<u>MUSC3641 Music, Environment and Climate Change</u>	<u>6</u>		<u>Semester 1</u>
Interdisciplinary Project units of study			
PERF3640 Industry and Community Projects	6	A upper-level disciplinary knowledge <i>Note: Department permission required for enrolment in the following sessions: Semester 1, Semester 2</i> <i>Students will submit project preferences, however first preference placements cannot be guaranteed.</i>	Intensive December Intensive February Intensive January Intensive July Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Table S Electives - Conservatorium of Music			
1000-level units of study			
CMPN1000 Composition Through Improvisation 1	3		Semester 1
CMPN1003 Composition Through Improvisation 2	3	P CMPN1000	Semester 2
CMPN1010 Vocal Composition Workshop	3	A Sight singing; basic choral skills required; familiarity with music notation and music notation software. P CMPN1331 or CMPN1601 <i>if prerequisite not met, you may request special permission</i>	Semester 2
CMPN1013 Creative Music Technology	3	N MUED1002	Semester 1 Semester 2
CMPN1014 Sound Recording Fundamentals	3	N CMPN2006	Semester 1 Semester 2
CMPN1611 Instrumentation and Orchestration	6		Semester 1
CMPN1612 New Music, New Thinking	6		Semester 2
ENSE1041 Choir 1	3		Semester 1 Semester 2
ENSE1042 Choir 2	3	P ENSE1041 OR ENSE1015	Semester 1 Semester 2
ENSE1601 Chamber Choir 1	6	<i>Note: Department permission required for enrolment in the following sessions: Semester 1</i>	Semester 1

		<i>Audition required for entry in first week of each semester.</i>	Semester 2
ENSE1602 Chamber Choir 2	6	P ENSE1601 <i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
JAZZ1000 Jazz Large Ensemble 1	3	<i>Note: Department permission required for enrolment in the following sessions:Semester 1</i>	Semester 1 Semester 2
JAZZ1001 Jazz Large Ensemble 2	3	P JAZZ1000	Semester 1 Semester 2
JAZZ1015 Jazz Ear Training 1	3	<i>These units are only available to non-jazz students</i>	Semester 1
JAZZ1016 Jazz Ear Training 2	3	P JAZZ1015	Semester 2
JAZZ1019 Jazz Harmony and Arranging 1	3		Semester 1
JAZZ1020 Jazz Harmony and Arranging 2	3	P JAZZ1019	Semester 2
JAZZ1025 Jazz Piano 1	3	A To have a basic understanding of the names of the notes on a piano keyboard, and to have an understanding and basic ability to be able to read music notation in treble and bass clefs N JAZZ1601	Semester 1
JAZZ1026 Jazz Piano 2	3	A Jazz quaver articulation. Chord tones. Ability to play the diatonic cycle harmony, 12 bar blues and ii-V-I progressions. P JAZZ1025	Semester 2
MCGY1000 Aural Perception 1	3		Semester 1
MCGY1001 Aural Perception 1A	3		Semester 1

MCGY1002 Aural Perception 1B	3	P MCGY1001	Semester 2
MCGY1003 Aural Perception 2	3	P MCGY1000 or MCGY1002	Semester 1 Semester 2
MCGY1008 Harmony and Analysis 1	3	A Ability to read musical notation including treble and bass clefs, and knowledge of scales, intervals and triads in tonal music. N MUSC2699	Semester 1
MCGY1009 Harmony and Analysis 2	3	P MCGY1008	Semester 2
MCGY1030 This is Music	6		Semester 1
MCGY1031 Australian Musical Worlds	6		Semester 2
MUED1009 Psychology of Learning and Instruction	3		Semester 1 Semester 2
MUSC1300 Popular Music Ensemble	3	<i>Note: Department permission required for enrolment</i>	Semester 1
MUSC1501 Extended Fundamentals of Music	6	A (MUSC1503 and MUSC1504), or HSC Music 2 N MUSC2693 or MUSC2699 or MCGY1008	Semester 1
MUSC1503 Fundamentals of Music 1	6		Semester 1 Semester 2
MUSC1504 Fundamentals of Music 2	6	A MUSC1503	Semester 1 Semester 2
MUSC1506 Music in Western Culture	6	A The ability to follow a musical score while listening to the music and knowledge of elementary music theory	Semester 2

		<i>This is a Foundation unit in Analysis, history and culture studies.</i>	
MUSC1507 Sounds, Screens, Speakers: Music and Media	6	N MUSC1000 or MUSC1001 or MUSC1502	Semester 1
2000-level units of study			
CMPN2007 Sound Recording Advanced	3	A Proficiency in an industry standard DAW and the ability to understand basic microphone and recording techniques. P CMPN2006 or CMPN1014	Semester 2
CMPN2613 Comp Techniques: Number and Process	6	P CMPN1612 <i>Strong music theory and notation skills are essential in this unit of study</i>	Semester 1
CMPN2614 Comp Techniques: Tonality and Process	6	P CMPN2613 or CMPN2011 <i>Strong music theory and notation skills are essential in this unit of study</i>	Semester 2
CMPN2631 Electroacoustic Music	6	A Proficiency in the usage of any industry standard DAW and attendant sound transformation and diffusion software. P MUED1002 or CMPN1013 or MUSC2653 N CMPN1631	Semester 1
CMPN2632 Computer Music Fundamentals	6	P MUED1002 OR CMPN1013 OR MUSC2653	Semester 2
CMPN2633 Computer Music Advanced	6	A computer programming in Max/MSP or similar software for sound and media. P CMPN1632	Semester 1
ENSE2043 Choir 3	3	P ENSE1042 OR ENSE1002	Semester 1 Semester 2
ENSE2044 Choir 4	3	P ENSE2043 OR ENSE1019	Semester 1 Semester 2
ENSE2603 Chamber Choir 3	6	P ENSE1602 <i>Audition required for entry in first week of each semester.</i>	Semester 1

			Semester 2
ENSE2604 Chamber Choir 4	6	P ENSE2603 <i>Audition required for entry in first week of each semester.</i>	Semester 1 Semester 2
JAZZ2002 Jazz Large Ensemble 3	3	P JAZZ1001 <i>These units are only available to non-jazz students. Entry to these ensembles is by audition held during the week before classes commence in semester 1. Contact Unit Coordinator for day and time.</i>	Semester 1 Semester 2
JAZZ2003 Jazz Large Ensemble 4	3	P JAZZ2002 <i>These units are only available to non-jazz students. Entry to these ensembles is by audition held during the week before classes commence in semester 1. Contact Unit Coordinator for day and time.</i>	Semester 1 Semester 2
JAZZ2016 Jazz Harmony and Arranging 3	3	P JAZZ1020 <i>These units are only available to non-jazz students</i>	Semester 1
JAZZ2017 Jazz Harmony and Arranging 4	3	P JAZZ2016 <i>These units are only available to non-jazz students</i>	Semester 2
JAZZ2022 Jazz Piano 3	3	A Jazz quaver articulation; chord tones, to play 4-5 jazz standards reading from leadsheets with logical voicing. Ability to play the diatonic cycle harmony, 12 bar blues and ii V I progressions P JAZZ1026	Semester 1
JAZZ2023 Jazz Piano 4	3	A Jazz quaver articulation. Chord tones. A knowledge of at least 6-8 jazz standards, and the ability to play these tunes from memory or from leadsheets, producing logical and creative harmonic voice leading. Ability to play the diatonic cycle harmony, 12 bar blues, ii V I progressions, and interpret voice leading from reading chord symbols on leadsheets. P JAZZ2022	Semester 2
JAZZ2038 Jazz Ear Training 3	3	P JAZZ1016 <i>These units are only available to non-jazz degree students.</i>	Semester 1

JAZZ2039 Jazz Ear Training 4	3	P JAZZ2038 <i>These units are only available to non-jazz degree students</i>	Semester 2
MCGY2004 Aural Perception 3	3	P MCGY1003	Semester 1 Semester 2
MCGY2005 Aural Perception 4	3	P MCGY2004	Semester 1 Semester 2
MCGY2010 Harmony and Analysis 3	3	P MCGY1009	Semester 1
MCGY2011 Harmony and Analysis 4	3	P MCGY2010	Semester 2
MCGY2601 Perception of Music Performance	6	P 48 credit points of units	Semester 2
MCGY2611 Music from the Middle Ages to Baroque	6	A Ability to read musical notation <i>This is a Foundation unit in Analysis, history and culture studies.</i>	Semester 2
MCGY2612 Music in the Classical and Romantic Eras	6	A The ability to read musical notation and basic knowledge of music theory. <i>This is a Foundation unit in Analysis, History and Culture studies.</i>	Semester 1
MCGY2613 Music in Modern Times	6	A Ability to read musical notation <i>This is a Foundation unit in Analysis, history and culture studies.</i>	Semester 1
MUSC2614 Composition Workshop	6	 <i>18 credit points of 1000-level units from any discipline or faculty.</i>	Semester 1
MUSC2616 Noise/Sound/Music: Engaging Sonic Worlds	6		Semester 1

MUSC2638 Jazz Riots and Revolutions	6		Semester 1
MUSC2644 Introduction to the Philosophy of Music	6	P 24 credit points of Units	Semester 1
MUSC2645 Psychology of Music	6		Semester 1
<u>MUSC2648 Words and Music: Song Across Cultures</u>	<u>6</u>	<u>A Students enrolling in this unit of study must previously have completed 48 junior credit points, or have the permission of the coordinator</u>	<u>Semester 1</u>
MUSC2653 Introduction to Digital Music Techniques	6	P 18 Junior credit points N MUSC2053 <i>An ability to read music at a basic level and an understanding of fundamental musical terminology is an advantage in this unit of study.</i>	Semester 1
MUSC2654 Popular Music	6		Semester 2
MUSC2666 Global Sound: Drum and Bass, Rhythm and Soul	6	P 18 junior credit points.	Semester 1
MUSC2672 Australian Popular Music	6	P 18 junior credit points.	Semester 2
MUSC2693 Fundamentals of Music 3	6	P MUSC1504 N MUSC1501	Semester 2
MUSC2695 Fundamentals of Music 4: Popular Music Focus	6	P MUSC1501 or MUSC2693	Semester 1
PERF2604 Chinese Music Ensemble 1	6	<i>Note: Department permission required for enrolment</i>	Semester 1
PERF2605 Chinese Music Ensemble 2	6	P PERF2604	Semester 2

		<i>Students may seek permission from the co-ordinator if pre-requisites are not met.</i>	
3000-level units of study			
CMPN3634 Interactive Media and Sound Installations	6	P CMPN1013 OR MUSC2653 C CMPN2631 OR CMPN263 <i>The unit makes use of interactive programming techniques and other technical skills taught in CMPN2631/2632. Enrolling concurrently in one of these subjects alongside CMPN3634 is recommended.</i>	Semester 2
CMPN3635 Writing Music for the Moving Image	6	P MUED1002 or CMPN1013 or MUSC2653 or MUED4002	Semester 1
JAZZ3002 Jazz Large Ensemble 5	3	P JAZZ2003 <i>These units are only available to non-jazz students. Entry to these ensembles is by audition held during the week before classes commence in semester 1. Contact Unit Coordinator for day and time.</i>	Semester 1 Semester 2
JAZZ3003 Jazz Large Ensemble 6	3	P JAZZ3002 <i>These units are only available to non-jazz degree students. Entry to these ensembles is by audition held during the week before classes commence in semester 1. Contact Unit Coordinator for day and time.</i>	Semester 1 Semester 2
MCGY3061 Advanced Harmony	6	P MCGY2011 N MCGY2600	Semester 1
MCGY3601 Analysis of Nineteenth-Century Music	6	P MCGY2011	Semester 2
MCGY3602 Understanding East Asian Music	6		Semester 1
MCGY3604 J.S. Bach and his World	6	P MCGY2611 <i>If students do not meet pre-requisites, they may seek permission from the Unit Co-Ordinator</i>	Semester 1
MCGY3627 Paleography of Music	6	A Knowledge of current musical notation is essential. P MCGY2611 <i>If prerequisite not met, you may apply for special permission.</i>	Semester 2
MCGY3629 Romanticism and the Fantastic	6	A It is expected that students will have some knowledge of harmonic and formal practices up to	Semester 1

		1850. P MCGY2612	
MCGY3630 New Germans: Wagner and Liszt 1848-76	6	A It is expected that students will have some knowledge of harmonic and formal practices up to 1850. P MCGY2612	Semester 1
MCGY3631 African-American Music Inquiry	6		Semester 1
MCGY3639 Modernism in Austria and Germany 1889-1914	6	A It is expected that students will have some knowledge of late 19th-century harmonic practices. P MCGY2612	Semester 2
MUSC3603 Advanced Digital Music Techniques	6	P MUSC2653 <i>Students who do not meet the pre-requisite may seek special permission from the subject co-ordinator</i>	Semester 2
MUSC3609 Musicology	6	P 12 Junior credit points in Music units N MUSC3904 <i>This unit is a requirement for Honours in the Arts Music unit.</i>	Semester 2
MUSC3610 Musical Traditions and Globalization	6	P 48 credit points of Junior Units	Semester 1
MUSC3624 Music and Sound in 21st Century Film	6		Semester 2
MUSC3629 Music and Everyday Life	6	<i>This unit is a requirement for Honours in the BA.</i>	Semester 2
MUSC3630 Popular Music and the Moving Image	6	P 18 junior credit points	Semester 1
MUSC3631 Music in Public: Performance and Power	6		Semester 2
MUSC3639 Music Journalism	6	P 18 junior credit points	Semester 1

<u>MUSC3641 Music, Environment and Climate Change</u>	<u>6</u>		<u>Semester 1</u>
MUSC3699 Understanding Music: Modes of Hearing	6	P 18 Junior credit points <i>A good working knowledge of musical terminology and vocabulary is required.</i>	Semester 2
PERF3606 Chinese Music Ensemble 3	6	P PERF2604 or PERF2605 <i>Students may seek permission from the co-ordinator if pre-requisites are not met.</i>	Semester 1
PERF3607 Chinese Music Ensemble 4	6	P PERF3606 <i>Students may seek permission from the co-ordinator if pre-requisites are not met.</i>	Semester 2
PERF3640 Industry and Community Projects	6	A upper-level disciplinary knowledge <i>Students will submit project preferences, however first preference placements cannot be guaranteed.</i>	Intensive February Intensive July Semester 1 Semester 2
4000-level units of study			
CMPN4666 Advanced Analysis	6	P MCGY4601	Semester 1
MCGY4110 Themes in Australian Music History <i>This unit of study is not available in 2020</i>	6		Semester 2
MUSC4214 Musicology Workshop Advanced	6		Semester 2

Submission To	Undergraduate Studies Committee
Date	25 May 2020 – 1 June 2020
Item No	1.2

Non-Confidential

Proposal Title	Amendment of course resolutions to include Creative Arts Special Admission Scheme (CASAS)
Recommendation	That the Undergraduate Studies Committee: - note the endorsement of the Academic Standards and Policy Committee of the proposal from Sydney Future Students (Admissions Office) on behalf of the Sydney Conservatorium of Music and Sydney College of Arts to introduce the Creative Arts Special Admissions Scheme, with effect 1 January 2021; and - endorse the recommendation that the Academic Board approve the subsequent amendments to the course resolutions for the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts, with effect 1 January 2021.
Proposal Presenter	Associate Professor Tim Wilkinson (Chair, Admissions Subcommittee) Dr David Larkin and Professor Matthew Hindson (Sydney Conservatorium of Music) Dr Kelly Freebody (Faculty of Arts and Social Sciences)
Consultation Pipeline	Faculty Boards → Academic Standards and Policy Committee → Undergraduate Studies Committee → Academic Board

EXECUTIVE SUMMARY

Following the endorsement of a new Creative Arts Special Admissions Scheme by the Academic Standards and Policy Committee, the Undergraduate Studies Committee are requested to endorse the proposal to amend the admission requirements in the course resolutions for the following degrees.

Faculty/School	Course
Sydney Conservatorium of Music (SCM)	513400 Bachelor of Music 513405 Bachelor of Music (Composition) 513415 Bachelor of Music (Performance)
Sydney College of the Arts (SCA)	513290 Bachelor of Visual Arts

BACKGROUND

The proposal to amend the course resolutions for the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts, follows the recent endorsement of the Academic Standards and Policy Committee at its meeting on 19 May 2020 of the proposal from Sydney Future Students to introduce the Creative Arts Special Admissions Scheme (**Resolution AB ASPC 2020/04-09**).

This new scheme will enable early non-ATAR unconditional offers to be made to eligible to Current Australian Year 12 applicants who have successfully completed the required Audition or Portfolio to the following Undergraduate courses and met other standard/inherent eligibility criteria.

Sydney Conservatorium of Music (SCM)

- 513400 Bachelor of Music
- 513405 Bachelor of Music (Composition)
- 513415 Bachelor of Music (Performance)

Sydney College of the Arts (SCA)

- 513290 Bachelor of Visual Arts



Submission To	Undergraduate Studies Committee
Date	22 May 2020 – 29 May 2020
Item No	1.2

Non-Confidential

The subsequent amendments to the course resolutions for the aforementioned courses are presented to the Undergraduate Studies Committee for endorsement for approval by the Academic Board at the 9 June 2020 meeting. An out of session circulation for the amended course resolutions is requested to enable the Sydney Conservatorium to make unconditional offers after the first round of auditions in June 2020.

Approvers	Associate Professor Tim Wilkinson (Chair, Admissions Subcommittee) Professor Annamarie Jagose (Dean, Faculty of Arts and Social Sciences) Professor Anna Reid (Dean and Head of School, Sydney Conservatorium of Music)
Faculty/Proposal Sponsors	Associate Professor Tim Wilkinson (Chair, Admissions Subcommittee) Professor Annamarie Jagose (Dean, Faculty of Arts and Social Sciences) Professor Anna Reid (Dean and Head of School, Sydney Conservatorium of Music)

ATTACHMENTS

Attachment 1 Sydney Conservatorium of Music proposal

Attachment 2 Sydney College of the Arts proposal



Non-Confidential

Submission To	Undergraduate Studies Committee
Date	25 May 2020 – 1 June 2020 (via circulation)
Item No	1.2 Attachment 1

Proposal Title	Course resolution changes to reflect the CASAS entry scheme
Recommendation	A new Creative Arts Special Admissions Scheme has been initiated with consequent changes in the University Coursework Rule. SCM therefore requires Coursework Resolution changes to cohere with the Coursework Rule. <i>That the Undergraduate Studies endorse the recommendation that the Academic Board approve:</i> <i>(1) the inclusion of the Creative Arts Special Admission Scheme as a special entry pathway into the Bachelor of Music; the Bachelor of Music (Composition); and the Bachelor of Music (Performance); and</i> <i>(2) approve the changes to clauses 5(1) and 5(2) of these degrees.</i>
Proposal Presenter	David Larkin /Matthew Hindson
Consultation Pipeline	<pre> graph LR A[SCM School Board: Admissions Subcommittee] --> B[Academic Standards and Policy Committee] B --> C[Undergraduate Studies Committee] C --> D[Academic Board] </pre>

EXECUTIVE SUMMARY

A new Creative Arts Special Admissions Scheme (CASAS) has been initiated with consequent changes to the University Coursework Rule. SCM therefore requires Coursework Resolution changes to align with the Coursework Rule. The SCM School Board has unanimously approved the concept of CASAS as an entry pathway to the Sydney Conservatorium of Music. This proposal seeks approval for SCM Coursework Resolution changes to cohere with amendments in the USYD Coursework Policy.

BACKGROUND / CONTEXT

Early non-ATAR based offers for current Year 12 students are becoming a permanent feature in the undergraduate domestic UAC course entry market. A non-ATAR entry Scheme (CASAS) has been recommended for selected undergraduate courses from the SCM. For the identified courses we do not publish a selection rank and instead publish advice that admission to these courses is on the basis of a combination of factors – chief amongst which is the prerequisite submission of an audition or portfolio.

All offers to SCM courses are faculty based, meaning that the Admissions Office is reliant on School advice, through a largely manual process to identify those eligible to receive an offer via the UAC process. For these offers we have in the past relied on a notional ATAR requirement with the strength of the Audition or Portfolio being the main component of the final offer decision.

Because such courses lend themselves to an early offer, other competitor Institutions have been able to place offers in the hands of our potential future students much earlier than the SCM, and can therefore strongly influence enrolment decisions made by the applicant.

The Admissions team – through the AB Admissions Subcommittee – have recommended the following changes for Semester 1, 2021 onwards:

1. That early non-ATAR unconditional offers be made to eligible NSW (only) HSC applicants who have successfully completed the required Audition or Portfolio to the following Undergraduate courses:
 - 513400 Bachelor of Music
 - 513405 Bachelor of Music (Composition)
 - 513415 Bachelor of Music (Performance)



Submission To	Undergraduate Studies Committee
Date	25 May 2020 – 1 June 2020 (via circulation)
Item No	1.2 Attachment 1

Non-Confidential

The Creative Arts Special Admissions Scheme has been presented to the AB Admissions Subcommittee and the Academic Standards and Policy Committee. The concept of CASAS has been approved at both of these committees and a consequent update to the University Coursework Rule has been initiated to support the CASAS pathway.

Early Unconditional offers are made on the basis of:

1. Audition/Portfolio Performance (In accordance with existing standards and criteria)
2. Consultation of RoSA data for Year 11 HSC subjects and grade performance
3. UAC generated 'Predicted ATAR'

For each current NSW Year 12 UAC applicant Admissions will be able to supply information on Year 11 performance and standardised RoSA grades as well as a UAC developed 'Predicted ATAR'.

In this submission the SCM presents a change in wording in clauses 5(1) and 5(2) to cohere with the coursework rule.

RISKS / BENEFITS

Inclusion of the CASAS pathway means that the SCM can make non-conditional Early offers to suitable applicants. With two audition times in July and September, we hope to secure students who would otherwise take firm offers from competitor institutions.

Traditionally the audition process and outcomes required a manual marrying of data with UAC ATAR results. This extends the time taken to make offers and would also be further magnified with USYD late semester two end and earlier ATAR release times.

Using CASAS and Early offers will ensure that the handling of offers is timely and that the potential student cohort are firmly engaged.

IMPLEMENTATION

Auditions for 2021 entry are already scheduled for July and September this year. SCM and the Admissions Office will be able to make non-conditional offers rather than conditional offers resulting in a significant reduction of administrative processing.

COMMUNICATION

All SCM staff have endorsed CASAS and SCM administrative staff are ready to implement the change. Applicants are advised of this approach through the SCM Auditions portal and online. Feeder schools will have communications sent to them. The Admissions team is aware of the change, and UAC publications already refer applicants to the SCM website for details.

Approver	Professor Anna Reid
Faculty/Proposal Sponsor	Adrienne Sach

ATTACHMENTS

Appendix 1 Minor course amendment

Appendix 2 Marked up Course Resolutions (these mark ups include changes approved at the 12 May 2020 meeting of AB USC)

Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music (SCM)

Contact person: Adrienne Sach

1. Name of award course

Bachelor of Music
Bachelor of Music (Performance)
Bachelor of Music (Composition)

2. Purpose of proposal

To amend the Course Resolutions for the Bachelor of Music degree to:

- a) Revise Admission to Candidature statement to include criteria for students admitted under the new Creative Arts Special Admission Scheme (CASAS) to the above degrees.

3. Details of amendment

A new Creative Arts Special Admissions Scheme (CASAS) has been initiated with consequent changes to the University Coursework Rule. SCM requires Coursework Resolution changes to align with the Coursework Rule.

A non-ATAR entry scheme (CASAS) will allow the SCM to make early non-conditional offers based on pre-admission audition and portfolio submission results. This will enable the SCM to remain competitive with other national institutions and influence future enrolment decisions made by potential candidates.

The Academic Board Admissions Sub-Committee have recommended the following changes for semester 1, 2021 entry:

That early non-ATAR unconditional offers be made to eligible NSW (only) HSC applicants who have successfully completed the required Audition or Portfolio to the following Undergraduate courses:

- 513400 Bachelor of Music
- 513405 Bachelor of Music (Composition)
- 513415 Bachelor of Music (Performance)

Changes to the Admission to Candidature statement in the Course Resolutions are as follows:

5. Admission to candidature

(1) Except for students admitted under the Creative Arts Special Admission Scheme, admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.

(2) Offers may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

4. Transitional arrangements

There are no transitional arrangements required.

5. Other relevant information

Auditions for 2021 entry are already scheduled for June and September this year. SCM and the Admissions Office will be able to make non-conditional offers after each round rather than conditional offers. This will result in a significant reduction of administrative processing and manual handling late in the year after ATAR results have been released.

6. Signature of Dean

Anna Reid

From: [Kiuyan Hone](#)
To: [Anna Reid](#); [Peter McCallum](#)
Subject: RE: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)
Date: Monday, 1 June 2020 11:44:00 AM

Dear Anna and Peter

Thank you for your comments. Confirming that I will capture in the minutes the recommendation that clause 3(2) be amended to:

(2) Offers to the Bachelor of Music; Bachelor of Music (Composition); and Bachelor of Music (Performance) may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

Kind regards
Kiuyan

KIUYAN HONE | Committee Officer

The University of Sydney

University Secretariat | Office of the Vice-Chancellor and Principal

THE UNIVERSITY OF SYDNEY

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

T +61 2 8627 9427 M +61 412 214 958

E kiuyan.hone@sydney.edu.au | W sydney.edu.au/secretariat

We acknowledge the tradition of custodianship and law of the Country on which the University of Sydney campuses stand. We pay our respects to those who have cared and continue to care for Country.

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From: Anna Reid <anna.reid@sydney.edu.au>

Sent: Monday, 1 June 2020 11:34 AM

To: Peter McCallum <peter.mccallum@sydney.edu.au>; Kiuyan Hone

<kiuyan.hone@sydney.edu.au>; Lenka Munoz <lenka.munoz@sydney.edu.au>; Anthony Masters <anthony.masters@sydney.edu.au>; Tim Wilkinson <tim.wilkinson@sydney.edu.au>; Adam Bridgeman <adam.bridgeman@sydney.edu.au>; Edwina Grose <edwina.grose@sydney.edu.au>; Liam Donohoe <president@src.usyd.edu.au>; Matthew Mindrup <matthew.mindrup@sydney.edu.au>; Kelly Freebody <kelly.freebody@sydney.edu.au>; Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>; David Larkin <david.larkin@sydney.edu.au>; Marjorie Valix <marjorie.valix@sydney.edu.au>; Kevin Walton <kevin.walton@sydney.edu.au>; Cathryn Forsyth <cathryn.forsyth@sydney.edu.au>; Gary Muscatello <gary.muscatello@sydney.edu.au>; Slade Matthews <slade.matthews@sydney.edu.au>; Maurice Peat <maurice.peat@sydney.edu.au>; Craig Jin <craig.jin@sydney.edu.au>

Cc: Christine Lacey <christine.lacey@sydney.edu.au>; Andrew Horne

<andrew.horne@sydney.edu.au>; Charlie Foxlee <charlie.foxlee@sydney.edu.au>; Alyssa White <alyssa.white@sydney.edu.au>; Kerrie Henderson <kerrie.henderson@sydney.edu.au>; Atchana Santhirathas <atchana.santhirathas@sydney.edu.au>; Hugh O'Dwyer <hugh.odwyer@sydney.edu.au>; Helen Ash <helen.ash@sydney.edu.au>; Ailsa Smeaton <ailsa.smeaton@sydney.edu.au>; Linda Kristian <linda.kristian@sydney.edu.au>; Kate Munro <kate.munro@sydney.edu.au>; Tanyth Farley <tanyth.farley@sydney.edu.au>; Kathleen Walker <kathleen.walker@sydney.edu.au>; Adrienne Sach <adrienne.sach@sydney.edu.au>; Giselle Hoarau <ghoarau@sydney.edu.au>; Shauna Crick <shauna.crick@sydney.edu.au>; Christine Lacey <christine.lacey@sydney.edu.au>; Diana Thai <diana.thai@sydney.edu.au>; Christine Brickenstein <christine.brickenstein@sydney.edu.au>; Dmitri Carroll <dmitri.carroll@sydney.edu.au>; Jennifer Peden <jennifer.peden@sydney.edu.au>; Faculty

Curriculum <fmh.curriculum@sydney.edu.au>; Pieta Joy <pieta.joy@sydney.edu.au>; Natasha de Zilva <natasha.dezilva@sydney.edu.au>; Sue Ng <sue.ng@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>; Tannith Nolan <tannith.nolan@sydney.edu.au>; Jessica Harris <jessica.harris@sydney.edu.au>; Tina Hinton <tina.hinton@sydney.edu.au>; Lucinda Wright <lucinda.wright@sydney.edu.au>; Kate Calhau <kate.calhau@sydney.edu.au>; Monica Jung <monica.jung@sydney.edu.au>; Andrew Horne <andrew.horne@sydney.edu.au>; Georgina Wheadon <Georgie.wheadon@sydney.edu.au>; Annamarie Jagose <annamarie.jagose@sydney.edu.au>; Kerrie Henderson <kerrie.henderson@sydney.edu.au>; Tim Wilkinson <tim.wilkinson@sydney.edu.au>

Subject: Re: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Dear Kiuyan,

Regarding Peter's comments, I agree – the BAS extension of the basic degrees has not been considered at this stage and should go to that board in the future. BMusBAS applicants will still be subject to audition AND the requirements of BAS.

However, the suggested amendment should include all three of the degrees under consideration (one was missing): Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition)

Regards,
Anna

ANNA REID | Professor
Head of School and Dean
Sydney Conservatorium of Music
THE UNIVERSITY OF SYDNEY
1 Conservatorium Road | Sydney | NSW | 2000
Sydney Conservatorium of Music C41 | The University of Sydney | NSW | 2006
T +61 2 9351 1255
E anna.reid@sydney.edu.au | W <http://sydney.edu.au/music>
Connect with us on [Facebook](#), [Twitter](#), [YouTube](#) and [Soundcloud](#)

Study at the Con: sydney.edu.au/music/study-music

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From: Peter McCallum <peter.mccallum@sydney.edu.au>

Date: Monday, 1 June 2020 at 11:28 am

To: Kiuyan Hone <kiuyan.hone@sydney.edu.au>, Lenka Munoz <lenka.munoz@sydney.edu.au>, Anthony Masters <anthony.masters@sydney.edu.au>, Tim Wilkinson <tim.wilkinson@sydney.edu.au>, Adam Bridgeman <adam.bridgeman@sydney.edu.au>, Edwina Grose <edwina.grose@sydney.edu.au>, Liam Donohoe <president@src.usyd.edu.au>, Matthew Mindrup <matthew.mindrup@sydney.edu.au>, Kelly Freebody <kelly.freebody@sydney.edu.au>, Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>, David Larkin <david.larkin@sydney.edu.au>, Marjorie Valix <marjorie.valix@sydney.edu.au>, Kevin Walton <kevin.walton@sydney.edu.au>, Cathryn Forsyth

<cathryn.forsyth@sydney.edu.au>, Gary Muscatello <gary.muscatello@sydney.edu.au>, Slade Matthews <slade.matthews@sydney.edu.au>, Maurice Peat <maurice.peat@sydney.edu.au>, Craig Jin <craig.jin@sydney.edu.au>
Cc: Christine Lacey <christine.lacey@sydney.edu.au>, Andrew Horne <andrew.horne@sydney.edu.au>, Charlie Foxlee <charlie.foxlee@sydney.edu.au>, Alyssa White <alyssa.white@sydney.edu.au>, Kerrie Henderson <kerrie.henderson@sydney.edu.au>, Atchana Santhirathas <atchana.santhirathas@sydney.edu.au>, Hugh O'Dwyer <hugh.odwyer@sydney.edu.au>, Helen Ash <helen.ash@sydney.edu.au>, Ailsa Smeaton <ailsa.smeaton@sydney.edu.au>, Linda Kristian <linda.kristian@sydney.edu.au>, Kate Munro <kate.munro@sydney.edu.au>, Tanyth Farley <tanyth.farley@sydney.edu.au>, Kathleen Walker <kathleen.walker@sydney.edu.au>, Adrienne Sach <adrienne.sach@sydney.edu.au>, Giselle Hoarau <ghoarau@sydney.edu.au>, Shauna Crick <shauna.crick@sydney.edu.au>, Christine Lacey <christine.lacey@sydney.edu.au>, Diana Thai <diana.thai@sydney.edu.au>, Christine Brickenstein <christine.brickenstein@sydney.edu.au>, Dmitri Carroll <dmitri.carroll@sydney.edu.au>, Jennifer Peden <jennifer.peden@sydney.edu.au>, Faculty Curriculum <fmh.curriculum@sydney.edu.au>, Pieta Joy <pieta.joy@sydney.edu.au>, Natasha de Zilva <natasha.dezilva@sydney.edu.au>, Sue Ng <sue.ng@sydney.edu.au>, Cecily Oakley <cecily.oakley@sydney.edu.au>, Tannith Nolan <tannith.nolan@sydney.edu.au>, Jessica Harris <jessica.harris@sydney.edu.au>, Tina Hinton <tina.hinton@sydney.edu.au>, Lucinda Wright <lucinda.wright@sydney.edu.au>, Kate Calhau <kate.calhau@sydney.edu.au>, Monica Jung <monica.jung@sydney.edu.au>, Andrew Horne <andrew.horne@sydney.edu.au>, Georgina Wheadon <Georgie.wheadon@sydney.edu.au>, Anna Reid <anna.reid@sydney.edu.au>, Annamarie Jagose <annamarie.jagose@sydney.edu.au>, Kerrie Henderson <kerrie.henderson@sydney.edu.au>, Tim Wilkinson <tim.wilkinson@sydney.edu.au>

Subject: Re: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Dear Kiuyan,

Regarding 1.2 and the amendments to degree resolutions to accommodate the CASAS scheme, my understanding is that it was to be available to the Bachelor of Music (Performance), the Bachelor of Music (Composition) and the Bachelor of Visual Arts.

The degree resolutions currently state that it can be made available to all the streams and combined degrees to which the resolutions apply.

If I am correct in paragraph 1, can I propose that 3 (2) of the resolutions to the Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies (Composition), Bachelor of Music/Bachelor of Advanced Studies (Performance) be emended to:

(2) Offers to the Bachelor of Music (Composition) and Bachelor of Music (Performance) may be made to exceptional students under the Creative Arts Special

Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

and that the resolutions of the Bachelor of Visual Arts, Bachelor of Visual Arts/Bachelor of Advanced Studies be emended to:

(3) [delete 'Unconditional earl'] Offers to the Bachelor of Visual Arts may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

I suggest that the wording for the two sets of resolutions be brought into alignment so suggest deleting 'unconditional early' from the BVA resolutions on the understanding that the details of the scheme are set out in the Coursework Policy.

Thanks
Peter

Associate Professor Peter McCallum

Registrar and Academic Director (Education)

THE UNIVERSITY OF SYDNEY
T +61 2 9351 3460 | **F** +61 2 9351 3572
M +61 417 428 432

From: Kiuyan Hone <kiuyan.hone@sydney.edu.au>

Sent: Monday, 25 May 2020 2:00 PM

To: Lenka Munoz <lenka.munoz@sydney.edu.au>; Anthony Masters <anthony.masters@sydney.edu.au>; Tim Wilkinson <tim.wilkinson@sydney.edu.au>; Adam Bridgeman <adam.bridgeman@sydney.edu.au>; Edwina Grose <edwina.grose@sydney.edu.au>; Liam Donohoe <president@src.usyd.edu.au>; Matthew Mindrup <matthew.mindrup@sydney.edu.au>; Kelly Freebody <kelly.freebody@sydney.edu.au>; Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>; David Larkin <david.larkin@sydney.edu.au>; Marjorie Valix <marjorie.valix@sydney.edu.au>; Kevin Walton <kevin.walton@sydney.edu.au>; Cathryn Forsyth <cathryn.forsyth@sydney.edu.au>; Gary Muscatello <gary.muscatello@sydney.edu.au>; Slade Matthews <slade.matthews@sydney.edu.au>; Maurice Peat <maurice.peat@sydney.edu.au>; Craig Jin <craig.jin@sydney.edu.au>

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<alyssa.white@sydney.edu.au>; Peter McCallum <peter.mccallum@sydney.edu.au>; Kerrie Henderson <kerrie.henderson@sydney.edu.au>; Atchana Santhirathas <atchana.santhirathas@sydney.edu.au>; Hugh O'Dwyer <hugh.odwyer@sydney.edu.au>; Helen Ash <helen.ash@sydney.edu.au>; Ailsa Smeaton <ailsa.smeaton@sydney.edu.au>; Linda Kristian <linda.kristian@sydney.edu.au>; Kate Munro <kate.munro@sydney.edu.au>; Tanyth Farley <tanyth.farley@sydney.edu.au>; Kathleen Walker <kathleen.walker@sydney.edu.au>; Adrienne Sach <adrienne.sach@sydney.edu.au>; Giselle Hoarau <ghoarau@sydney.edu.au>; Shauna Crick <shauna.crick@sydney.edu.au>; Christine Lacey <christine.lacey@sydney.edu.au>; Diana Thai <diana.thai@sydney.edu.au>; Christine Brickenstein <christine.brickenstein@sydney.edu.au>; Dmitri Carroll <dmitri.carroll@sydney.edu.au>; Jennifer Peden <jennifer.peden@sydney.edu.au>; Faculty Curriculum <fmh.curriculum@sydney.edu.au>; Pieta Joy <pieta.joy@sydney.edu.au>; Natasha de Zilva <natasha.dezilva@sydney.edu.au>; Sue Ng <sue.ng@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>; Tannith Nolan <tannith.nolan@sydney.edu.au>; Jessica Harris <jessica.harris@sydney.edu.au>; Tina Hinton <tina.hinton@sydney.edu.au>; Lucinda Wright <lucinda.wright@sydney.edu.au>; Kate Calhau <kate.calhau@sydney.edu.au>; Monica Jung <monica.jung@sydney.edu.au>

Subject: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Dear Members

Please find attached two proposals for out-of-session endorsement via circulation.

Instructions

- Attached are the papers to be considered by circulation from **2pm Monday 25 May 2020** until **2pm Monday 1 June 2020**.
- Members are asked to read and consider the item, then vote either for or against the recommendation by placing an **X** in the tables as shown below.
- The 'Comments' section is available if any amendments are required or to provide additional information for further discussion.
- A circular resolution will be passed if: responses are received within the specified time from sufficient members of the committee to constitute a quorum; and a majority of those members responding approve the resolution.

Item 1.1 Recommendation:	For	Against
That the Undergraduate Studies Committee recommend that Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics, and for the Bachelor of Economics and Bachelor of Advanced Studies, and the subsequent amendments to the course resolutions arising from the proposal, with effect from January 1, 2021.		
Comment:		

Item 1.2 Recommendation:	For	Against
That the Undergraduate Studies Committee:		
1. note the endorsement of the Academic Standards and Policy		

Committee of the proposal from Sydney Future Students (Admissions Office) on behalf of the Sydney Conservatorium of Music and Sydney College of Arts to introduce the Creative Arts Special Admissions Scheme, with effect 1 January 2021; and 2. endorse the recommendation that the Academic Board approve the subsequent amendments to the course resolutions for the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts, with effect 1 January 2021.		
Comment:		

Please forward your response to the Secretariat by **2pm Monday 1 June 2020**.

Kind regards
Kiuyan

KIUYAN HONE | Committee Officer

The University of Sydney

University Secretariat | Office of the Vice-Chancellor and Principal

THE UNIVERSITY OF SYDNEY

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

T +61 2 8627 9427 **M** +61 412 214 958

E kiuyan.hone@sydney.edu.au | **W** sydney.edu.au/secretariat

We acknowledge the tradition of custodianship and law of the Country on which the University of Sydney campuses stand. We pay our respects to those who have cared and continue to care for Country.

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Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

Bachelor of Music

Bachelor of Music/Bachelor of Advanced Studies (Composition)

Bachelor of Music/Bachelor of Advanced Studies (Performance)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Sydney Conservatorium of Music, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
BPMUSICM-05	Bachelor of Music
BHMUSSTH-01	Bachelor of Music (Honours)
	<u>Bachelor of Music/Bachelor of Advanced Studies (Composition)</u>
	<u>Bachelor of Music/Bachelor of Advanced Studies (Performance)</u>

2 Attendance pattern

The attendance pattern for this course may be full time or part time according to candidate choice.

3 Streams

- (1) The Bachelor of Music is available in the following streams:
 - (a) Composition
 - (b) Music Education
 - (c) Performance
- (2) The Bachelor of Music/Bachelor of Advanced Studies is available in the following streams:
 - (a) Composition
 - (b) Performance
- (3) ~~The requirements for the completion of each stream are as specified in these resolutions and in the Table of Units of Study for Undergraduate Degrees for the Sydney Conservatorium of Music. Candidates wishing to enter or exit a stream or transfer between streams should contact the University school.~~
- (4) ~~Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.~~
- (3) ~~Completion of a stream is not a requirement of the Bachelor of Music. Candidates not undertaking a stream must complete a program or a major.~~
- (4) ~~Completion of a stream is a requirement of the Bachelor of Music / Bachelor of Advanced Studies. The requirements for the completion of each stream are specified in the Table A for the Bachelor of Music and Bachelor of Music / Bachelor of Advanced Studies.~~

4 Cross-faculty management

The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music and the Bachelor of Music (Honours) not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) ~~Except for students admitted under the Creative Arts Special Admission Scheme, admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.~~
- (2) ~~Offers to the Bachelor of Music; Bachelor of Music (Composition); and Bachelor of Music (Performance) may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.~~
- (3) ~~In addition, admission to this course requires the applicant to: complete a music skills or jazz aptitude test. If applying for a stream, fulfill any stream-specific admission requirements; or:~~
 - (a) Present a portfolio of work and attend an interview, or
 - (b) Undertake a practical audition in a nominated instrument or voice.
- (c) ~~Present an example of recent written work and attend an interview~~
- (3) ~~Admission requirements for specific streams:~~
 - (a) ~~Applicants for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants;~~



Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

- (b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The results of this process will form part of the ranking of applicants;
- (c) Applicants for the Music Education stream must either undertake a practical audition (instrument or voice), or submit composition works, or present recent written work, as well as fulfilling any other requirements as directed by NSW Education Standards Authority. The results of this process will form part of the ranking of applicants.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in:
 - (a) ~~the Table of units of study for Undergraduate Degrees for the Sydney Conservatorium of Music~~ Table A of the Bachelor of Music and Bachelor of Music / Bachelor of Advanced Studies;
 - (b) ~~the Pathway Tables for the Bachelor of Music~~
 - (c) Table S ~~from the~~ of the Shared Pool of Undergraduate Degrees
 - (d) Table O ~~(the Open Learning Environment)~~ of the Shared Pool of Undergraduate Degrees
 - (e) ~~Unless otherwise indicated in these resolutions the Table of Units of study, the Pathway Tables, Table S and Table O mean the tables specified here.~~ In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O.
- (2) To qualify for the award of the Bachelor of Music ~~without a stream~~, candidates must complete 192 credit points ~~in total comprising: as specified below, and, if completing a stream, satisfy requirements for the stream~~
 - (a) 48 credit points of core unit of study as specified in Table A; and
 - (b) 12 credit points of Performance or Ensemble units of study as specified in Table A; and
 - (c) 12 credit points of project units of study; and
 - (d) a program (72 credit points) as listed and defined in Section 7 below and as specified in Table A; or
 - (e) a major in Musicology (48 credit points) as listed and defined in Section 7 and specified in Table A and an additional 12 credit points of core units of study as specified in Table A; and
 - (f) a major (48 credit points) from Table S; and/or
 - (g) a minor (36 credit points) from Table S; and/or
 - (h) where appropriate, elective units from Table A or Table S; and/or
 - (i) up to a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O
- (3) ~~Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major:~~
 - (a) To qualify for the award of the Bachelor of Music (Music Education), candidates must complete 192 credit points in total, comprising:
 - (i) 60 credit points of core units of study as specified in Table A; and
 - (ii) EDLN2000 Lantite undergraduate; and
 - (iii) 96 credit points of Music Education units of study as specified in Table A; and
 - (iv) 24 credit points of Principal Study Area units of study as listed and defined in Section 7 below and as specified in Table A; and
 - (v) where appropriate, elective units from Table A, Table S and up to a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O.
- (4) ~~Requirements for a program~~
 - (a) To qualify for the award of the pass degree with a Program, a candidate must successfully complete 192 credit points, comprising:
 - (i) 72 credit points of units of study in either of the following disciplinary areas, as set out in the Pathway Tables:
 - (ii) Contemporary Music Practice
 - (iii) Composition for Creative Industries
 - (iv) Digital Music and Media
 - (v) Improvised Music
 - (b) 24 credit points of Music Skills units of study
 - (c) 24 credit points of Music Analysis, History and Culture Studies units of study
 - (d) 12 credit points of Final Year Project units of study
 - (e) 12 credit points in performance or ensemble units
 - (f) 48 credit points of elective units of study comprised of:
 - (i) a major from Table S; or
 - (ii) a minor from Table S and/or
 - (iii) up to 12 credit points from Table O; and/or
 - (iv) elective units from Table A; and/or
 - (v) elective units from Table S.
 - (b) To qualify for the award of the Bachelor of Music (Composition), candidates must complete 192 credit points, comprising:
 - (i) 54 credit points of core units as specified in Table A; and
 - (ii) 84 credit points of Composition Studies units as specified in Table A; and
 - (iii) 12 credit points of project units of study; and
 - (iv) A minor (36 credit points) from Table S; or
 - (v) 36 credit points of elective units of study from Table A or Table S; and
 - (vi) where appropriate, elective units from Table A or Table S, and a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O.
 - (c) To qualify for the award of the Bachelor of Music (Performance), candidates must complete 192 credit points, comprising:
 - (i) 48 credit points of core units of study as specified in Table A; and
 - (ii) 72 credit points of Principal Study Area units of study as listed and defined in Section 7 below and as specified in Table A; and
 - (iii) 12 credit points of project units of study; and
 - (iv) a minimum of 30 credit points of Ensemble / Performance units of study as specified in Table A; and
 - (v) Additional Core and Ensemble / Performance units of study as required by the Principal Study area and specified in Table A; and
 - (vi) where appropriate, elective units from Table A, Table S and a maximum of 12 credit points of units of study in the Open Learning Environment as specified in Table O
 - (d) To qualify for the award of the Bachelor of Music/ Bachelor of Advanced Studies (Composition), a candidate must complete 240 credit points, comprising:
 - (i) 102 credit points of Specialisation units of study
 - (ii) 30 credit points of core units of study;
 - (iii) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
 - (iv) A major (48 credit points) from Table S; and
 - (v) A minimum of 24 credit points at 4000 level from the Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points
 - (vi) where appropriate, elective units of study from a Specialisation or Table S.

- (7) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Performance), a candidate must complete 240 credit points, comprising:
- (a) 30 credit points of core units of study;
 - (b) 102 credit points of Specialisation units of study
 - (c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
 - (d) A major (48 credit points) from Table S
 - (e) A minimum of 24 credit points at 4000 level from a Specialisation or Table S, including a research, community, industry or entrepreneurship project of at least 12 credit points and up to 36 credit points.
 - (f) where appropriate, elective units of study from a Specialisation or Table S.
- (5) **Requirements for a major**
- (a) A major requires the completion of 48 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
 - (i) 2x1000-level units, 2x2000-level units and 4x3000-level units; or
 - (ii) 2x1000-level units, 3x2000-level units and 3x3000-level units.
 - (b) For any individual student's enrolment a unit of study will only contribute towards one major except where otherwise approved by the faculty/University school's Units of Study contributing towards one major may not contribute toward any other major completed except where otherwise approved by the faculty/University school.
- (6) **Requirements for a minor**
- (a) A minor requires the completion of 36 credit points as set out in the Learning and Teaching Policy 2015 according to one of the following patterns of 6 credit point units:
 - (i) 2x1000-level units, 2x2000-level units, and 2x3000-level units; or
 - (ii) 2x1000-level units, 3x2000-level units and 1x3000-level unit.
 - (b) Units of study contributing towards one minor may not contribute toward any other major completed except where otherwise approved by the faculty/University school.
- (7) To qualify for the award of the pass degree with a Major, a candidate must successfully complete 192 credit points including a minimum of 48 credit points from a designated major in Musicology, comprising:
- (a) 48 credit points in Musicology units of study, as set out in the Pathway Table
 - (b) 24 credit points in Music Skills units of study
 - (c) 36 credit points of Music Analysis, History and Culture Studies units of study
 - (d) 12 credit points of Final Year Project units of study
 - (e) 12 credit points in performance or ensemble units
 - (f) 60 credit points of elective units of study comprised of:
 - (i) a major from Table S; or
 - (ii) a minor from Table S and/or
 - (iii) up to 12 credit points from Table O; and/or
 - (iv) elective units from Table A; and/or
 - (v) elective units from Table S.
- (8) **Requirements for the Performance stream**
- To qualify for the award of the pass degree in the Performance stream, a candidate must successfully complete 192 credit points comprising:
- (a) 72 credit points of Principal Study units of study
 - (b) 12 credit points in Music Theory units of study;
 - (c) 12 credit points of Aural Skills units of study;
 - (d) 24 credit points of Analysis, History and Culture Studies units of study
 - (e) 12 credit points of Final Year Project units of study
 - (f) 60 credit points of elective units of study as set out in the Pathway Tables for specific Principal Study areas, and comprised of:
 - (i) A major from Table S; or
 - (ii) A minor from Table S and/or
 - (iii) up to 12 credit points from Table O; and/or
 - (iv) elective units from Table A; and/or
 - (v) elective units from Table A; and/or
 - (vi) elective units from Table S.
- (9) **Principal study areas in the Performance stream**
- Principal study is available in:
- (a) Historical Performance
 - (b) Jazz Performance
 - (c) Non-Orchestral Instrumental Performance
 - (d) Orchestral Instrumental Performance
 - (e) Voice (classical) Performance
- (10) **Requirements for the Composition stream**
- To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:
- (a) 48 credit points of Composition Principal Study units of study;
 - (b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;
 - (c) 24 credit points of Music Analysis, History and Culture Studies units of study;
 - (d) 3 credit points of Performance units of study;
 - (e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;
 - (f) 12 credit points of Final Year Project units of study;
 - (g) 42 credit points of elective units of study comprised of:
 - (i) a minor from Table S and/or
 - (ii) up to 12 credit points from Table O; and/or
 - (iii) Elective units from Table A; and/or
 - (iv) elective units from Table S
- (11) **Requirements for the Music Education stream**
- To qualify for the award of the pass degree in the Music Education stream, a candidate must successfully complete 192 credit points and reach the minimum levels of achievement as set out in the tables (a) – (e):
- (a) Performance

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Principal Study 1-4

Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

Area of Study	Credit Points	Minimum level of achievement
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	6	6cps of Ensemble/Performance
Music Skills	24	Harmony and Analysis 1-4 and Aural Perception 1-4
Analysis, History and Culture Studies	30	This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music from the Middle Ages to Baroque; Music in Modern Times
Electives	12	

(b) Jazz Studies

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Principal Study 1-4
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	6	6cps of Ensemble/Performance
Music Skills	24	Jazz Music Skills 1-4
Analysis, History and Culture Studies	30	This is Music; Musical Worlds of Today; Music in the Classical and Romantic Eras; Music in Western Culture; Music in Modern Times
Electives	12	

(c) Composition

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Principal Study 1-4
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Composition	12	Instrumentation and Orchestration; Composition Through Improvisation 1; Sound Recording Fundamentals
Performance	6	6cps of Ensemble/Performance
Music Skills	24	Harmony & Analysis 1-4; Aural Perception 1-4
Analysis, History and Culture Studies	18	This is Music; New Music New Thinking; Musical Worlds of Today
Electives	12	

(d) Musicology

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Musicology Workshop 1-2; Music in the Classical and Romantic Eras; 6 credit points of Historical Studies; 6 credit points of Ethnographical Studies
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	12	12cps of Ensemble/Performance
Music Skills	24	Harmony and Analysis 1-4 and Aural Perception 1-4
Analysis, History and Culture Studies	24	This is Music; Musical Worlds of Today; Music from the Middle Ages to Baroque; Music in Modern Times
Electives including performance	12	

(e) Contemporary Music Practice

Area of Study	Credit Points	Minimum level of achievement
Principal Study Area	24	Contemporary Music Practice 1-4
Music Education	96	Professional Issues in Music Education; Professional Experience 3; Technology in Music Education
Performance	3	3 cps of Ensemble/Performance
Music Skills	21	18 cps in Music Theory and Aural Skills; Sound Recording Fundamentals
Analysis, History and Culture Studies	36	This is Music; Musical Worlds of Today; Sounds; Screens; Speakers; Music in Western Culture; Australian Popular Music; Music in Modern Times
Electives	12	

(12) Principal study areas in the Music Education stream

Principal studies available in the Music Education stream are:

- (a) Composition
- (b) Musicology
- (c) Performance
- (d) Brass
- (e) Contemporary Music Practice
- (f) Historical Performance
- (g) Jazz Studies (instrumental/vocal)
- (h) Keyboard

- (f) Percussion
- (f) Strings
- (k) Voice (classical)
- (f) Woodwind

7 Programs, majors, minors and principal study areas

- (1) Bachelor of Music
Completion of a program or major from Table A is a requirement of the Bachelor of Music for candidates not undertaking a stream. Requirements for completion of programs, majors, minors and principal study areas are as set out in Table A and Table S.
- (2) Bachelor of Music / Bachelor of Advanced Studies
Completion of a stream and second major from Table S is a requirement of the Bachelor of Music / Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.
- (3) Requirements for programs, majors and minors
 - (a) Programs, majors and minors are as defined in the *Learning and Teaching Policy 2015*.
 - (b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S
- (4) The Programs, Majors, Minors and Principal Study Areas available in Table A of the Bachelor of Music and Bachelor of Music / Bachelor of Advanced Studies are:
 - (a) Bachelor of Music
 - Programs
 - (i) Composition for Creative Industries
 - (ii) Contemporary Music Practice
 - (iii) Digital Music and Media
 - Majors
 - (i) Musicology
 - Minors
 - (i) Community Music
 - (ii) Composition for Creative Industries
 - (iii) Digital Media and Music
 - (iv) Ethnomusicology
 - (v) Indigenous Music
 - (vi) Performance and Ensembles
 - (vii) Performance Science
 - (b) Bachelor of Music (Music Education)
 - Principal Study Areas
 - (i) Classical Voice
 - (ii) Composition
 - (iii) Contemporary Music Practice
 - (iv) Jazz Performance
 - (v) Musicology
 - (vi) Performance
 - Horn
 - Trombone
 - Trumpet
 - Tuba
 - Historical Performance
 - Organ
 - Piano
 - Percussion
 - Drum Set
 - Guitar
 - Double Bass
 - Harp
 - Violoncello
 - Viola
 - Violin
 - Bassoon
 - Clarinet
 - Flute
 - Oboe
 - Saxophone
 - (c) Bachelor of Music (Performance) and Bachelor of Music / Bachelor of Advanced Studies (Performance)
 - Principal Study Areas
 - (i) Classical Voice
 - (ii) Drum Set
 - (iii) Historical Performance
 - (iv) Jazz Performance
 - (v) Jazz Voice Performance
 - (vi) Non-Western Instruments
 - (vii) Non-Orchestral Instruments
 - Collaborative Piano
 - Guitar
 - Organ
 - Piano
 - Saxophone
 - (vii) Orchestral Instruments
 - Horn
 - Trombone
 - Trumpet
 - Tuba

Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

Percussion
Double Bass
Harp
Violoncello
Viola
Violin
Bassoon
Clarinet
Flute
Oboe

8 **Requirements for the Honours degree** Bachelor of Music with Honours

- (1) **Honours in the Bachelor of Music without stream**
- (1) Honours is available to meritorious students in the Bachelor of Music who complete an alternative set of units of study in the final year of the degree. Admission to the honours program is by permission of the Program or Honours Coordinator after the completion of 144 credit points of study including MCGY4601 Research Methods.
- (2) Admission normally requires a WAM of at least 75 in relevant 2000-level and above 3000-level units as well as the completion of stream specific requirements, including but not limited to:
- (a) For candidates undertaking the Composition stream an average mark of at least 75 in Composition 5 and 6
- (b) For candidates undertaking the Performance stream an average mark of at least 75 in Principal Study 4 and 6.
- (c) For all candidates, a minimum average mark of 75 in Analysis, History and Culture Studies units.
- (3) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.
- (2) **Honours in the Bachelor of Music (Performance)**
- (a) Honours is available to students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, and a mark of at least 75 in Principal Study 4 and 6.
- (b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Performance.
- (4) **Honours in the Bachelor of Music/Bachelor of Advanced Studies (Performance)**
- (a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
- (b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, a mark of at least 75 in Principal Study 4 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
- (4) **Honours in the Bachelor of Music (Composition)**
- (a) Honours is available to students who complete an alternative set of units of study in the final year of the course. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Admission requires a WAM of at least 75 in third year units of study, and a mark of at least 75 in Composition 5 and 6.
- (b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.
- (5) **Honours in the Bachelor of Music/ Bachelor of Advanced Studies (Composition)**
- (a) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the degree. For candidates undertaking an Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the resolutions of the Sydney Conservatorium of Music. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
- (b) Admission to the honours program is by permission of the program coordinator after the completion of 192 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in third year units of study, a mark of at least 75 in Composition 5 and 6 and a major or study of equivalent depth in the area of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
- (c) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Composition) with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Sydney Conservatorium of Music, candidates must complete 48 credit points of honours units in Composition.
- (d) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. For honours with the Sydney Conservatorium of Music, the honours mark is as specified in these resolutions and in the resolutions for the Sydney Conservatorium of Music. For honours in another faculty the honours mark is as specified in the relevant faculty resolutions.
- (6) **Honours in the Bachelor of Music (Music Education)**
- (a) The Bachelor of Music (Music Education) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.
- (b) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music (Music Education), will be awarded the pass degree.

9 **Requirements for the Bachelor of Music / Bachelor of Advanced Studies with Honours**

- (1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Music / Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. For candidates undertaking an honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Sydney Conservatorium of Music. For candidates undertaking an honours component in

another faculty, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

- (2) Admission to the honours program is by permission of the Program or Honours Coordinator after the completion of all of the following requirements:
- (a) a Bachelor of Music degree (or equivalent) including 144 credit points and a stream, major or program, any degree or stream-specific core, and a minor, or equivalent studies at another institution.
 - (b) an average mark of 75.0 or above in relevant 2000-level and above units of study relevant to the honours area, as determined by Sydney Conservatorium of Music.
 - (c) Any requirements for honours entry set by the relevant department.
- (3) To qualify for the award of the Bachelor of Music / Bachelor of Advanced Studies with honours, a candidate must complete the requirements for the pass degree as specified in 6 above, and 48 credit points of additional honours units at 4000 level or above, including an honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of honours coursework, as required by the Sydney Conservatorium of Music and published in the handbook.
- (4) The grade of honours will be determined by an honours mark calculated from work, including the embedded honours component as specified in these resolutions, in the resolutions for the Sydney Conservatorium of Music or in the resolutions of the relevant faculty.

10 Award of the degree

- (1) The Bachelor of Music is awarded in the grades of either Pass or Honours.
- (2) The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.

A student who achieves an honours mark in the range	Will be awarded honours
80 honours mark 100	First Class
75 honours mark < 80	Second Class/Division 1
70 honours mark < 75	Second Class/Division 2
65 honours mark < 70	Third Class

- (3) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements of Bachelor of Music will be awarded the pass degree.

11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Sydney Conservatorium of Music.

12 International exchange

The Sydney Conservatorium of Music encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Sydney Conservatorium of Music.

13 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy 2014 and the Resolutions of the Sydney Conservatorium of Music or, in the case of a major or minor offered by another faculty in Table S any relevant resolutions of that faculty.

14 Course transfer

- (1) A candidate may transfer from the Bachelor of Music (Performance) or Bachelor of Music (Composition) and elect to complete the Bachelor of Music/Bachelor of Advanced Studies (Performance) or Bachelor of Music/Bachelor of Advanced Studies (Composition). Candidates wishing to transfer must do so prior to the start of year 2 in accordance with these resolutions and will receive full credit for work completed in the Bachelor of Music (Performance) or Bachelor of Music (Composition).
- (2) A candidate may abandon the Bachelor of Music/Bachelor of Advanced Studies(Performance) or Bachelor of Music/Bachelor of Advanced Studies(Composition) combined degrees at the end of year 4 and elect to complete the Bachelor of Music (Performance) or Bachelor of Music (Composition) and receive 60 credit points taken in the combined degree towards More Specialisation and More Core in accordance with these resolutions.

15 Transitional provisions

- (1) ~~These resolutions apply to students who commenced their candidature after 1 January, 2021. These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.~~
- (2) ~~Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed as per the relevant resolutions upon their enrolment. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.~~

Submission To	Undergraduate Studies Committee
Date	25 May 2020 – 1 June 2020
Item No	1.2 Attachment 2

Non-Confidential

Proposal Title	Course resolution changes to reflect the CASAS entry scheme
Recommendation	A new Creative Arts Special Admissions Scheme has been initiated with consequent changes in the University Coursework Rule. FASS therefore requires Coursework Resolution changes to cohere with the Coursework Rule. <i>That the Undergraduate Studies Committee endorse the recommendation that the Academic Board approve:</i> <i>(1) the inclusion of the Creative Arts Special Admission Scheme as a special entry pathway into the Bachelor of Visual Arts; and</i> <i>(2) approve the changes to clause “5 Admission Candidature” of the Course Resolutions for the Bachelor of Visual Arts.</i>
Proposal Presenter	Kelly Freebody
Consultation Pipeline	FASS Faculty Board → Undergraduate Studies Committee → Academic Board

EXECUTIVE SUMMARY

A new Creative Arts Special Admissions Scheme (CASAS) has been initiated with consequent changes to the University Coursework Rule. FASS therefore requires Coursework Resolution changes to align with the Coursework Rule. The FASS Faculty Board has unanimously approved the concept of CASAS as an entry pathway to the Bachelor of Visual Arts. This proposal seeks approval for Coursework Resolution changes for the Bachelor of Visual Arts to cohere with amendments in the USYD Coursework Policy.

It is intended that the offer would be:

- made to Year 12 students in August of their final year, before completion of any school leaving qualification;
- unconditional, that is not reliant on the achievement of any particular ATAR or indeed completion of a secondary school leaving qualification; and
- primarily based on the student's performance at an audition or submitted portfolio of work.

BACKGROUND / CONTEXT

Early non-ATAR based offers for current Year 12 students are becoming a permanent feature in the undergraduate domestic UAC course entry market. A non-ATAR entry Scheme (CASAS) has been recommended for selected undergraduate courses, including the Bachelor of Visual Arts.

IMPLEMENTATION

The SCA and the Admissions Office will be able to make non-conditional offers rather than conditional offers from 2021 onwards resulting in a significant reduction of administrative processing.

COMMUNICATION

The Admissions team is aware of the change and the proposal was approved by FASS staff members at Faculty Board. Administrative staff in the SCA are ready to implement the change.

Approver	Annamarie Jagose
Faculty/Proposal Sponsor	Andrew Lavery



Submission To	Undergraduate Studies Committee
Date	25 May 2020 – 1 June 2020
Item No	1.2 Attachment 2

Non-Confidential

ATTACHMENTS

- Appendix 1** Minor course amendment
- Appendix 2** Marked up Course Resolutions

Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Christine Brickenstein

1. Name of award course

Bachelor of Visual Arts

2. Purpose of proposal

To amend the Course Resolutions for the Bachelor of Visual Arts to:

- a) Revise clause 5. Admission to Candidature to include students admitted under the new Creative Arts Special Admission Scheme (CASAS) to the above degree.*

3. Details of amendment

A new Creative Arts Special Admissions Scheme (CASAS) has been initiated with consequent changes to the University Coursework Rule. FASS requires Coursework Resolution changes to align with the Coursework Rule.

The Academic Board Admissions Sub-Committee have recommended the following changes for semester 1, 2021 entry:

That early non-ATAR unconditional offers be made to eligible NSW (only) HSC applicants who have successfully completed the required Audition or Portfolio to the following Undergraduate courses:

- 513290 Bachelor of Visual Arts*

Amendments to the Admission requirements are as follows:

5 Admission to candidature

(1) Except for students admitted under the Creative Arts Special Admission Scheme, admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.

(a) Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.

~~(a)(b)~~ Unconditional early offers may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

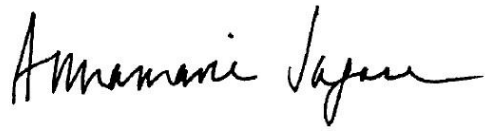
(2) In addition, admission to this course requires the applicants to present a portfolio of their artwork online, or in an optional interview. The results of this process will form part of the ranking for applicants.

4. Transitional arrangements

These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

5. Other relevant information

6. Signature of Dean

A handwritten signature in black ink, appearing to read "Annamaria Jagan". The signature is fluid and cursive, with a long horizontal stroke at the end.

From: [Annamarie Jagose](#)
To: [Alyssa White](#); [Christine Brckenstein](#)
Cc: [Peter McCallum](#); [Jennifer Peden](#); [Kiuyan Hone](#); [Anthony Masters](#); [Lenka Munoz](#); [Kerrie Henderson](#); [ARTS Dean](#); [Rosemary Go](#)
Subject: Re: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)
Date: Monday, 1 June 2020 5:43:22 PM
Attachments: [image001.png](#)

Dear Alyssa,

I accept the amendment as approved by the Committee.

Regards,
Annamarie.

PROFESSOR ANNAMARIE JAGOSE | FAHA
Dean
Faculty of Arts and Social Sciences
THE UNIVERSITY OF SYDNEY
Quadrangle Building A14 | The University of Sydney | NSW | 2006
E annamarie.jagose@sydney.edu.au
W <http://sydney.edu.au/arts/>

From: Alyssa White <alyssa.white@sydney.edu.au>
Date: Monday, 1 June 2020 at 5:25 pm
To: Christine Brckenstein <christine.brckenstein@sydney.edu.au>, Annamarie Jagose <annamarie.jagose@sydney.edu.au>
Cc: Peter McCallum <peter.mccallum@sydney.edu.au>, Jennifer Peden <jennifer.peden@sydney.edu.au>, Kiuyan Hone <kiuyan.hone@sydney.edu.au>, Anthony Masters <anthony.masters@sydney.edu.au>, Lenka Munoz <lenka.munoz@sydney.edu.au>, Kerrie Henderson <kerrie.henderson@sydney.edu.au>, Julia Ossino <arts.dean@sydney.edu.au>, Rosemary Go <rosemary.go@sydney.edu.au>
Subject: RE: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Hey Annamarie & Christine,

This circular Undergraduate Studies Committee meeting has concluded and the Committee have approved this proposal pending the acceptance of Peter's suggested amendment, this amendment is at the recommendation of OGC. This amendment ensures that there is a consistent application of the changes to the Coursework Policy that are to be approved in tandem at next week's Board meetings. There is an extremely tight turnaround with Academic Board papers due for circulation tomorrow.

The Faculty have the choice

1. to accept the amendment as approved by the Committee and this document will proceed to Academic Board; or
2. to reject the changes and this item will be held over for further discussion and re-submission to the 21 July Academic Board meeting.

If you can please advise your support/opposition to the required changes at your earliest convenience it would be much appreciated.

Let me know if you have any queries.

Ta A

ALYSSA WHITE | Manager Governance (Senate and Academic Board)
University Secretariat | Office of the Vice-Chancellor and Principal
T +61 2 8627 6905 M +61 458 220 200

From: Christine Brckenstein <christine.brckenstein@sydney.edu.au>
Sent: Monday, 1 June 2020 1:28 PM
To: Kiuyan Hone <kiuyan.hone@sydney.edu.au>; Annamarie Jagose <annamarie.jagose@sydney.edu.au>
Cc: Peter McCallum <peter.mccallum@sydney.edu.au>; Jennifer Peden <jennifer.peden@sydney.edu.au>; Alyssa White <alyssa.white@sydney.edu.au>; Anthony Masters <anthony.masters@sydney.edu.au>; Lenka Munoz <lenka.munoz@sydney.edu.au>
Subject: RE: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Dear Peter,
Could I please ask for some clarification on this matter?

My understanding of this scheme is that it provides unconditional and early offers to applicants, so it's not clear to me why exactly these two words (early unconditional) now need to be deleted?

With many thanks for your advice

Christine

From: Kiuyan Hone <kiuyan.hone@sydney.edu.au>

Sent: Monday, 1 June 2020 11:56 AM

To: Annamarie Jagose <annamarie.jagose@sydney.edu.au>

Cc: Peter McCallum <peter.mccallum@sydney.edu.au>; Jennifer Peden <jennifer.peden@sydney.edu.au>; Christine Brickenstein <christine.brickenstein@sydney.edu.au>; Alyssa White <alyssa.white@sydney.edu.au>; Anthony Masters <anthony.masters@sydney.edu.au>; Lenka Munoz <lenka.munoz@sydney.edu.au>

Subject: RE: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Importance: High

Dear Annamarie

I'm writing in regards to Peter McCallum's comments in relation to the amended course resolutions for the Bachelor of Visual Arts.

The proposed course resolutions are currently as follows:

5 Admission to candidature

- (1) ~~Except for students admitted under the Creative Arts Special Admission Scheme, admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.~~
- (a) ~~Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.~~
- (b) ~~Unconditional early offers may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.~~
- (2) In addition, admission to this course requires the applicants to present a portfolio of their artwork online, or in an optional interview. The results of this process will form part of the ranking for applicants.

Can I confirm whether you are supportive of Peter's recommendation to amend clause 5(1)(b) to state:

~~"Unconditional early offers~~ Offers to the Bachelor of Visual Arts may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy."

Kind regards

Kiuyan

KIUYAN HONE | Committee Officer

The University of Sydney

University Secretariat | Office of the Vice-Chancellor and Principal

THE UNIVERSITY OF SYDNEY

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

T +61 2 8627 9427 M +61 412 214 958

E kiuyan.hone@sydney.edu.au | W sydney.edu.au/secretariat

We acknowledge the tradition of custodianship and law of the Country on which the University of Sydney campuses stand. We pay our respects to those who have cared and continue to care for Country.

CRICOS 00026A

This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments. Please think of our environment and only print this e-mail if necessary.

From: Peter McCallum <peter.mccallum@sydney.edu.au>

Sent: Monday, 1 June 2020 11:28 AM

To: Kiuyan Hone <kiuyan.hone@sydney.edu.au>; Lenka Munoz <lenka.munoz@sydney.edu.au>; Anthony Masters

<anthony.masters@sydney.edu.au>; Tim Wilkinson <tim.wilkinson@sydney.edu.au>; Adam Bridgeman

<adam.bridgeman@sydney.edu.au>; Edwina Grose <edwina.grose@sydney.edu.au>; Liam Donohoe

<president@src.usyd.edu.au>; Matthew Mindrup <matthew.mindrup@sydney.edu.au>; Kelly Freebody

<kelly.freebody@sydney.edu.au>; Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>; David Larkin

<david.larkin@sydney.edu.au>; Marjorie Valix <marjorie.valix@sydney.edu.au>; Kevin Walton

<kevin.walton@sydney.edu.au>; Cathryn Forsyth <cathryn.forsyth@sydney.edu.au>; Gary Muscatello

<gary.muscatello@sydney.edu.au>; Slade Matthews <slade.matthews@sydney.edu.au>; Maurice Peat

<maurice.peat@sydney.edu.au>; Craig Jin <craig.jin@sydney.edu.au>

Cc: Christine Lacey <christine.lacey@sydney.edu.au>; Andrew Horne <andrew.horne@sydney.edu.au>; Charlie Foxlee

<charlie.foxlee@sydney.edu.au>; Alyssa White <alyssa.white@sydney.edu.au>; Kerrie Henderson <kerrie.henderson@sydney.edu.au>; Atchana Santhirathas <atchana.santhirathas@sydney.edu.au>; Hugh O'Dwyer <hugh.odwyer@sydney.edu.au>; Helen Ash <helen.ash@sydney.edu.au>; Ailsa Smeaton <ailsa.smeaton@sydney.edu.au>; Linda Kristian <linda.kristian@sydney.edu.au>; Kate Munro <kate.munro@sydney.edu.au>; Tanyth Farley <tanyth.farley@sydney.edu.au>; Kathleen Walker <kathleen.walker@sydney.edu.au>; Adrienne Sach <adrienne.sach@sydney.edu.au>; Giselle Hoarau <ghoarau@sydney.edu.au>; Shauna Crick <shauna.crick@sydney.edu.au>; Christine Lacey <christine.lacey@sydney.edu.au>; Diana Thai <diana.thai@sydney.edu.au>; Christine Brickenstein <christine.brickenstein@sydney.edu.au>; Dmitri Carroll <dmitri.carroll@sydney.edu.au>; Jennifer Peden <jennifer.peden@sydney.edu.au>; Faculty Curriculum <fmh.curriculum@sydney.edu.au>; Pieta Joy <pieta.joy@sydney.edu.au>; Natasha de Zilva <natasha.dezilva@sydney.edu.au>; Sue Ng <sue.ng@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>; Tannith Nolan <tannith.nolan@sydney.edu.au>; Jessica Harris <jessica.harris@sydney.edu.au>; Tina Hinton <tina.hinton@sydney.edu.au>; Lucinda Wright <lucinda.wright@sydney.edu.au>; Kate Calhau <kate.calhau@sydney.edu.au>; Monica Jung <monica.jung@sydney.edu.au>; Andrew Horne <andrew.horne@sydney.edu.au>; Georgina Wheadon <Georgie.wheadon@sydney.edu.au>; Anna Reid <anna.reid@sydney.edu.au>; Annamarie Jagose <annamarie.jagose@sydney.edu.au>; Kerrie Henderson <kerrie.henderson@sydney.edu.au>; Tim Wilkinson <tim.wilkinson@sydney.edu.au>

Subject: Re: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Dear Kiuyan,

Regarding 1.2 and the amendments to degree resolutions to accommodate the CASAS scheme, my understanding is that it was to be available to the Bachelor of Music (Performance), the Bachelor of Music (Composition) and the Bachelor of Visual Arts.

The degree resolutions currently state that it can be made available to all the streams and combined degrees to which the resolutions apply.

If I am correct in paragraph 1, can I propose that 3 (2) of the resolutions to the Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies (Composition), Bachelor of Music/Bachelor of Advanced Studies (Performance) be emended to:

(2) Offers to the Bachelor of Music (Composition) and Bachelor of Music (Performance) may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

and that the resolutions of the Bachelor of Visual Arts, Bachelor of Visual Arts/Bachelor of Advanced Studies be emended to:

(3) [delete 'Unconditional earl'] Offers to the Bachelor of Visual Arts may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.

I suggest that the wording for the two sets of resolutions be brought into alignment so suggest deleting 'unconditional early' from the BVA resolutions on the understanding that the details of the scheme are set out in the Coursework Policy.

Thanks
Peter

Associate Professor Peter McCallum

Registrar and Academic Director (Education)

THE UNIVERSITY OF SYDNEY
T +61 2 9351 3460 | F +61 2 9351 3572
M +61 417 428 432

From: Kiuyan Hone <kiuyan.hone@sydney.edu.au>

Sent: Monday, 25 May 2020 2:00 PM

To: Lenka Munoz <lenka.munoz@sydney.edu.au>; Anthony Masters <anthony.masters@sydney.edu.au>; Tim Wilkinson <tim.wilkinson@sydney.edu.au>; Adam Bridgeman <adam.bridgeman@sydney.edu.au>; Edwina Grose <edwina.grose@sydney.edu.au>; Liam Donohoe <president@src.usyd.edu.au>; Matthew Mindrup <matthew.mindrup@sydney.edu.au>; Kelly Freebody <kelly.freebody@sydney.edu.au>; Chinmay Pattnaik <chinmay.pattnaik@sydney.edu.au>; David Larkin <david.larkin@sydney.edu.au>; Marjorie Valix <marjorie.valix@sydney.edu.au>; Kevin Walton <kevin.walton@sydney.edu.au>; Cathryn Forsyth <cathryn.forsyth@sydney.edu.au>; Gary Muscatello <gary.muscatello@sydney.edu.au>; Slade Matthews <slade.matthews@sydney.edu.au>; Maurice Peat <maurice.peat@sydney.edu.au>; Craig Jin <craig.jin@sydney.edu.au>

Cc: Christine Lacey <christine.lacey@sydney.edu.au>; Andrew Horne <andrew.horne@sydney.edu.au>; Charlie Foxlee <charlie.foxlee@sydney.edu.au>; Alyssa White <alyssa.white@sydney.edu.au>; Peter McCallum <peter.mccallum@sydney.edu.au>; Kerrie Henderson <kerrie.henderson@sydney.edu.au>; Atchana Santhirathas <atchana.santhirathas@sydney.edu.au>; Hugh O'Dwyer <hugh.odwyer@sydney.edu.au>; Helen Ash <helen.ash@sydney.edu.au>; Ailsa Smeaton <ailsa.smeaton@sydney.edu.au>; Linda Kristian <linda.kristian@sydney.edu.au>; Kate Munro <kate.munro@sydney.edu.au>; Tanyth Farley <tanyth.farley@sydney.edu.au>; Kathleen Walker <kathleen.walker@sydney.edu.au>; Adrienne Sach <adrienne.sach@sydney.edu.au>; Giselle Hoarau <ghoarau@sydney.edu.au>; Shauna Crick <shauna.crick@sydney.edu.au>; Christine Lacey <christine.lacey@sydney.edu.au>; Diana Thai <diana.thai@sydney.edu.au>; Christine Brickenstein <christine.brickenstein@sydney.edu.au>; Dmitri Carroll <dmitri.carroll@sydney.edu.au>; Jennifer Peden <jennifer.peden@sydney.edu.au>; Faculty Curriculum <fmh.curriculum@sydney.edu.au>; Pieta Joy <pieta.joy@sydney.edu.au>; Natasha de Zilva <natasha.dezilva@sydney.edu.au>; Sue Ng <sue.ng@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>; Tannith Nolan <tannith.nolan@sydney.edu.au>; Jessica Harris <jessica.harris@sydney.edu.au>; Tina Hinton <tina.hinton@sydney.edu.au>; Lucinda Wright <lucinda.wright@sydney.edu.au>; Kate Calhau <kate.calhau@sydney.edu.au>; Monica Jung <monica.jung@sydney.edu.au>

Subject: AB USC 25 May 2020 - 1 June 2020 (out-of-session circulation)

Dear Members

Please find attached two proposals for out-of-session endorsement via circulation.

Instructions

- Attached are the papers to be considered by circulation from **2pm Monday 25 May 2020** until **2pm Monday 1 June 2020**.
- Members are asked to read and consider the item, then vote either for or against the recommendation by placing an **X** in the tables as shown below.
- The 'Comments' section is available if any amendments are required or to provide additional information for further discussion.
- A circular resolution will be passed if: responses are received within the specified time from sufficient members of the committee to constitute a quorum; and a majority of those members responding approve the resolution.

Item 1.1 Recommendation:	For	Against
That the Undergraduate Studies Committee recommend that Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics, and for the Bachelor of Economics and Bachelor of Advanced Studies, and the subsequent amendments to the course resolutions arising from the proposal, with effect from January 1, 2021.		
Comment:		
Item 1.2 Recommendation:	For	Against

That the Undergraduate Studies Committee: 1. note the endorsement of the Academic Standards and Policy Committee of the proposal from Sydney Future Students (Admissions Office) on behalf of the Sydney Conservatorium of Music and Sydney College of Arts to introduce the Creative Arts Special Admissions Scheme, with effect 1 January 2021; and 2. endorse the recommendation that the Academic Board approve the subsequent amendments to the course resolutions for the Bachelor of Music; Bachelor of Music (Performance); Bachelor of Music (Composition); and Bachelor of Visual Arts, with effect 1 January 2021.		
Comment:		

Please forward your response to the Secretariat by **2pm Monday 1 June 2020**.

Kind regards
Kiuyan

KIUYAN HONE | Committee Officer

The University of Sydney

University Secretariat | Office of the Vice-Chancellor and Principal

THE UNIVERSITY OF SYDNEY

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

T +61 2 8627 9427 M +61 412 214 958

E kiuyan.hone@sydney.edu.au | W sydney.edu.au/secretariat

We acknowledge the tradition of custodianship and law of the Country on which the University of Sydney campuses stand. We pay our respects to those who have cared and continue to care for Country.

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This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments. Please think of our environment and only print this e-mail if necessary.

Bachelor of Visual Arts and Bachelor of Visual Arts/Bachelor of Advanced Studies

Bachelor of Visual Arts

Bachelor of Visual Arts/Bachelor of Advanced Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
BPVISART-04	Bachelor of Visual Arts
BPVISAVS-01	Bachelor of Visual Arts/Bachelor of Advanced Studies

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice. Visa requirements commonly restrict international students to full time study only.

3 Streams

- (1) Streams are not available in the Bachelor of Visual Arts or the Bachelor of Visual Arts/Bachelor of Advanced Studies.

4 Cross-faculty management

- (1) Candidates in the Bachelor of Visual Arts and the Bachelor of Visual Arts/Bachelor of Advanced Studies and those undertaking honours in the Bachelor of Visual Arts/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences.
- (2) Candidates undertaking honours in the Bachelor of Visual Arts/Bachelor of Advanced Studies will be under the management of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.
- (3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Visual Arts/Bachelor of Advanced Studies and the Bachelor of Visual Arts/Bachelor of Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) ~~Except for students admitted under the Creative Arts Special Admission Scheme, admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.~~
- (a) Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.
- (b) Offers to the Bachelor of Visual Arts may be made to exceptional students under the Creative Arts Special Admission Scheme. Details of the requirements for this scheme are found in the Coursework Policy.
- (2) In addition, admission to this course requires the applicants to present a portfolio of their artwork online, or in an optional interview. The results of this process will form part of the ranking for applicants.

6 Requirements for award

- (1) The units of study that may be taken for the award Bachelor of Visual Arts and the Bachelor of Visual Arts/Bachelor of Advanced Studies are set out in:
- (a) Table A for the Bachelor of Visual Arts and the Bachelor of Visual Arts/Bachelor of Advanced Studies;
- (b) Table S of the Shared Pool for Undergraduate Degrees;
- (c) Table O of the Shared pool for Undergraduate Degrees.
- In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
- (2) *Bachelor of Visual Arts*
- To qualify for the award of the Bachelor of Visual Arts pass degree, a candidate must successfully complete 144 credit points, comprising:
- (a) 72 credit points of Studio units as specified in Table A;
- (b) 24 credit points of Art History units as specified in Table A of which 12 credit points must be at 1000 level and 12 credit points must be at 2000 or 3000 level; and
- (c) 48 credit points of units from Table O or Table S, which may, optionally, include a minor or major excluding the Visual Arts major or minor.



Bachelor of Visual Arts and Bachelor of Visual Arts/Bachelor of Advanced Studies

(3) *Bachelor of Visual Arts/Bachelor of Advanced Studies*

To qualify for the award of the Bachelor of Visual Arts/Bachelor of Advanced Studies, a candidate must successfully complete 192 credit points, comprising:

- (a) 72 credit points of Studio units as specified in Table A;
- (b) 24 credit points of Art History units as specified in Table A of which 12 credit points must be at 1000 level and 12 credit points must be at 2000 or 3000 level;
- (c) A major from Table S, excluding the Visual Arts major;
- (d) 12 credit points of units from the Open Learning Environment from Table O;
- (e) A minimum of 24 credit points at 4000 level as listed and defined in Section 7 below and specified in Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 24 credit points; and
- (f) Where appropriate, elective units from Table O or Table S.

7 Majors

(1) *Bachelor of Visual Arts*

- (a) Candidates have the option of completing a major or a minor from Table S, excluding the Visual Arts major or minor.

(2) *Bachelor of Visual Arts/Bachelor of Advanced Studies*

- (a) Completion of a major from Table S, excluding Visual Arts major, is a requirement of the Bachelor of Visual Arts/Bachelor of Advanced Studies.

(3) *Available Majors for the Bachelor of Visual Arts and the Bachelor of Visual Arts/Bachelor of Advanced Studies*

The list of available majors for the Bachelor of Visual Arts and the Bachelor of Visual Arts/Bachelor of Advanced Studies is as specified in Table S. Candidates in these degrees may not take the Visual Arts major or minor from Table S.

9 Requirements for the Bachelor of Visual Arts/Bachelor of Advanced Studies with Honours

- (1) An embedded honours component involving a research project, is available to meritorious students, who complete an alternative set of units of study in the final year of the Bachelor of Visual Arts/Bachelor of Advanced Studies. Honours can be undertaken by studio practice and research paper or by dissertation.
- (2) The units of study that may be taken for the course are set out in the honours units of study table.
- (3) To qualify for the award of the honours degree a candidate must complete 36 credit points comprising:
 - (a) By studio practice and research paper:
 - (i) 30 credit points of honours Studio; and
 - (ii) 6 credit points of an honours unit of study prescribed by the Faculty as listed in the Table of units of study in the Faculty Handbook.
 - (b) By dissertation:
 - (i) 30 credit points of honours Dissertation; and
 - (ii) 6 credit points of an honours unit of study prescribed by the Faculty as listed in the Table of units of study in the Faculty Handbook.
- (4) The honours mark is determined by calculating a WAM from the 36 credit points of Table A honours units of study, using the formula:

WAM =	sum(marks x credit point value)
sum (credit point value)	

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark, 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations. However, the marks from all attempts at a unit of study are included.

- (7) Honours in the Bachelor of Visual Arts/Bachelor of Advanced Studies is awarded in the following classes:

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

10 University Medal

A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Policy 2014.

11 Award of the degree

- (1) The Bachelor of Visual Arts is awarded at a Pass level.
- (2) The Bachelor of Visual Arts/Bachelor of Advanced Studies is awarded at either a Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified above.
- (3) Candidates taking the embedded honours component who do not meet the requirements for award with honours, and who fulfill requirements for the Bachelor of Visual Arts or Bachelor of Visual Arts/Bachelor of Advanced Studies will be awarded the degree merited.

12 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

13 International exchange

The Sydney College of the Arts encourages candidates in this course to participate in international exchange programs as set out in the resolutions of the Faculty of Arts and Social Sciences.

14 Course transfer

A candidate may transfer from the Bachelor of Visual Arts and elect to complete the Bachelor of Visual Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Visual Arts. A candidate may transfer from the Bachelor of Visual Arts/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Visual Arts in accordance with these resolutions and receive credit of up to 144 credit points as determined by the faculty.

15 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences, or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

16 Transitional provisions

- (1) These resolutions apply to students in the Bachelor of Visual Arts/Bachelor of Advanced Studies and the Bachelor of Visual Arts who commenced their candidature after 1 January, ~~2019~~2021.
- (2) ~~Students who commenced candidature in the Bachelor of Visual Arts prior to 1 January 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Visual Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.~~
- (3) ~~Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Visual Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Visual Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Visual Arts degree under the resolutions that applied at 1 January 2017.~~
- (2) Candidates who commenced the Bachelor of Visual Arts or Bachelor of Visual Arts/Bachelor of Advanced Studies prior to 1 January ~~2019~~2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.



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Submission To	Academic Board
Date	9 June 2020
Item No	9

Proposal Title	Report of the Graduate Studies Committee
Recommendation	That the Academic Board note the report from the meetings of the Graduate Studies Committee held on 21 April 2020 and 12 May 2020 and: 1. approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Architectural Science, Graduate Diploma in Architectural Science; and Graduate Certificate in Architectural Science and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021. 2. approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Design and the Graduate Diploma in Design and subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021. 3. approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Urbanism and the Graduate Diploma in Urbanism and subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021. 4. approve the proposal from the Faculty of Engineering to amend Master of Engineering (Intelligent Information Engineering) and the subsequent amendment to the unit of study tables arising from the proposal, with effect from 1 January 2021. 5. approve the proposal from the Faculty of Engineering to amend the Master of Engineering and subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021. 6. approve the proposal from the Faculty of Engineering amend the Master of Transport, Graduate Diploma in Transport and Graduate Certificate in Transport, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021. 7. approve the proposal from the Faculty of Medicine and Health to amend the Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology, Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021. 8. approve the proposal from the Faculty of Medicine and Health to amend the Master of Health Policy, Graduate Diploma in Health Policy and Graduate Certificate in Health Policy and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021. 9. approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine/Master of Science in Medicine, Master of Medicine (Advanced); Master of Medicine; Graduate Diploma in Medicine; Graduate Certificate in Medicine; Master of Science in Medicine (Advanced); Master of Science in Medicine; Graduate Diploma in Science in Medicine; Graduate



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Certificate in Science in Medicine and the subsequent amendment of unit of study tables arising from this proposal, with effect from 1 January 2021.

10. approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Infection and Immunity); Master of Science in Medicine (Infection and Immunity); Graduate Diploma in Infection and Immunity; and Graduate Certificate in Infection and Immunity, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.
11. approve the proposal from the Faculty of Medicine and Health to amend the Graduate Certificate in Infection and Immunity, and the subsequent amendments to the unit of study tables, with effect from Semester 2, 2020.
12. approve the proposal from the Faculty of Medicine and Health to amend the Master of Surgery, Graduate Diploma in Surgery and Graduate Certificate in Surgery and the subsequent amendments to the course resolutions, with effect from 1 January 2021;
13. approve the proposal from the Faculty of Science to suspend the Graduate Certificate in Science (History and Philosophy of Science) with effect from Semester 2, 2021; and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2021.
14. approve the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.
15. approve the proposal from the Faculty of Science to amend the Master of Environmental Science, Graduate Diploma in Environmental Science and Graduate Certificate in Environmental Science, and Master of Environmental Science and Law, and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2021.
16. approve the proposal from the Faculty of Science to amend the Master of Mathematical Sciences, Graduate Diploma in Mathematical Sciences, Graduate Certificate in Mathematical Sciences and subsequent amendments to the unit of study tables, with effect from 1 January 2021;
17. approve the proposed Doctor of Veterinary Medicine Semester Schedule 2021 dates from the Faculty of Science, with effect from 1 January 2021.
18. approve the proposal from the Faculty of Medicine and Health to amend the unit of study offerings from the School of Public Health, with effect from 1 January 2021.
19. approve the proposal from the Faculty of Medicine and Health to introduce the Master of Philosophy (Medicine and Health) and suspend intake into the Master of Philosophy (Medicine), Master of Philosophy (Nursing), Master of Philosophy (Dentistry), Master of Philosophy (Pharmacy), and Master of Philosophy (Health Sciences), and the subsequent amendment to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021; and recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

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	20. note the proposal from the DVC Education Portfolio to introduce the academic quality review template and guidelines for reviewing Table R units of study, with effect from 1 January 2021; and approve that from 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years; 21. approve the proposal from the Education Portfolio to amend proposed units of study for inclusion in Table R, with effect from 1 January 2021; and 22. note the amendment to the Thesis and Examination of Higher Degrees by Research Policy 2015 and subsequent introduction of the Thesis and Examination of Higher Degrees by Research Procedures 2020, with immediate effect.
Proposal Presenter	Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)
Consultation Pipeline	AB GSC → AB

EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meetings of the Graduate Studies Committee on 21 April 2020 and 12 May 2020.

ITEMS FOR APPROVAL

The Graduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals.

Sydney School of Architecture, Design and Planning

- Master of Architectural Science (and embedded degrees), amendment to course resolutions
- Master of Design (and embedded degrees), amendment to course resolutions
- Master of Urbanism (and embedded degrees), amendment to course resolutions

Faculty of Engineering

- Master of Engineering (Intelligent Information Engineering), inclusion of elective units
- Master of Engineering, amendment to course resolutions
- Master of Transport (and embedded degrees), unit of study table amendments

Faculty of Medicine and Health

- Master of Clinical Epidemiology (and embedded degrees), inclusion of elective unit
- Master of Health Policy (and embedded degrees), inclusion of elective units
- Master of Medicine/Master of Science in Medicine (and embedded degrees), unit of study table amendments
- Master of Medicine/Master of Science in Medicine (Infection and Immunity) (and embedded degrees), admission amendments
- Graduate Certificate in Infection and Immunity, unit of study table amendments
- Master of Surgery (and embedded degrees), admission amendments
- School of Public Health Unit Variations, addition of block mode to core unit
- Master of Philosophy (Medicine and Health), new course and course suspension

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Faculty of Science

- Graduate Certificate in Science (History and Philosophy of Science), course suspension
- Graduate Diploma in Psychology, unit of study table amendments
- Master of Environmental Science and Master of Environmental Science and Law (and embedded degrees), unit of study table amendments
- Master of Mathematical Sciences (and embedded degrees), unit of study table amendments
- Doctor of Veterinary Medicine (DVM), Semester Schedule for 2021

Education Portfolio

- Quality review process for Table R
- Finalised Table R for 2021
- Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2020

ITEMS FOR NOTING

The Graduate Studies Committee also noted:

- the report of the Chair;
- the report of the Academic Board; and
- the report of the HDR Scholarships Subcommittee; and
- the Academic Board Meeting Procedures 2020.

FURTHER INFORMATION

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

Approver and Proposal Sponsor	Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)

ATTACHMENTS

- 9.1 **ADP:** Master of Architectural Science (and embedded degrees)
- 9.2 **ADP:** Master of Design (and embedded degrees)
- 9.3 **ADP:** Master of Urbanism (and embedded degrees)
- 9.4 **FE:** Master of Engineering (Intelligent Information Engineering)
- 9.5 **FE:** Master of Engineering
- 9.6 **FE:** Master of Transport (and embedded degrees)
- 9.7 **FMH:** Master of Clinical Epidemiology (and embedded degrees)
- 9.8 **FMH:** Master of Health Policy (and embedded degrees)
- 9.9 **FMH:** Master of Medicine/Master of Science in Medicine (and embedded degrees)
- 9.10 **FMH:** Master of Medicine/Master of Science in Medicine (Infection and Immunity) (and embedded degrees)
- 9.11 **FMH:** Graduate Certificate in Infection and Immunity (see **Item 4 Report of the Chair** under 'Executive Approvals')
- 9.12 **FMH:** Master of Surgery (and embedded degrees)



Submission To	Academic Board
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Item No	9

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- 9.13** **SCI**: Graduate Certificate in Science (History and Philosophy of Science)
- 9.14** **SCI**: Graduate Diploma in Psychology
- 9.15** **SCI**: Master of Environmental Science and Master of Environmental Science and Law (and embedded degrees)
- 9.16** **SCI**: Master of Mathematical Sciences (and embedded degrees)
- 9.17** **SCI**: Doctor of Veterinary Medicine (DVM), Semester Schedule for 2021
- 9.18** **FMH**: School of Public Health Unit Variations
- 9.19** **FMH**: Master of Philosophy (Medicine and Health)
- 9.20** **DVC Education Portfolio**: Quality review process for Table R
- 9.21** **DVC Education Portfolio**: Finalised Table R for 2021
- 9.22** **DVC Education Portfolio**: Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2020 (see **Item 7.1** in **Report of the Academic Standards and Policy Committee**)



THE UNIVERSITY OF
SYDNEY

Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.1

Author	Associate Professor Densil Cabrera, Acting Program Director, Master of Architectural Science, Sydney School of Architecture, Design and Planning
Reviewer/Approver	Professor Robyn Dowling, Head of School and Dean, Sydney School of Architecture, Design and Planning
Paper title	Master of Architectural Science Minor Course Amendment
Purpose	To request that the Graduate Studies Committee recommend to the Academic Board the approval of amendments to the Master of Architectural Science.

RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board:

- 1. approve the amendments to the course resolutions of the Master of Architectural Science, with effect from 1 January 2021; and*
- 2. recommend that the Senate approve the amendments to Senate Resolutions of the Sydney School of Architecture Design and Planning, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the course resolutions for the Master of Architectural Science by replacing the term “specialisation” with “stream”. As “specialisation” now has a specific definition in University policy, it can no longer be used interchangeably with “stream”, and the use of both terms in the course resolutions has resulted in the incorrect recording of streams in the My eEquals digital credentials system for Master of Architectural Science graduates. After consultation with and advice from Faculty Services, the Academic Model Team and Dr Laurie Monier-Pilgrim (Senior Policy and Project Officer, Office of the DVC (Education)), the course resolutions have been revised to replace all mention of “specialisation” with “stream” and so facilitate the correct representation of streams on transcripts and testamurs generated by the My eEquals platform. The proposal also seeks recommendation that the Senate approve the amended Senate Resolutions of the Sydney School of Architecture, Design and Planning.

ATTACHMENTS

Attachment 1 – Minor Course Amendment for the Master of Architectural Science
Attachment 2 – CMS version of marked-up course resolutions for the Master of Architectural Science
Attachment 3 - CMS version of marked-up Resolutions of the Senate for the Sydney School of Architecture Design and Planning.

Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Associate Professor Densil Cabrera / Acting Program Director, Master of Architectural Science

1. **Name of award course**

Master of Architectural Science

Purpose of proposal:

2. **Changes to the Course Resolutions:**

(i) **6 Requirements for award**

8 Specialisations

As the term "specialisation" now has a specific definition in University policy, it can no longer be used interchangeably with the term "stream". Therefore clauses 6 (1), 6 (4), 6 (5), 6 (5) (c), the name of section 8 and clauses 8 (1), 8 (2), 8 (3) and 8 (4) have been revised to replace "specialisation" with "stream". This change will also facilitate the correct representation of streams on student testamurs and transcripts generated via the My eEquals system, per advice from the Faculty Services and Academic Model teams.

3. **Details of amendment**

6 Requirements for award

- (1) The units of study that may be taken for these awards are set out in the relevant degree table, together with their designation as foundational, advanced, capstone and elective for each **specialisation stream**.
- (2) To qualify for the award of the Graduate Certificate in Architectural Science, a candidate must complete 24 credit points in a single stream, as specified in the tables of requirements below.
- (3) To qualify for the award of the Graduate Diploma in Architectural Science, a candidate must complete 48 credit points in a single stream, as specified in the tables of requirements below.
- (4) To qualify for the award of the Master of Architectural Science with a single **specialisation stream**, a candidate must complete 72 credit points in a single stream, as specified in the tables of requirements below.
- (5) To qualify for the award of the Master of Architectural Science with two **specialisations stream**, a candidate must: complete 96 credit points in two streams, as specified in the tables of requirements below, and;
 - (a) nominate which of the streams is primary, and meet the foundation core, advanced core and capstone requirements for that stream;
 - (b) nominate which of the streams is secondary, and complete 24 credit points of core advanced for that stream.
 - (c) a unit that is common to the requirements of both **specialisations streams** may count towards the requirements for both streams, but may only count once in the total credit points for the degree.
- (6) Core units completed in excess of the minimum requirements may count as elective units of study.

8 Specialisations Streams

- (1) Completion of a **specialisation stream** is a requirement of the course.
- (2) The available **specialisations streams** are:
 - (a) Audio and Acoustics;
 - (b) Building Services;
 - (c) Facilities Management;
 - (d) High Performance Buildings;
 - (e) Illumination Design; or
 - (f) Sustainable Design.
- (3) The Facilities Management and Building Services **specialisations streams** are only available in the Graduate Certificate.
- (4) Candidates may complete one **specialisation stream** only, unless enrolled in the Master of Architectural Science (double **specialisation stream**) which requires completion of two.

4. Signature of Dean

A handwritten signature in blue ink, consisting of a stylized 'h' followed by a series of loops and a long horizontal stroke.

Master of Architectural Science

Graduate Certificate in Architectural Science

Graduate Diploma in Architectural Science

Master of Architectural Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the University school, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course and stream title
GCARCHSC-01	Graduate Certificate in Architectural Science
GNARCHSC-01	Graduate Diploma in Architectural Science
MAARCHSC-01	Master of Architectural Science (single <u>stream</u> specialisation)
MAARCHSC-02	Master of Architectural Science (double <u>stream</u> specialisation)

2 Attendance pattern

- The attendance pattern for these courses is full time or part time, according to candidate choice, with the exception of the following courses which are only offered part time:
 - the Graduate Certificate in Architectural Science (Building Services)
 - the Graduate Certificate in Architectural Science (Facilities Management)
 - the Graduate Certificate in Architectural Science (Sustainable Design) if commenced in semester two.
 - the Graduate Certificate in Architectural Science (Audio and Acoustics) if commenced in semester two.
 - the Graduate Certificate in Architectural Science (Illumination Design) if commenced in semester two.

3 Master's type

The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- The embedded courses in this sequence are:
 - the Graduate Certificate in Architectural Science
 - the Graduate Diploma in Architectural Science
 - the Master of Architectural Science
- Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.
- Admission to the Graduate Certificate in Architectural Science requires a bachelor's degree from the University of Sydney, or an equivalent qualification.
- Admission to the Graduate Diploma in Architectural Science requires:
 - a bachelor's degree from the University of Sydney, or an equivalent qualification; or
 - completion of the requirements of the embedded graduate certificate with a weighted average mark of at least 70 across all units attempted for the award.
- Admission to the Master of Architectural Science requires:
 - a bachelor's degree from the University of Sydney or an equivalent qualification; or
 - completion of the requirements of the embedded graduate diploma; or
 - completion of the requirement of the graduate certificate with a weighted average mark of at least 70 across all the units attempted for the award.
- In exceptional circumstances the Head of School and Dean may admit applicants without the preceding qualifications but whose evidence of experience and achievement is deemed by the Head of School and Dean or nominee to be equivalent.

6 Requirements for award

- The units of study that may be taken for these awards are set out in the relevant degree table, together with their designation as foundational, advanced, capstone and elective for each specialisationstream.
- To qualify for the award of the Graduate Certificate in Architectural Science, a candidate must complete 24 credit points in a single stream, as specified in the tables of requirements below.
- To qualify for the award of the Graduate Diploma in Architectural Science, a candidate must complete 48 credit points in a single stream, as specified in the tables of requirements below.
- To qualify for the award of the Master of Architectural Science with a single specialisationstream, a candidate must complete 72 credit points in a single stream, as specified in the tables of requirements below.



Master of Architectural Science

- (5) To qualify for the award of the Master of Architectural Science with two **specialisations** streams, a candidate must: complete 96 credit points in two streams, as specified in the tables of requirements below, and;
- (a) nominate which of the streams is primary, and meet the foundation core, advanced core and capstone requirements for that stream;
- (b) nominate which of the streams is secondary, and complete 24 credit points of core advanced for that stream.
- (c) a unit that is common to the requirements of both **specialisations** streams may count towards the requirements for both streams, but may only count once in the total credit points for the degree.
- (6) Core units completed in excess of the minimum requirements may count as elective units of study.

7 Tables of Requirements

This table specifies credit points (CP) required for the awards.

Audio and Acoustics	Minimum Core Foundational CP	Minimum Core Advanced CP	Maximum Elective CP	Minimum Capstone CP
Graduate Certificate	6	18	0	0
Graduate Diploma	6	36	6	0
Masters	6	36	24	6

Building Services	Minimum Core Foundational CP	Minimum Core Advanced CP	Maximum Elective CP	Minimum Capstone CP
Graduate Certificate	6	12	6	0

Facilities Management	Minimum Core Foundational CP	Minimum Core Advanced CP	Maximum Electives CP	Minimum Capstone CP
Graduate Certificate	6	12	6	0

High Performance Buildings	Minimum Core Foundational CP	Minimum Core Advanced CP	Maximum Electives CP	Minimum Capstone CP
Graduate Certificate	6	18	0	0
Graduate Diploma	6	36	6	0
Masters	6	36	24	6

Illumination Design	Minimum Core Foundational CP	Minimum Core Advanced CP	Maximum Elective CP	Minimum Capstone CP
Graduate Certificate	6	12	6	0
Graduate Diploma	6	30	12	0
Masters	6	36	24	6

Sustainable Design	Minimum Core Foundational CP	Minimum Core Advanced CP	Minimum Elective CP	Minimum Capstone CP
Graduate Certificate	6	18	0	0
Graduate Diploma	6	36	6	0
Masters	6	36	24	6

8 Streams

- (1) Completion of a **specialisation** stream is a requirement of the course.
- (2) The available **specialisations** streams are:
- (a) Audio and acoustics;
- (b) Building Services;
- (c) Facilities management;
- (d) High performance buildings;
- (e) Illumination design; or
- (f) Sustainable design.
- (3) The Facilities Management and Building Services **specialisations** streams are only available in the Graduate Certificate.
- (4) Candidates may complete one **specialisation** stream only, unless enrolled in the Master of Architectural Science (double **specialisation** stream) which requires completion of two.

9 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Head of School and Dean, and provided the requirements of the shorter award have been met.

10 Transitional provisions

~~These resolutions apply to students who commenced their candidature after 1 January, 2018. These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.~~

Resolutions of the Senate University of Sydney School of Architecture, Design and Planning

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney School of Architecture, Design and Planning

- (1) With the exception of the Doctor of Science in Architecture and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the University of Sydney School of Architecture, Design and Planning. The Doctor of Science in Architecture and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2021⁹. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the School.

2 Degrees

Code	Course title & stream	Abbreviation	Credit points
RHSARCHI-01	Doctor of Science in Architecture	DScArch	Published Work
RPPHDARC-01	Doctor of Philosophy	PhD	Research
RMPHLARC-01	Master of Philosophy (Architecture, Design and Planning)	MPhil(ArchDesPlan)	Research
MAAARCHSC-01	Master of Architectural Science (single stream specialisation)	MArchSci	72
<u>MAAARCHSC-01</u>	<u>Audio and Acoustics</u>	<u>MArchSci(AudAcou)</u>	<u>72</u>
<u>MAAARCHSC-01</u>	<u>High Performance Buildings</u>	<u>MArchSci(HPB)</u>	<u>72</u>
<u>MAAARCHSC-01</u>	<u>Illumination Design</u>	<u>MArchSci(IllumDes)</u>	<u>72</u>
<u>MAAARCHSC-01</u>	<u>Sustainable Design</u>	<u>MArchSci(SustDes)</u>	<u>72</u>
MAAARCHSC-02	Master of Architectural Science (double stream specialisation)	MArchSci	96
<u>MAAARCHSC-02</u>	<u>Audio and Acoustics</u>		<u>96</u>
<u>MAAARCHSC-02</u>	<u>High Performance Buildings</u>		<u>96</u>
<u>MAAARCHSC-02</u>	<u>Illumination Design</u>		<u>96</u>
<u>MAAARCHSC-02</u>	<u>Sustainable Design</u>		<u>96</u>
MAARCHIT-02	Master of Architecture	MArch	96
MAHERICO-03	Master of Heritage Conservation	MHeritCons	72
MAINDEAR-01	Master of Interaction Design and Electronic Arts	MIDEA	72
MAINDEAR-02	Master of Interaction Design and Electronic Arts (Specialisation)	MIDEA	96
MADESIGN-01	Master of Design (single stream specialisation)	MDes	72
<u>MADESIGN-01</u>	<u>Design Innovation</u>	<u>MDes(DesInnov)</u>	<u>72</u>
	<u>Strategic Design</u>	<u>MDes(StratDes)</u>	<u>72</u>
MADESIGN-02	Master of Design (double stream specialisation)	MDes	96
<u>MADESIGN-02</u>	<u>Design Innovation and Strategic Design</u>	<u>MDes(DesInnov)(StratDes)</u>	<u>96</u>
MAURREPL-04	Master of Urban and Regional Planning	MURP	72
MAURREPL-04	Heritage Conservation	MURP(HeritCons)	72
MAURBDES-04	Master of Urban Design	MURbDes	72
MAURBNSM-01	Master of Urbanism	MUrbanism	96
BUDARCHI-01	Bachelor of Design in Architecture*	BDesArch	144
	Allied Arts in Architecture	BDesArch(AlliedArtsArch)	144
	Digital Architecture	BDesArch(DigitalArch)	144
	Urban Design and Planning	BDesArch(UrbDesPlan)	144
BPARCENV-01	Bachelor of Architecture and Environments*	BArchEnv	144
BPDESCMP-02	Bachelor of Design Computing*	BDesComp	144

*may be awarded with honours following a further year of study.



Resolutions of the Senate University of Sydney School of Architecture, Design and Planning

3 Combined degrees

Code	Course title	Abbreviation	Credit points
BPENGDAR-01	Bachelor of Engineering [^] / Bachelor of Design in Architecture*	BE(Civil)/BDesArch	240
BHDARARC1000	Bachelor of Design in Architecture (Honours) / Master of Architecture	BDesArchHons/MArch	240
BPDCMAVS-01	Bachelor of Design Computing/Bachelor of Advanced Studies	BDesComp/BAdvStudies	192
	Dalyell		

*may be awarded with honours following a further year of study.

[^]may be awarded with honours in an integrated program.**4 Graduate diplomas**

Code	Course title & stream	Abbreviation	Credit points
GNARCHSC-01	Graduate Diploma in Architectural Science	GradDipArchSci	48
<u>GNARCHSC-01</u>	<u>Audio and Acoustics</u>	<u>GradDipArchSci(AudAcou)</u>	<u>48</u>
<u>GNARCHSC-01</u>	<u>High Performance Buildings</u>	<u>GradDipArchSci(HBP)</u>	<u>48</u>
<u>GNARCHSC-01</u>	<u>Illumination Design</u>	<u>GradDipArchSci(IllumDes)</u>	<u>48</u>
<u>GNARCHSC-01</u>	<u>Sustainable Design</u>	<u>GradDipArchSci(SustDes)</u>	<u>48</u>
GNDESIGN-01	Graduate Diploma in Design	GradDipDes	48
<u>GNDESIGN-01</u>	<u>Design Innovation</u>	<u>GradDipDes(DesInnov)</u>	<u>48</u>
<u>GNDESIGN-01</u>	<u>Sustainable Design</u>	<u>GradDipDes(StratDes)</u>	<u>48</u>
GNINDEAR-01	Graduate Diploma in Interaction Design and Electronic Arts	GradDiplIDEA	48
GNURREPL-04	Graduate Diploma in Urban and Regional Planning	GradDipURP	48
GNURBDES-04	Graduate Diploma in Urban Design	GradDipUrbDes	48
GNURBNM-01	Graduate Diploma in Design	GradDipDes	48
GNHERICO-03	Graduate Diploma in Heritage Conservation	GradDipHeritCons	48
GNINDEAR-01	Graduate Diploma in Interaction Design and Electronic Arts	GradDiplIDEA	48
GNURREPL-04	Graduate Diploma in Urban and Regional Planning	GradDipURP	48
GNURBDES-04	Graduate Diploma in Urban Design	GradDipUrbDes	48
GNURBNM-01	Graduate Diploma in Urbanism	GradDipUrb	48

5 Graduate certificates

Code	Course title & stream	Abbreviation	Credit points
GCARCHSC-01	Graduate Certificate in Architectural Science	GradCertArchSci	24
<u>GCARCHSC-01</u>	<u>Audio and Acoustics</u>	<u>GradCertArchSci(AudAcou)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Building Services</u>	<u>GradCertArchSci(BldgServ)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Facilities Management</u>	<u>GradCertArchSci(FacMgmt)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>High Performance Buildings</u>	<u>GradCertArchSci(HPB)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Illumination Design</u>	<u>GradCertArchSci(IllumDes)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Sustainable Design</u>	<u>GradCertArchSci(SustDes)</u>	<u>24</u>
GCHERICO-01	Graduate Certificate in Heritage Conservation	GradCertHeritCons	24
GCINDEAR-01	Graduate Certificate in Interaction Design and Electronic Arts	GradCertIDEA	24
GCURREPL-01	Graduate Certificate in Urban and Regional Planning	GradCertURP	24
GCURBDES-01	Graduate Certificate in Urban Design	GradCertUrbDes	24



Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.2

Author	Dr Erez Nusem, Program Director, Master of Design, Sydney School of Architecture, Design and Planning
Reviewer/Approver	Professor Robyn Dowling, Head of School and Dean, Sydney School of Architecture, Design and Planning
Paper title	Master of Design Minor Course Amendment
Purpose	To request that the Graduate Studies Committee recommend to the Academic Board the approval of amendments to the Master of Design.

RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board:

- 1. approve the amendments to the course resolutions of the Master of Design, with effect from 1 January 2021;*
- 2. approve the amendments to the unit of study table of the Master of Design, with effect from 1 January 2021; and*
- 3. recommend that the Senate approve the amendments to Senate Resolutions of the Sydney School of Architecture Design and Planning, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the course resolutions and unit of study table for the Master of Design by replacing the term “specialisation” with “stream”. As “specialisation” now has a specific definition in University policy, it can no longer be used interchangeably with “stream”, and the use of both terms in the course resolutions has resulted in the incorrect recording of streams in the My eEquals digital credentials system for Master of Design graduates. After consultation with and advice from Faculty Services, the Academic Model Team and Dr Laurie Monier-Pilgrim (Senior Policy and Project Officer, Office of the DVC (Education)), the course resolutions and unit of study table have been revised to replace all mention of “specialisation” with “stream” and so facilitate the correct representation of streams on transcripts and testamurs generated by the My eEquals platform. The course resolutions have been amended to include (9) Transitional Provisions. The proposal also seeks recommendation that the Senate approve the amended Senate Resolutions of the Sydney School of Architecture, Design and Planning.

ATTACHMENTS

Attachment 1 – Minor Course Amendment for the Master of Design

Attachment 2 – CMS version of marked-up course resolutions for the Master of Design

Attachment 3 - CMS version of marked-up Resolutions of the Senate for the Sydney School of Architecture Design and Planning.

Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Dr Erez Nusem / Program Director, Master of Design

1. Name of award course

Master of Design

Purpose of proposal:

2. Changes to the Course Resolutions:

- (i) **5 Admission to candidature**
6 Requirements for award
8 Specialisations

As the term “specialisation” now has a specific definition in University policy, it can no longer be used interchangeably with the term “stream”. Therefore clauses 5 (5), 6 (3), 6 (4), the name of section 7 and clauses 7 (1) and 7 (2) have been revised to replace “specialisation” with “stream”. This change will also facilitate the correct representation of streams on student testamurs and transcripts generated via the My eEquals system, per advice from the Faculty Services and Academic Model teams.

Changes to the **Unit of Study Tables:**

- (i) Replacement of “Specialisation” with “Stream” in the Master of Design (Design Innovation) and Master of Design (Strategic Design) unit of study tables.

3. Details of amendment

- (i) Changes to the **Course Resolutions** as marked up below:

5 Admission to candidature

- (1) Available places will be offered to qualified applicants in the order which complete applications are received, according to the admissions criteria listed below.
- (2) Admission to the Graduate Diploma in Design requires:
- (a) a bachelor's degree from the University of Sydney or an equivalent qualification.
- (3) Admission to the Master of Design requires:
- (a) a bachelor's degree from the University of Sydney or an equivalent qualification with a weighted average mark of 65; or
- (b) completion of the requirements of the embedded graduate diploma with a weighted average mark of 70.
- (4) In exceptional circumstances the Head of School and Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed to be equivalent.
- (5) If candidates wish to complete the double ~~specialisation~~ stream Master of Design (~~Specialisation~~ Stream) (~~Specialisation~~ Stream) they must enrol in the 96 credit point degree.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the relevant degree table.
- (2) To qualify for the award of the Graduate Diploma in Design, a candidate must complete 48 credit points including:
- (a) 18 credit points of core foundational units of study;
- (b) 18 credit points of core advanced units of study; and
- (c) 12 credit points of elective units of study.
- (3) To qualify for the award of the Master of Design with a single ~~specialisation~~ stream, a candidate must complete 72 credit points, including:

- (a) 18 credit points of core foundational units of study;
 - (b) 18 credit points of core advanced units of study;
 - (c) 12 credit points of capstone unit of study; and
 - (d) 24 credit points of elective units of study.
- (4) To qualify for the award of Master of Design with two ~~specialisations~~ streams, a candidate must complete 96 credit points, including:
- (a) 18 credit points of core foundational units of study;
 - (b) 36 credit points of core advanced units of study;
 - (c) 12 credit points of capstone unit of study; and
 - (d) 30 credit points of elective units of study.

7 Specialisations Streams

- (1) Completion of a ~~specialisation~~ stream is a requirement of the course.
- (2) The available ~~specialisations~~ streams are:
 - (a) Design Innovation
 - (b) Strategic Design

- (ii) Changes to the **Unit of Study Tables (excerpted)** as marked up below:

MASTER OF DESIGN (DESIGN INNOVATION)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Design Innovation ~~Specialisation~~ <u>Stream</u>			
Master of Design (Design Innovation)			
To qualify for the degree, students must complete:			
(a) 72 credit points, including:			
(i) 18 credit points of Core Foundational units of study;			
(ii) 18 credit points of Core Advanced units of study;			
(iii) 12 credit points of Capstone units of study; and			
(iv) 24 credit points of elective units of study.			
To qualify for two ~~specialisations~~ <u>streams</u> , students must complete:			
(a) 96 credit points, including:			
(i) 18 credit points of Core Foundational units of study;			
(ii) 36 credit points of Core Advanced units of study;			
(iii) 12 credit points of Capstone unit of study; and			
(iv) 30 credit points of elective units of study.			

MASTER OF DESIGN (STRATEGIC DESIGN)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Strategic Design Specialisation <u>Stream</u>			
Master of Design (Strategic Design)			
To qualify for the degree, students must complete:			
(a) 72 credit points, including:			
(i) 18 credit points of Core Foundational units;			
(ii) 18 credit points of Core Advanced units;			
(iii) 12 credit points of Capstone unit of study; and			
(iv) 24 credit points of elective units.			
To qualify for two ~~specialisations~~ <u>streams</u> , students must complete:			
(a) 96 credit points, including:			
(i) 18 credit points of Core Foundational units of study;			
(ii) 36 credit points of Core Advanced units of study;			
(iii) 12 credit points of Capstone unit of study; and			
(iv) 30 credit points of elective units of study.			

4. Signature of Dean

Robyn Dowling

Master of Design

2021

Graduate Diploma in Design

Master of Design

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course and stream title
GNDESIGN-01	Graduate Diploma in Design
MADESIGN-01	Master of Design (single <u>stream</u> specialisation)
MADESIGN-02	Master of Design (double <u>stream</u> specialisation)

2 Attendance pattern

The attendance pattern for this course is full time or part time according to the student choice.

3 Master's type

The master's degree in these resolutions is an Advanced learning master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Diploma in Design
 - (b) the Master of Design
- (2) Only the highest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants in the order which complete applications are received, according to the admissions criteria listed below.
- (2) Admission to the Graduate Diploma in Design requires:
 - (a) a bachelor's degree from the University of Sydney or an equivalent qualification.
- (3) Admission to the Master of Design requires:
 - (a) a bachelor's degree from the University of Sydney or an equivalent qualification with a weighted average mark of 65; or
 - (b) completion of the requirements of the embedded graduate diploma with a weighted average mark of 70.
- (4) In exceptional circumstances the Head of School and Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed to be equivalent.
- (5) If candidates wish to complete the double specialisationstream Master of Design (SpecialisationStream) (SpecialisationStream), they must enrol in the 96 credit point degree.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the relevant degree table.
- (2) To qualify for the award of the Graduate Diploma in Design, a candidate must complete 48 credit points including:
 - (a) 18 credit points of core foundational units of study;
 - (b) 18 credit points of core advanced units of study; and
 - (c) 12 credit points of elective units of study.
- (3) To qualify for the award of the Master of Design with a single specialisationstream, a candidate must complete 72 credit points, including:
 - (a) 18 credit points of core foundational units of study;
 - (b) 18 credit points of core advanced units of study;
 - (c) 12 credit points of capstone unit of study; and
 - (d) 24 credit points of elective units of study.
- (4) To qualify for the award of Master of Design with two specialisationsstreams, a candidate must complete 96 credit points, including:
 - (a) 18 credit points of core foundational units of study;
 - (b) 36 credit points of core advanced units of study;
 - (c) 12 credit points of capstone unit of study; and
 - (d) 30 credit points of elective units of study.

7 Streams

- (1) Completion of a specialisationstream is a requirement of the course.
- (2) The available specialisationsstreams are:
 - (a) Design Innovation
 - (b) Strategic Design



Master of Design

8 Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with a Graduate Diploma from this embedded sequence, with approval of the Head of School and Dean, and provided the requirements of the Graduate Diploma have been met.

9 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2019. These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Resolutions of the Senate University of Sydney School of Architecture, Design and Planning

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney School of Architecture, Design and Planning

- (1) With the exception of the Doctor of Science in Architecture and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the University of Sydney School of Architecture, Design and Planning. The Doctor of Science in Architecture and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2021⁹. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the School.

2 Degrees

Code	Course title & stream	Abbreviation	Credit points
RHSARCHI-01	Doctor of Science in Architecture	DScArch	Published Work
RPPHDARC-01	Doctor of Philosophy	PhD	Research
RMPHLARC-01	Master of Philosophy (Architecture, Design and Planning)	MPhil(ArchDesPlan)	Research
MAAARCHSC-01	Master of Architectural Science (single stream specialisation)	MArchSci	72
<u>MAAARCHSC-01</u>	<u>Audio and Acoustics</u>	<u>MArchSci(AudAcou)</u>	<u>72</u>
<u>MAAARCHSC-01</u>	<u>High Performance Buildings</u>	<u>MArchSci(HPB)</u>	<u>72</u>
<u>MAAARCHSC-01</u>	<u>Illumination Design</u>	<u>MArchSci(IllumDes)</u>	<u>72</u>
<u>MAAARCHSC-01</u>	<u>Sustainable Design</u>	<u>MArchSci(SustDes)</u>	<u>72</u>
MAAARCHSC-02	Master of Architectural Science (double stream specialisation)	MArchSci	96
<u>MAAARCHSC-02</u>	<u>Audio and Acoustics</u>		<u>96</u>
<u>MAAARCHSC-02</u>	<u>High Performance Buildings</u>		<u>96</u>
<u>MAAARCHSC-02</u>	<u>Illumination Design</u>		<u>96</u>
<u>MAAARCHSC-02</u>	<u>Sustainable Design</u>		<u>96</u>
MAARCHIT-02	Master of Architecture	MArch	96
MAHERICO-03	Master of Heritage Conservation	MHeritCons	72
MAINDEAR-01	Master of Interaction Design and Electronic Arts	MIDEA	72
MAINDEAR-02	Master of Interaction Design and Electronic Arts (Specialisation)	MIDEA	96
MADESIGN-01	Master of Design (single stream specialisation)	MDes	72
<u>MADESIGN-01</u>	<u>Design Innovation</u>	<u>MDes(DesInnov)</u>	<u>72</u>
	<u>Strategic Design</u>	<u>MDes(StratDes)</u>	<u>72</u>
MADESIGN-02	Master of Design (double stream specialisation)	MDes	96
<u>MADESIGN-02</u>	<u>Design Innovation and Strategic Design</u>	<u>MDes(DesInnov)(StratDes)</u>	<u>96</u>
MAURREPL-04	Master of Urban and Regional Planning	MURP	72
MAURREPL-04	Heritage Conservation	MURP(HeritCons)	72
MAURBDES-04	Master of Urban Design	MURbDes	72
MAURBNSM-01	Master of Urbanism	MUrbanism	96
BUDARCHI-01	Bachelor of Design in Architecture*	BDesArch	144
	Allied Arts in Architecture	BDesArch(AlliedArtsArch)	144
	Digital Architecture	BDesArch(DigitalArch)	144
	Urban Design and Planning	BDesArch(UrbDesPlan)	144
BPARCENV-01	Bachelor of Architecture and Environments*	BArchEnv	144
BPDESCMP-02	Bachelor of Design Computing*	BDesComp	144

*may be awarded with honours following a further year of study.



Resolutions of the Senate University of Sydney School of Architecture, Design and Planning

3 Combined degrees

Code	Course title	Abbreviation	Credit points
BPENGDAR-01	Bachelor of Engineering [^] / Bachelor of Design in Architecture*	BE(Civil)/BDesArch	240
BHDARARC1000	Bachelor of Design in Architecture (Honours) / Master of Architecture	BDesArchHons/MArch	240
BPDCMAVS-01	Bachelor of Design Computing/Bachelor of Advanced Studies	BDesComp/BAdvStudies	192
	Dalyell		

*may be awarded with honours following a further year of study.

[^]may be awarded with honours in an integrated program.**4 Graduate diplomas**

Code	Course title & stream	Abbreviation	Credit points
GNARCHSC-01	Graduate Diploma in Architectural Science	GradDipArchSci	48
<u>GNARCHSC-01</u>	<u>Audio and Acoustics</u>	<u>GradDipArchSci(AudAcou)</u>	<u>48</u>
<u>GNARCHSC-01</u>	<u>High Performance Buildings</u>	<u>GradDipArchSci(HBP)</u>	<u>48</u>
<u>GNARCHSC-01</u>	<u>Illumination Design</u>	<u>GradDipArchSci(IllumDes)</u>	<u>48</u>
<u>GNARCHSC-01</u>	<u>Sustainable Design</u>	<u>GradDipArchSci(SustDes)</u>	<u>48</u>
GNDESIGN-01	Graduate Diploma in Design	GradDipDes	48
<u>GNDESIGN-01</u>	<u>Design Innovation</u>	<u>GradDipDes(DesInnov)</u>	<u>48</u>
<u>GNDESIGN-01</u>	<u>Sustainable Design</u>	<u>GradDipDes(StratDes)</u>	<u>48</u>
GNINDEAR-01	Graduate Diploma in Interaction Design and Electronic Arts	GradDiplIDEA	48
GNURREPL-04	Graduate Diploma in Urban and Regional Planning	GradDipURP	48
GNURBDES-04	Graduate Diploma in Urban Design	GradDipUrbDes	48
GNURBNSM-01	Graduate Diploma in Design	GradDipDes	48
GNHERICO-03	Graduate Diploma in Heritage Conservation	GradDipHeritCons	48
GNINDEAR-01	Graduate Diploma in Interaction Design and Electronic Arts	GradDiplIDEA	48
GNURREPL-04	Graduate Diploma in Urban and Regional Planning	GradDipURP	48
GNURBDES-04	Graduate Diploma in Urban Design	GradDipUrbDes	48
GNURBNSM-01	Graduate Diploma in Urbanism	GradDipUrb	48

5 Graduate certificates

Code	Course title & stream	Abbreviation	Credit points
GCARCHSC-01	Graduate Certificate in Architectural Science	GradCertArchSci	24
<u>GCARCHSC-01</u>	<u>Audio and Acoustics</u>	<u>GradCertArchSci(AudAcou)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Building Services</u>	<u>GradCertArchSci(BldgServ)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Facilities Management</u>	<u>GradCertArchSci(FacMgmt)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>High Performance Buildings</u>	<u>GradCertArchSci(HPB)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Illumination Design</u>	<u>GradCertArchSci(IllumDes)</u>	<u>24</u>
<u>GCARCHSC-01</u>	<u>Sustainable Design</u>	<u>GradCertArchSci(SustDes)</u>	<u>24</u>
GCHERICO-01	Graduate Certificate in Heritage Conservation	GradCertHeritCons	24
GCINDEAR-01	Graduate Certificate in Interaction Design and Electronic Arts	GradCertIDEA	24
GCURREPL-01	Graduate Certificate in Urban and Regional Planning	GradCertURP	24
GCURBDES-01	Graduate Certificate in Urban Design	GradCertUrbDes	24



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.3

Author	Dr Pranita Shrestha, Program Director, Master of Urbanism, Sydney School of Architecture, Design and Planning
Reviewer/Approver	Professor Robyn Dowling, Head of School and Dean, Sydney School of Architecture, Design and Planning
Paper title	Master of Urbanism Minor Course Amendment
Purpose	To request that the Graduate Studies Committee recommend to the Academic Board the approval of amendments to the Master of Urbanism.

RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board:

- 1. approve the proposal from the School of Architecture, Design and Planning to amend the Master of Urbanism; and*
- 2. approve the amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the course resolutions of the Master of Urbanism, specifically clause 9 (Credit transfer) by replacing the term “Faculty” with “School”, removing references to the Master of Urban Design (Urban Design and Planning) degree, which is no longer offered, and inserting the word “may” in sub-clause 9 (3) to clarify the wording and intent of this sub-clause.

Please note that the marked-up revision of Clause 10 (“Transitional Provisions”) in the CMS version of the course resolutions is a centrally-generated change and not associated with this proposal.

ATTACHMENTS

Attachment 1 – Minor Course Amendment for the Master of Urbanism

Attachment 2 – CMS version of marked-up course resolutions for the Master of Urbanism

Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Dr Pranita Shrestha / Program Director, Master of Urbanism

1. **Name of award course**
Master of Urbanism

Purpose of proposal:

2. Changes to the **Course Resolutions:**

(i) **9 Credit transfer**

Update of the text of clause 9 (1) to reflect the reclassification of Architecture, Design and Planning from a faculty to a University school; the removal from clauses 9 (2) and 9 (3) of "(Urban Design and Planning)", as the Master of Urban Design (Urban Design and Planning) is a defunct course; and the addition in clause 9 (3) of "may" to improve the wording of the clause.

3. **Details of amendment**

9 Credit transfer

(1) Students who have completed study in postgraduate programs in Heritage Conservation, Urban Design or Urban and Regional Planning in this ~~Faculty~~ School, and have not had an award conferred, may transfer all relevant credit to the Master of Urbanism, in accordance with the provisions of the Coursework Rule.

(2) Candidates enrolled in the Master of Urban and Regional Planning, Master of Urban Design (~~Urban Design and Planning~~) and Master of Heritage Conservation may apply to transfer to the Master of Urbanism subject to meeting the requirements for admission as set out in part 5 (2) of the admission to candidature section.

(3) Candidates of the Master of Urban and Regional Planning, Master of Urban Design (~~Urban Design and Planning~~) and Master of Heritage Conservation applying for admission to the Master of Urbanism, upon acceptance, may apply for credit for equivalent units completed towards the Master of Urbanism, noting they still need to meet or have met the core unit and elective requirements for the Master of Urbanism.

(4) Only the longest award completed will be awarded.

4. **Signature of Dean**



Master of Urbanism

2021

Graduate Diploma in Urbanism

Master of Urbanism

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course and stream title
GNURBNSM-01	Graduate Diploma in Urbanism
MAURBNSM-01	Master of Urbanism

2 Attendance pattern

1. The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

This master's degree is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Diploma in Urbanism
 - (b) the Master of Urbanism
- (2) Only the highest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.
- (2) Offers of admission will be made to the Master of Urbanism only.
- (3) Admission to the Master of Urbanism requires:
 - (a) a bachelor's degree in design, human geography or related field from the University of Sydney, or an equivalent qualification.
- (4) In exceptional circumstances the Head of School and Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Head of School and Dean to be equivalent.

6 Requirements for award

- (1) The units of study that may be taken for the course/s are set out in the relevant degree Table.
- (2) To qualify for the award of the Graduate Diploma in Urbanism, a candidate must complete 48 credit points, including:
 - (a) 42 credit points of core units of study; and
 - (b) 6 credit points of elective units of study.
- (3) To qualify for the award of the Master of Urbanism, a candidate must complete 96 credit points, including:
 - (a) 42 credit points of core units of study; and
 - (b) 18 credit points of capstone units; and
 - (c) minimum 24 credit points of specialisation units of study; and
 - (d) maximum 12 credit points of elective units of study.

7 Specialisations

- (1) Completion of one specialisation is a requirement of the course. A specialisation requires the completion of at least 24 credit points chosen from units of study listed in the table for that specialisation. The specialisations available are:
 - (a) Heritage conservation;
 - (b) Urban design
 - (c) Urban and regional planning

8 Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Head of School and Dean, and provided the requirements of the shorter award have been met.

9 Credit transfer

- (1) Students who have completed study in postgraduate programs in Heritage Conservation, Urban Design or Urban and Regional Planning in this School, and have not had an award conferred, may transfer all relevant credit to the Master of Urbanism, in accordance with the provisions of the Coursework Rule.
- (2) Candidates enrolled in the Master of Urban and Regional Planning, Master of Urban Design (~~Urban Design and Planning~~) and Master of Heritage Conservation may apply to transfer to the Master of Urbanism subject to meeting the requirements for admission as set out in part 5 (2) of the admission to candidature section.
- (3) Candidates of the Master of Urban and Regional Planning, Master of Urban Design (~~Urban Design and Planning~~) and Master of Heritage Conservation applying for admission to the Master of Urbanism, upon acceptance, may apply for credit for equivalent units completed



Master of Urbanism

towards the Master of Urbanism, noting they still need to meet or have met the core unit and elective requirements for the Master of Urbanism.

- (4) Only the longest award completed will be awarded.

10 **Transitional Provisions**

- (1) ~~These resolutions apply to students who commence their candidature after 1 January 2017 and students who commenced their candidature prior to 1 January 2017 who elect to proceed under these resolutions.~~ These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
- (2) ~~Candidates who commenced prior to 1 January 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2019. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.~~



Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.5

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to the Master of Engineering (Intelligent Information Engineering)
Purpose.	To amend the unit of study table for the Master of Engineering (Intelligent Information Engineering) to include an elective collection

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Engineering to amend the Master of Engineering; and*
- (2) approve the amendment to the unit of study table arising from these proposals, with effect from Semester 1, 2021.*

EXECUTIVE SUMMARY

The standard structure for the Master of Engineering comprises core units common to all majors, a capstone project or dissertation, specialist electives in the field of the major and other electives. When initially proposed, the Intelligent Information major within the Master of Engineering omitted a choice of electives.

It is proposed to add a collection of electives to the major, which will provide students with a greater range of choice within their degree. The specialist elective requirements will be reduced from 36 cp to 24 cp and students will be able to take a maximum of 12 cp of electives from the new elective unit collection.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Master of Engineering (Intelligent Information Engineering)

Attachment 2: Marked up unit of study tables

Attachment 1

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: David Boland (x17230), Christine Lacey (x40678)

- 1. Name of award course**
Master of Engineering (Intelligent Information Engineering)
- 2. Purpose of proposal**
The standard structure for the Master of Engineering comprises core units common to all majors, a capstone project or dissertation, specialist electives in the field of the major and other electives. When initially proposed, the Intelligent Information major within the Master of Engineering omitted a choice of electives.

It is proposed to add a collection of electives to the major, which will provide students with a greater range of choice within their degree. The specialist elective requirements will be reduced from 36 cp to 24 cp and students will be able to take a maximum of 12 cp of electives from the new elective unit collection.
- 3. Details of amendment**
Appendix 1: Master of Engineering (Intelligent Information Engineering) handbook table.
- 4. Transitional arrangements**
The change will apply from 2021.

If feasible, it is requested that this change be applied to the current version of the Master of Engineering (Intelligent Information Engineering) so that current students will have access to the additional electives from 2021.
- 5. Other relevant information**
Nil
- 6. Signature of Dean**



Professor T. J. Lim
Associate Dean (Education)

Attachment 2

Master of Engineering majoring in Intelligent Information Engineering

To qualify for the award of the Master of Engineering in this specialisation, a candidate must complete 72 credit points, including:

1. 24 credit points of Core units
2. A minimum of 24 ~~36~~ credit points of Specialist units
3. A minimum of 12 credit points of Research units
4. A maximum of 12 credit points of Elective units

Candidates who have been granted 24 credit points of Reduced Volume Learning (RVL), must complete 48 credit points including:

1. A minimum of 12 credit points of Core units
2. A minimum of 24 credit points of Specialist units
3. A minimum of 12 credit points of Research units

Core units

ENGG5102 Entrepreneurship for Engineers	6	A Some limited industry experience is preferred but not essential. N ELEC5701	Semester 1
ENGG5202 Sustainable Design, Eng and Mgt	6	A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics	Semester 1
ENGG5103 Safety Systems and Risk Analysis	6		Semester 2
PMGT5871 Project Process Planning and Control	6	N PMGT6871	Intensive January Intensive July Semester 1 Semester 2

Specialist Elective units

ELEC5304 Intelligent Visual Signal Understanding	6	A Mathematics (e.g. probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)	Semester 1

ELEC5305 Acoustics, Speech and Signal Processing	6	A (ELEC2302 OR ELEC9302) AND (ELEC3305 OR ELEC9305). Linear algebra, fundamental concepts of signals and systems as covered in ELEC2302/ELEC9302, fundamental concepts of digital signal processing as covered in ELEC3305/9305. It would be unwise to attempt this unit without the assumed knowledge- if you are not sure, please contact the instructor.	Semester 2
ELEC5306 Video Intelligence and Compression	6	A Basic understanding of digital signal processing (filtering, DFT) and programming skills (e.g. Matlab/Java/Python/C++)	Semester 1
ELEC5307 Advanced Signal Processing with Deep Learning	6	A Mathematics (e.g., probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)	Semester 2
ELEC5516 Electrical and Optical Sensor Design	6	A Math Ext 1, fundamental concepts of signal and systems, fundamental electrical circuit theory and analysis	Semester 1
ELEC5517 Software Defined Networks	6	A ELEC3506 OR ELEC9506	Semester 2
ELEC5622 Signals, Software and Health	6		Semester 2
ELEC5701 Technology Venture Creation	6	N ENGG5102	Semester 2
Exchange units may be taken as Specialist units with the approval of the Program Director.			
Research units			
ELEC5020 Capstone Project A	6	P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study).	Semester 1 Semester 2
ELEC5021 Capstone Project B	6	C ELEC5020 N ELEC5022 OR ELEC5222 OR ELEC5223 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
ELEC5022 Capstone Project B Extended	12	P 24 credit points in the Master of Engineering and WAM ≥ 70 or 96 credit	Semester 1 Semester 2

		points in the Master of Professional Engineering and WAM ≥ 70 or 48cp from MPE(Accel) program and WAM ≥ 70 N ELEC5021 OR ELEC5222 OR ELEC5223 <i>Note: Department permission required for enrolment</i>	
ELEC5222 Dissertation A	12	N ELEC8901 or ENGG5223 or ENGG5222 or ELEC8902 <i>Note: Department permission required for enrolment</i> <i>In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</i>	Semester 1 Semester 2
ELEC5223 Dissertation B	12	N ELEC8901 or ELEC8902 or ENGG5222 or ENGG5223 <i>Note: Department permission required for enrolment</i> <i>In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</i>	Semester 1 Semester 2
With permission from the Program Director students progressing with distinction (75%) average or higher results may replace ELEC5020, ELEC5021 and 12 credit points of electives with ELEC5222 & ELEC5223 Dissertation A & B.			
A candidate who has been granted RVL and who is eligible to undertake the extended capstone project or dissertation may be granted exemption of up to 12 credit points of specialist units.			
<u>Elective units</u>			

Specialist units may also be taken as Elective units. Other Postgraduate units in the Faculty may be taken as Elective units with the approval of the Program Director.

<u>ELEC5101</u> <u>Antennas and Propagation</u>	<u>6</u>		<u>Semester 2</u>
<u>ELEC5203</u> <u>Topics in Power Engineering</u>	<u>6</u>	<u>A</u> ELEC3203 Power Engineering and ELEC3204 Power Electronics and Drives. Familiarity with basic mathematics and physics; competence with basic circuit theory and understanding of electricity grid equipment such as transformers, transmission lines and associated modeling; and fundamentals of power electronic technologies.	<u>Semester 2</u>
<u>ELEC5204</u> <u>Power Systems Analysis and Protection</u>	<u>6</u>	<u>A</u> (ELEC3203 OR ELEC9203 OR ELEC5732) AND (ELEC3206 OR ELEC9206 OR ELEC5734). The unit assumes basic knowledge of circuits, familiarity with basic mathematics, competence with basic circuit theory and an understanding of three phase systems, transformers, transmission lines and associated modeling and operation of such equipment.	<u>Semester 1</u>
<u>ELEC5205</u> <u>High Voltage Engineering</u>	<u>6</u>	<u>A</u> The following previous knowledge is assumed for this unit. Circuit analysis techniques, electricity networks, power system fundamentals. <u>P</u> (ELEC3203 OR ELEC9203 OR ELEC5732) AND (ELEC3206 OR ELEC9206 OR ELEC5734)	<u>Semester 2</u>
<u>ELEC5206</u> <u>Sustainable Energy Systems</u>	<u>6</u>	<u>A</u> Following concepts are assumed knowledge for this unit of study: familiarity with transformers, ac power, capacitors and inductors, electric circuits such as three-phase circuits and circuits with switches, and basic electronic circuit theory.	<u>Semester 2</u>
<u>ELEC5207</u> <u>Advanced Power Conversion Technologies</u>	<u>6</u>	<u>A</u> ELEC3204	<u>Semester 2</u>

<u>ELEC5208</u> <u>Intelligent Electricity Networks</u>	<u>6</u>	<u>A Fundamentals of Electricity Networks, Control Systems and Telecommunications</u>	<u>Semester 1</u>
<u>ELEC5211</u> <u>Power System Dynamics and Control</u>	<u>6</u>	<u>A The assumed knowledge for learning this UoS is a deep understanding on circuit analysis and its applications in power system steady state analysis.</u> <u>P ELEC3203 OR ELEC9203 OR ELEC5732</u>	<u>Semester 1</u>
<u>ELEC5212</u> <u>Power System Planning and Markets</u>	<u>6</u>	<u>A The assumed knowledge for learning this UoS is power system steady state analysis</u> <u>P ELEC3203 or ELEC9203 OR ELEC5732</u>	<u>Semester 2</u>
<u>ELEC5303</u> <u>Computer Control System Design</u>	<u>6</u>		<u>Semester 1</u>
<u>ELEC5403</u> <u>Radio Frequency Engineering</u>	<u>6</u>		<u>Semester 1</u>
<u>ELEC5507</u> <u>Error Control Coding</u>	<u>6</u>		<u>Semester 1</u>
<u>ELEC5508</u> <u>Wireless Engineering</u>	<u>6</u>		<u>Semester 2</u>
<u>ELEC5509</u> <u>Mobile Networks</u>	<u>6</u>		<u>Semester 1</u>
<u>ELEC5510</u> <u>Satellite Communications Systems</u>	<u>6</u>		<u>Semester 2</u>
<u>ELEC5511</u> <u>Optical Communication Systems</u>	<u>6</u>		<u>Semester 1</u>
<u>ELEC5512</u> <u>Optical Networks</u>	<u>6</u>		<u>Semester 2</u>
<u>ELEC5514</u> <u>Networked Embedded Systems</u>	<u>6</u>		<u>Semester 2</u>
<u>ELEC5518</u> <u>IoT for Critical Infrastructures</u>	<u>6</u>		<u>Semester 1</u>

<u>ELEC5614</u> <u>Real Time Computing</u>	<u>6</u>		<u>Semester 1</u>
<u>ELEC5616</u> <u>Computer and Network Security</u>	<u>6</u>	<u>A</u> <u>A programming language, basic maths.</u>	<u>Semester 1</u>
<u>ELEC5618</u> <u>Software Quality Engineering</u>	<u>6</u>	<u>A</u> <u>Writing programs with multiple functions or methods in multiple files; design of complex data structures and combination in non trivial algorithms; use of an integrated development environment; software version control systems.</u>	<u>Semester 1</u>
<u>ELEC5619</u> <u>Object Oriented Application Frameworks</u>	<u>6</u>	<u>A</u> <u>Java programming, and some web development experience are essential. Databases strongly recommended</u>	<u>Semester 2</u>
<u>ELEC5620</u> <u>Model Based Software Engineering</u>	<u>6</u>	<u>A</u> <u>A programming language, basic maths.</u>	<u>Semester 2</u>
<u>ELEC5803</u> <u>Advanced Bioelectronics</u>	<u>6</u>	-	<u>Semester 1</u>



Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.6

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to the Master of Engineering resolutions
Purpose.	To amend the course resolutions of the Master of Engineering to include erroneously omitted Software Engineering major

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Engineering to amend the Master of Engineering; and*
- (2) approve the amendment to the course resolutions arising from these proposals, with effect from Semester 1, 2021.*

EXECUTIVE SUMMARY

There is an error in the list of majors available in the Master of Engineering in the course resolutions as Software Engineering is omitted, an error which appears to date back several years. This major has a table in the handbook, exists in Sydney Student and has students enrolled. It is therefore proposed to correct the error by adding the Software Engineering major to the course resolutions.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Master of Engineering

Attachment 2: Marked up Course Resolutions - Master of Engineering

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: Professor Marjorie Valix (x14995), Christine Lacey (x40678)

- 1. Name of award course**
Master of Engineering
- 2. Purpose of proposal**
There is an error in the list of majors available in the Master of Engineering in the course resolutions as Software Engineering is omitted, an error which appears to date back several years. This major has a table in the handbook, exists in Sydney Student and has students enrolled. It is therefore proposed to correct the error by adding the Software Engineering major to the course resolutions.
- 3. Details of amendment**
Appendix 1: Master of Engineering course resolutions
- 4. Transitional arrangements**
Nil. No change required in any other system, as the major already exists.
- 5. Other relevant information**
Nil
- 6. Signature of Dean**



Professor T. J. Lim
Associate Dean (Education)

Master of Engineering

Graduate Certificate in Engineering

Graduate Diploma in Engineering

Master of Engineering

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCENGINE	Graduate Certificate in Engineering
GNENGINE	Graduate Diploma in Engineering
MAENGINE	Master of Engineering

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Engineering
 - (b) the Graduate Diploma in Engineering
 - (c) the Master of Engineering
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

4 Admission to candidature

- (1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.
- (2) Admission to the Graduate Certificate in Engineering requires:
 - (a) a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
 - (b) a Bachelor of Engineering from the University of Sydney, or equivalent, and 5 years' relevant work experience, subject to the satisfaction of the Dean or their delegate.
- (3) Admission to the Graduate Diploma in Engineering requires:
 - (a) a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
 - (b) completion of the embedded graduate certificate with a minimum credit average; or
 - (c) a Bachelor of Engineering from the University of Sydney or equivalent, and 5 years' relevant work experience, subject to the satisfaction of the Dean or their delegate.
- (4) Admission to the Master of Engineering requires:
 - (a) a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
 - (b) completion of the embedded graduate diploma or graduate certificate with a minimum credit average; or
 - (c) a Bachelor of Engineering from the University of Sydney or equivalent, and 5 years' relevant work experience, subject to the satisfaction of the Dean or their nominee.
- (5) If a candidate has received approval to transfer from the Master of Professional Engineering to the Master of Engineering, they may only receive credit for units that been completed under the prescribed unit tables for the Master of Engineering.
- (6) If a candidate does not have the equivalent qualification with a credit average, they may be admitted to the Master of Engineering, Graduate Diploma or the Graduate Certificate subject to the discretion of the Dean or their delegate.

5 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the table of units of study: Graduate Certificate in Engineering/Graduate Diploma in Engineering/Master of Engineering.
- (2) To qualify for the award of the Graduate Certificate in Engineering a candidate must complete 24 credit points of units of study drawn from the lists of core and specialist units of study.
- (3) To qualify for the award of the Graduate Diploma in Engineering a candidate must complete 36 credit points of units of study from the prescribed tables.
- (4) To qualify for the award of the Master of Engineering a candidate must complete 72 credit points, including:
 - (a) 24 credit points of core units of study as listed in the Master of Engineering Units table;
 - (b) At least 12 credit points of research units of study in the discipline of the candidate's major; and
 - (c) At least 24 credit points of units of study in the discipline of the student's major as listed in the Master of Engineering unit of study table;



Master of Engineering

- (d) A maximum of 12 credit points of elective units of study, subject to the approval of the Head of School most associated with the discipline of the student's major;
- (e) If a reduction in the volume of learning of 24 credits is given, then the candidate must complete a minimum 12 credit points of core, a minimum of 24 credit points of specialist units and a minimum of 12 credit points of research units, with zero credit points of electives. If the candidate is eligible to undertake the extended capstone project or dissertation, they may be granted exemption of up to 12 credit points of specialist units.
- (f) Candidates must complete a major in one of the areas listed below.

6 Majors

Completion of a major is a requirement of the Master of Engineering. A major requires the completion of prescribed units of study listed in the table for that major. The majors available are:

- (I) Automation & Manufacturing Systems
- (II) Biomedical Engineering
- (III) Chemical and Biomolecular Engineering
- (IV) Civil Engineering
- (V) Electrical Engineering
- (VI) Sustainability and Environmental Engineering
- (VII) Fluids Engineering
- (VIII) Geomechanical Engineering
- (IX) Intelligent Information Engineering
- (X) Mechanical Engineering
- (XI) Power Engineering
- (XII) Structural Engineering
- (XIII) Telecommunications Engineering
- (XIV) Risk Management
- (XV) Software Engineering

7 Credit

A candidate who has received direct admission to the Master of Engineering and has a Bachelor of Engineering Honours with a distinction average from the University of Sydney or equivalent qualification may be eligible to receive up to 24 credit points of advanced standing subject to the discretion of the Dean.

8 Course transfer

- (1) A candidate for the master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.
- (2) A candidate who has had a certificate or diploma in this sequence conferred may apply for transfer of 12 credit points to the Master of Engineering.

9 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, ~~2020~~ 2021 and students who commenced their candidature prior to 1 January, ~~2020~~ 2021 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, ~~2020~~ 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.7

Author	Christine Lacey, Curriculum Team Leader, Faculty of Engineering
Reviewer/Approver	Teng Joon Lim, Associate Dean (Education), Faculty of Engineering
Paper title	Amendment to the Master of Transport
Purpose.	To amend the unit of study tables for the Master of Transport to reflect changes to ITLS units and include additional electives.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Engineering to amend the Master of Transport; and*
- (2) approve the amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2021.*

EXECUTIVE SUMMARY

Recent revisions to the Master of Logistics and Supply Chain Management by the School of Business have resulted in a number of changes to units of study with ITLS codes, including those which form part of the Master of Transport. The purpose of this proposal is to amend the unit table to reflect these changes.

In addition, two new elective units in Complex Systems are to be added to the list of available electives.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Master of Transport

Attachment 2: Unit of study tables

Minor Course Amendment Proposal

Faculty: Engineering

Contact person: David Levinson, Christine Lacey x40678

1. Name of award course:

Master of Transport, Graduate Diploma of Transport, Graduate Certificate of Transport

2. Purpose of proposal

Recent revisions to the Master of Logistics and Supply Chain Management by the School of Business have resulted in a number of changes to units of study with ITLS codes, including those which form part of the Master of Transport. The purpose of this proposal is to amend the unit table to reflect these changes.

In addition, two new elective units in Complex Systems are to be added to the list of available electives.

3. Details of amendment

Appendix 1: Master of Transport handbook table

4. Transitional arrangements

New unit codes will be added to the relevant unit collections and become available for all students, continuing and commencing, from 2021.

It is assumed that the School of Business will put in place appropriate prohibitions to prevent students from undertaking one of the new units if they have already completed the unit it replaces.

5. Other relevant information

Consultation has been undertaken with the School of Business who have advised the appropriate changes.

6. Signature of Dean



Professor T. J. Lim
Associate Dean (Education)

Appendix 1

Transport

Master of Transport

Students must complete 72 credit points, including:

- (a) 54 credit points of core units of study;
- (b) 18 credit points of elective units of study.

Graduate Diploma in Transport

Students must complete 48 credit points, including:

- (a) a minimum of 36 credit points of core units of study;
- (b) a maximum of 12 credit points of elective units of study.

Graduate Certificate in Transport

- (a) a minimum of 18 credit points of core units of study; and
- (b) a maximum of 6 credit points of elective units of study.

Core units

ARCH9100 Urban Design Foundations Studio	6	<i>Students may apply for a waiver for this unit based on their academic and/or professional experience.</i>	Semester 1a Semester 2a
CIVL5702 Traffic Engineering	6	A (CIVL2700 OR CIVL9700) AND (MATH1001 OR MATH1021) AND (MATH1003 OR MATH1023) AND MATH1005 AND ENGG1801. Basic statistics through regression analysis, differential and integral calculus, computer programming.	Semester 1
CIVL5703 Transport Policy, Planning and Deployment	6	A CIVL2700 N CIVL3703 OR CIVL9703	Semester 1
CIVL5704 Transport Analytics	6	A CIVL3704 OR CIVL9704	Semester 2

ITLS5100 Transport and Infrastructure Foundations	6	N TPTM6241 <i>This is the foundation unit for the Master of Transport and should be completed in the first period of study.</i>	Semester 1 Semester 2
~~ITLS5200~~ ~~Quantitative Logistics and Transport~~	~~6~~	~~C ITLS5000 or TPTM5001 or ITLS5100 or TPTM6241~~ ~~N TPTM6495~~	~~Semester 1~~ ~~Semester 2~~
<u>ITLS6203</u> <u>Analytic Methods for Logistics</u>	<u>6</u>		<u>TBA</u>
ITLS6102 Transport Modelling and Forecasting	6	C ITLS5200 or TPTM6495 N TPTM6350	Semester 2
PLAN9064 Land Use and Infrastructure Planning	6	A ARCH9100	Semester 2
PLANXXXX Capstone will be introduced in 2021			
Elective units			
CIVL5701 Transport Networks	6	A CIVL2700 OR CIVL9700	Semester 2
<u>CSYS5010</u> <u>Introduction to Complex Systems</u>	<u>6</u>		<u>Semester 1</u> <u>Semester 2</u>
<u>CSYS5020</u> <u>Interdependent Civil Systems</u>	<u>6</u>		<u>Semester 1</u>
ITLS6103 Sustainable Transport Strategies	6		Semester 1
~~ITLS6301~~ ~~City Logistics~~	~~6~~	-	~~Intensive January~~
<u>ITLS6016</u> <u>Logistics and Future Cities</u>	<u>6</u>		<u>TBA</u>

ITLS6500 Decision Making on Mega Projects	6	C ITLS5000 or TPTM5001 or ITLS5100 or TPTM6241 or INFS5001	Semester 1
~~ITLS6107 Applied GIS and Spatial Data Analytics~~	~~6~~	~~N TPTM6180~~ <i>This unit assumes no prior knowledge of GIS; the unit is hands-on involving the use of software, which students will be trained in using.</i>	~~Semester 2~~
<u>ITLS6111 Spatial Analytics</u>	<u>6</u>		<u>TBA</u>
PLAN9063 Strategic Planning and Design	6	N PLAN9027	Semester 1
PLAN9075 Urban Data and Science of Cities	6	A Basic mathematics and statistics; all required programming and mathematics needed for the unit will be taught from the basics.	Semester 1
PLAN9073 GIS Based Planning Policy and Analysis	6	<i>Note: Department permission required for enrolment</i>	Intensive June Intensive November



Non-Confidential

Submission To	Graduate Studies Committee (GSC)
Date	21 April 2020
Item No	3.8

Author	Fiona Blyth and Naomi Noguchi, on behalf of Clinical Epidemiology teaching team
Reviewer/Approver	Associate Professor Inam Haq
Paper title	Change to resolutions for the Clinical Epidemiology coursework program (Graduate Certificate, Graduate Diploma, Master of Medicine, and Master of Science in Medicine)
Recommendation	That the Graduate Studies Committee recommend that Academic Board: (1) approve the amendment to the Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology, Master of Medicine (Clinical Epidemiology) and Master of Science in Medicine (Clinical Epidemiology); and (2) approve the amendment to the Master of Clinical Epidemiology coursework program course resolutions to add one elective unit of study (existing unit), with effect from 1 January 2021.
Consultation Pipeline	FMH Education Committee 12/3/2020 → FMH Board 2/4/2020 → Graduate Studies Committee 21/4/2020 → Academic Board

EXECUTIVE SUMMARY

The existing unit of study PUBH5126 Genomics and Public Health will be added as an elective.

The program review found that the program needs to enhance its quantitative methods teaching to remain competitive in the domestic market.

CEPI5211 Introduction to Genetic Epidemiology has been rested since 2016, however this topic is frequently requested by students. PUBH5126 Genomics and Public Health is an appropriate substitute for CEPI5211 for Clinical Epidemiology students.

BACKGROUND / CONTEXT

The proposal was endorsed by the FMH Education Committee on 12 March 2020 pending revision. With revisions undertaken, the proposal was subsequently approved by the FMH Faculty Board (FMH FB) on April 2, 2020.

CONSULTATION

The program review was led by Dr Sarah White and Ms Adriana Newman in consultation with the Clinical Epidemiology teaching team.

The following internal and external reviewers were interviewed: Prof Clara Chow, Prof Les Irwig, Prof Jonathan Craig, Prof Clement Loy, Prof Joel Negin, Prof Lisa Askie, Prof Alex Barratt, Prof Tim Driscoll, Dr Erin Mathieu, Prof Andrew Wilson, Dr Sarah Norris, Prof Chris Maher, Prof Jane Young, Mr Abe Worthington, Ms Silvia Choi, Ms Vicki Williams, Dr Tanya Nippita, Dr Ling Li Lim.

ATTACHMENTS

Attachment 1 - Minor course amendment



Minor Course Amendment Proposal

Faculty: Medicine and Health Science

Contact person: Naomi Noguchi, Lecturer and course coordinator

1. Name of award course

Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology, Master of Medicine (Clinical Epidemiology) and Master of Science in Medicine (Clinical Epidemiology)

2. Purpose of proposal

To amend the table of units of study for the Clinical Epidemiology coursework program to list "Genetics and Public Health"

3. Details of amendment

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Clinical Epidemiology			
Master of Medicine (Clinical Epidemiology)			
Students must complete 48 credit points, including:			
(a) 12 credit points of core units of study; and			
(b) a minimum of 6 credit points of capstone units of study; and			
(c) 30 credit points of additional elective units of study, consisting of:			
(i) a minimum of 18 credit points from Part A Electives; and			
(ii) a maximum of 12 credit points from Part B Electives.			
Master of Science in Medicine (Clinical Epidemiology)			
Students must complete 48 credit points, including:			
(a) 12 credit points of core units of study; and			
(b) a minimum of 6 credit points of capstone units of study; and			
(c) 30 credit points of additional elective units of study, consisting of:			
(i) a minimum of 18 credit points from Part A Electives; and			
(ii) a maximum of 12 credit points from Part B Electives.			
Graduate Diploma in Clinical Epidemiology			
Students must complete 36 credit points, including:			
(a) 12 credit points of core units of study; and			

(b) 24 credit points of elective units of study, consisting of:			
(i) a minimum of 18 credit points from Part A Electives; and			
(ii) a maximum of 6 credit points from Part B Electives.			
Graduate Certificate in Clinical Epidemiology			
Students must complete 24 credit points, including:			
(a) 12 credit points of core units of study; and			
(b) 12 credit points of elective units of study from Part A Electives.			
Core units			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010 <i>It is recommended that this is completed as soon as possible after enrolment into your first unit of study.</i>	Semester 1 Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
Part A Electives			
<u>PUBH5126 Genetics and Public Health</u>	<u>6</u>	<u>P: PUBH5010</u> <u>A: Basic epidemiology. No previous knowledge of genetics required.</u>	<u>Semester 2</u>
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
CEPI5314 Introduction to Systematic Reviews (TAV)	4	P CEPI5102 C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5315 <i>For pre-2017 students only</i>	Semester 1
CEPI5205 Doing a Systematic Review	6	A (CEPI5100 or PUBH5010) and PUBH5018 P CEPI5203 or CEPI5314 or CEPI5315 <i>Please speak to the Unit Coordinator if you have not successfully completed the assumed knowledge units prior to enrolling in CEPI5205</i>	Semester 1 Semester 2
CEPI5207 Teaching Clinical Epidemiology	6	P CEPI5100 or PUBH5010 C (CEPI5311 or CEPI5312) and (CEPI5203 or CEPI5314 or CEPI5315) N CEPI5206	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the Unit Coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: Theory and Practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5306	2	A clinical experience strongly recommended	Semester 2a

Clinical Practice Guidelines			
CEPI5308 Patient-Reported Outcomes Measurement	2		Semester 1b
CEPI5311 Diagnostic and Screening Tests (Part 1)	2	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5312	Semester 2
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5311	Semester 2
CEPI5507 Clinical Epidemiology Project	6	P (CEPI5100 or PUBH5010) and PUBH5018 <i>Note: Department permission required for enrolment</i>	Semester 1
INFO9003 IT for Health Professionals	6	N INFO5003	Semester 2
PUBH5212 Categorical Data Analysis	2	P PUBH5211 N PUBH5217 <i>Note: Department permission required for enrolment</i>	Semester 2b
PUBH5213 Survival Analysis	2	P PUBH5211 N PUBH5217 <i>Note: Department permission required for enrolment</i>	Semester 2b
PUBH5215 Analysis of Linked Health Data	6	A Basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files C (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or PUBH5217 or BSTA5004) <i>Note: Department permission required for enrolment</i> <i>Familiarity with writing a basic SAS program. For data privacy and security reasons, the major assignment can only be completed on the computers in the Sydney School of Public Health Computer Lab. This computer lab is available 24/7 for students enrolled in this unit.</i>	Intensive June Intensive November
PUBH5216 Controlled Clinical Trials	6	P PUBH5018 N PUBH5206 - Controlled trials (2CP)	Semester 2
PUBH5217 Biostatistics: Statistical Modelling	6	P PUBH5018 N (PUBH5211 or PUBH5212 or PUBH5213) <i>The statistical software package used in this unit is web-based. There is no cost/fee to use this software.</i>	Semester 2
PUBH5218 Advanced Statistical Modelling	6	A PUBH5018, PUBH5217, PUBH5033, PUBH5010 or CEPI5100 or equivalent N CEPI5310	Semester 1
PUBH5224 Advanced Epidemiology	6	P (PUBH5010 or CEPI5100) and PUBH5018	Semester 2
PUBH5312 Health Economic Evaluation	6	P HPOL5000 and (PUBH5010 or CEPI5100) and PUBH5018 N PUBH5302	Intensive September
PUBH5317 Advanced Economic and Decision	6	P (PUBH5010 or CEPI5100) and PUBH5018 C PUBH5312 N PUBH5205 PUBH5307	Semester 2

Analysis		<i>Note: Department permission required for enrolment</i>	
PUBH5505 Qualitative Research in Health	6	N PUBH5500 or QUAL5005 or QUAL5006	Semester 2
PUBH5506 Advanced Qualitative Analysis and Writing	6		Semester 1
Part B Electives			
PUBH5019 Cancer Prevention and Control	6	P PUBH5010 or CEPI5100 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5020 Chronic Disease Prevention and Control	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent <i>PUBH5020 is an advanced MPH elective in the area of chronic disease prevention. Some epidemiological concepts, such as population attributable risk and introductory concepts in health promotion are expected knowledge for understanding this unit. For example, attributable risk is necessary to understand the Burden of Disease concept in NCD prevention, and is part of Module 2 of this unit. In addition, this MPH elective predominantly takes a population and global perspective on NCD prevention with a lesser emphasis on clinical or health services prevention perspectives.</i>	Semester 1
PUBH5120 Aboriginal/Torres Strait Islander Health	6	N PUBH5118	Semester 2
BETH5202 Human and Animal Research Ethics	6	N BETH5208 <i>If an insufficient number of students opt to attend seminars on campus, the coordinator may choose to teach this unit of study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5203 Ethics and Public Health	6	N BETH5206 <i>If an insufficient number of students opt to attend intensives on campus, the coordinator may choose to teach this unit of study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5204 Clinical Ethics	6	 <i>If an insufficient number of students opt to attend seminars on campus, the coordinator may choose to teach this unit of study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5208 Introduction to Human Research Ethics <i>This unit of study is not available in 2020</i>	2	C GENC5020 N BETH5202 <i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1

HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5006 Business of Health	6		Intensive July
Capstone units			
CEPI5205 Doing a Systematic Review	6	A (CEPI5100 or PUBH5010) and PUBH5018 P CEPI5203 or CEPI5314 or CEPI5315 <i>Please speak to the Unit Coordinator if you have not successfully completed the assumed knowledge units prior to enrolling in CEPI5205</i>	Semester 1 Semester 2
CEPI5207 Teaching Clinical Epidemiology	6	P CEPI5100 or PUBH5010 C (CEPI5311 or CEPI5312) and (CEPI5203 or CEPI5314 or CEPI5315) N CEPI5206	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the Unit Coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: Theory and Practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5507 Clinical Epidemiology Project	6	P (CEPI5100 or PUBH5010) and PUBH5018 <i>Note: Department permission required for enrolment</i>	Semester 1

4. Transitional arrangements

The addition of elective units of study will not affect current students.

5. Other relevant information

6. Signature of Dean

Dean's signature overleaf

Dean's signature

HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5006 Business of Health	6		Intensive July
Capstone units			
CEPI5205 Doing a Systematic Review	6	A (CEPI5100 or PUBH5010) and PUBH5018 P CEPI5203 or CEPI5314 or CEPI5315 <i>Please speak to the Unit Coordinator if you have not successfully completed the assumed knowledge units prior to enrolling in CEPI5205</i>	Semester 1 Semester 2
CEPI5207 Teaching Clinical Epidemiology	6	P CEPI5100 or PUBH5010 C (CEPI5311 or CEPI5312) and (CEPI5203 or CEPI5314 or CEPI5315) N CEPI5206	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the Unit Coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: Theory and Practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5507 Clinical Epidemiology Project	6	P (CEPI5100 or PUBH5010) and PUBH5018 <i>Note: Department permission required for enrolment</i>	Semester 1

4. Transitional arrangements

The addition of elective units of study will not affect current students.

5. Other relevant information

6. Signature of Dean

Robyn Ward

Digitally signed
by Robyn Ward
Date: 2020.04.07
13:23:17 +10'00'

Approvals

Head of School/Discipline or delegated authority:		SSPH Education Committee	
Name: Professor Joel Negin		Name: Timothy Schlub	
Signature: 		Signature: 	
Date: 27th February 2020		Date: 27/02/2020	
Your details:			
	Name:		
	Phone:		
	Fax:		
	Email:		



Non-Confidential

Submission To	Graduate Studies Committee (GSC)
Date	21 April 2020
Item No	3.9

Author	Dr Carmen Huckel Schneider
Reviewer/Approver	Associate Professor Inam Haq
Paper title	Change the resolutions for the Grad Dip, Grad Cert and Master of Health Policy by adding HPOL5007 and HPOL5008 to the Health Policy Unit of Study Table – Electives.
Recommendation	That the Graduate Studies Committee recommend that Academic Board: (1) approve the amendment to the Graduate Certificate in Health Policy, the Graduate Diploma in Health Policy and the Master of Health Policy; and (2) approve the addition of HPOL5007 Global Health Policy and HPOL5008 Evidence into Policy and Planning to the list of electives in the Unit of Study table for Health Policy, with effect from 1 January 2021.
Consultation Pipeline	FMH Education Committee 12/3/2020 → FMH Board 2/4/2020 → Graduate Studies Committee 21/4/2020 → Academic Board

EXECUTIVE SUMMARY

The Master of Health Policy has two embedded programs, the Graduate Diploma of Health Policy and the Graduate Certificate of Health Policy. HPOL5007 Global Health Policy is a core unit in the Master of Health Policy and Graduate Diploma of Health Policy, but not the Graduate Certificate. HPOL5008 Evidence into Policy and Planning is a core in the Master of Health Policy, but not the Graduate Diploma or Graduate Certificate.

This minor course amendment will add these two units of study to the electives list so that they can be taken as electives by students in the embedded programs.

BACKGROUND / CONTEXT

In previous years, students in the embedded programs have been able to enroll in these two units as electives, either automatically or with departmental permission of the Director. However, from 2020 this is not longer possible. Faculty Services has informed the course Director that they must be included in the list of electives AS WELL AS the list of core units for the Masters.

The proposal was endorsed by the FMH Education Committee on 12 March 2020. The proposal was subsequently approved by the FMH Faculty Board (FMH FB) on April 2, 2020.

CONSULTATION

Consultation was conducted with Cameron Rowe, Faculty Services.

ATTACHMENTS

Attachment 1- Minor Course Amendment Form
Attachment 2 - Marked up UOS tables

Minor Course Amendment Proposal

Faculty: Medicine and Health

Contact person: Carmen Huckel Schneider

1. Name of award course

*Graduate Certificate of Health Policy
Graduate Diploma of Health Policy
Master of Health Policy*

2. Purpose of proposal

To allow students enrolled in the Grad Dip Health Policy and the Grad Cert Health Policy to take HPOL5008 and HPOL5007 as electives. Currently these units are listed as core in the Masters of Health Policy, but do not appear in the electives list.

3. Details of amendment

Health Policy

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge</i>	<i>P: Prerequisites</i>	<i>C: Corequisites</i>	<i>Session</i>

N: Prohibition

Health Policy

Master of Health Policy

Students must successfully complete 48 credit points, including:

- (a) 36 credit points of core units of study; and
- (b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

Graduate Diploma of Health Policy

Students must successfully complete 36 credit points, including:

- (a) 24 credit points of core units of study; and
- (b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

Graduate Certificate of Health Policy

Students must successfully complete 24 credit points, including:

- (a) 18 credit points of core units of study; and
- (b) 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

Core units

Graduate Certificate

HPOL5000	6	N PUBH5032	Semester 1
Health Policy and Health Economics			
HPOL5001	6	N GLOH5135	Semester 1
Health Systems and Financing			

HPOL5003 Analysing Health Policy	6		Semester 2

Graduate Diploma

HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2

Master

HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
HPOL5008 Evidence into Health Policy and Planning	6		Semester 1
HPOL5009 Health Policy Project	6	C HPOL5003 and HPOL5008	Semester 1 Semester 2

Elective units

BETH5104 Bioethics, Law and Society <i>This unit of study is not available in 2020</i>	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
BETH5203 Ethics and Public Health	6	N BETH5206 <i>If an insufficient number of students opt to attend intensives on campus, the coordinator may choose to teach this unit of study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5209 Medicines Policy,	6	A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history,	Semester 2

Economics and Ethics		law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	
CEPI5200	6		Semester 1
Quality and Safety in Health Care		<i>People working in health care will benefit from this course.</i>	
CISS6004	6		Semester 2
Health and Security			
HPOL5006	6		Intensive July
Business of Health			
HPOL5007	<u>6</u>		<u>Semester 2</u>
Global Health Policy			
HPOL5008	<u>6</u>		<u>Semester 1</u>
Evidence into Policy and Planning			
HPOL5012	6		Semester 2
Leadership and Strategy in Health			
HPOL5014	6		Semester 1
Foundations of Health Technology			
Mangt			
GLOH5112	6		Semester 2
Global Communicable Disease Control			
GLOH5115	6	N MIPH5115	Semester 1
Women's and Children's Health			
GLOH5124	6	N MIPH5124	Intensive October
Humanitarian Crises and Refugee Health			
GLOH5136	6	A Introductory knowledge of epidemiology	Semester 2
Nutrition in Global Settings			
GLOH5201	6	N PUBH5500 or QUAL5005 or QUAL5006 or PUBH5505	Semester 2
Global Qualitative Health Research			
GLOH5219	6	P GLOH5101 and GLOH5102 OR (PUBH5010 and PUBH5018)	Semester 2
Global Health Project Management			
MEDF5005	6		Semester 1
Health Research Methods and Ethics			
PCOL5101	6		Semester 1
Drugs and Devices: R and D to Registration			
PUBH5019	6	P PUBH5010 or CEPI5100	Semester 2
Cancer Prevention and Control		<i>Note: Department permission required for enrolment</i>	

PUBH5020 Chronic Disease Prevention and Control	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent	Semester 1
		<i>PUBH5020 is an advanced MPH elective in the area of chronic disease prevention. Some epidemiological concepts, such as population attributable risk and introductory concepts in health promotion are expected knowledge for understanding this unit. For example, attributable risk is necessary to understand the Burden of Disease concept in NCD prevention, and is part of Module 2 of this unit. In addition, this MPH elective predominantly takes a population and global perspective on NCD prevention with a lesser emphasis on clinical or health services prevention perspectives.</i>	
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
PUBH5036 Public Health: Critical Challenges	6		Semester 1 Semester 2
PUBH5120 Aboriginal/Torres Strait Islander Health	6	N PUBH5118	Semester 2
PUBH5121 Environmental Health	6		Semester 2
PUBH5126 Genetics and Public Health <i>This unit of study is not available in 2020</i>	6	A Basic epidemiology. No previous knowledge of genetics is required. P Epidemiology Methods and Uses (PUBH5010)	Intensive October
PUBH5145 Alcohol, drug use and health	6	N PUBH5114 or PUBH5115	Semester 1
PUBH5225 Population Mental Health	6	P PUBH5033	Semester 1
PUBH5227 Public Health Program Evaluation	6	P PUBH5033 AND PUBH5010 <i>Attendance and participation in ALL weekend workshops is mandatory as well as online participation (this unit is not available in online only mode)</i>	Semester 2
PUBH5312 Health Economic Evaluation	6	P HPOL5000 and (PUBH5010 or CEPI5100) and PUBH5018 N PUBH5302	Intensive September
PUBH5317 Advanced Economic and Decision Analysis	6	P (PUBH5010 or CEPI5100) and PUBH5018 C PUBH5312 N PUBH5205 PUBH5307 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5418	6		Intensive

**Tobacco Control in
the 21st Century**

August

**PUBH5421
Infection Prevention
in Healthcare**

6 A basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features Semester 2

Assumed knowledge: basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features

**PUBH5422
Health and Risk
Communication**

6 Semester 1

**PUBH5430
Public Health
Advocacy**

6 Semester 1

**PUBH5505
Qualitative
Research in Health**

6 N PUBH5500 or QUAL5005 or QUAL5006 Semester 2

**PUBH5506
Advanced
Qualitative Analysis
and Writing**

6 Semester 1

**PUBH5551
Climate Change and
Public Health**

6 Semester 2

**PUBH5555
Lifestyle and
Chronic Disease
Prevention**

6 P PUBH5033 Semester 2

4. Transitional arrangements

We will request that students that are currently enrolled in the Graduate Certificate or Graduate Diploma will be granted special permission to enrol in these units if they wish to take it as an elective.

5. Other relevant information

6. Signature of Dean

**Robyn
Ward**

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by Robyn Ward
Date: 2020.04.07
13:22:08 +10'00'

HEALTH POLICY

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Health Policy			
Master of Health Policy			
Students must successfully complete 48 credit points, including:			
(a) 36 credit points of core units of study; and			
(b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.			
Graduate Diploma of Health Policy			
Students must successfully complete 36 credit points, including:			
(a) 24 credit points of core units of study; and			
(b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.			

Graduate Certificate of Health Policy

Students must successfully complete 24 credit points, including:

(a) 18 credit points of core units of study; and

(b) 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

Core units

Graduate Certificate

HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2

Graduate Diploma			
HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
Master			
HPOL5000 Health Policy and Health Economics	6	N PUBH5032	Semester 1
HPOL5001 Health Systems and Financing	6	N GLOH5135	Semester 1

HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
HPOL5008 Evidence into Health Policy and Planning	6		Semester 1
HPOL5009 Health Policy Project	6	C HPOL5003 and HPOL5008	Semester 1 Semester 2
Elective units			
BETH5104 Bioethics, Law and Society <i>This unit of study is not available in 2020</i>	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1

BETH5203 Ethics and Public Health	6	N BETH5206 <i>If an insufficient number of students opt to attend intensives on campus, the coordinator may choose to teach this unit of study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CISS6004 Health and Security	6		Semester 2
<u>HPOL5007 Global Health Policy</u>	<u>6</u>		<u>Semester 2</u>
HPOL5008	<u>6</u>		<u>Semester 1</u>

<u>Evidence into Policy and Planning</u>			
HPOL5006 Business of Health	6		Intensive July
HPOL5012 Leadership and Strategy in Health	6		Semester 2
HPOL5014 Foundations of Health Technology Mangt	6		Semester 1
GLOH5112 Global Communicable Disease Control	6		Semester 2
GLOH5115 Women's and Children's Health	6	N MIPH5115	Semester 1
GLOH5124 Humanitarian Crises and Refugee Health	6	N MIPH5124	Intensive October

GLOH5136 Nutrition in Global Settings	6	A Introductory knowledge of epidemiology	Semester 2
GLOH5201 Global Qualitative Health Research	6	N PUBH5500 or QUAL5005 or QUAL5006 or PUBH5505	Semester 2
GLOH5219 Global Health Project Management	6	P GLOH5101 and GLOH5102 OR (PUBH5010 and PUBH5018)	Semester 2
MEDF5005 Health Research Methods and Ethics	6		Semester 1
PCOL5101 Drugs and Devices: R and D to Registration	6		Semester 1
PUBH5019 Cancer Prevention and Control	6	P PUBH5010 or CEPI5100 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5020 Chronic Disease	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent	Semester 1

Prevention and Control		<i>PUBH5020 is an advanced MPH elective in the area of chronic disease prevention. Some epidemiological concepts, such as population attributable risk and introductory concepts in health promotion are expected knowledge for understanding this unit. For example, attributable risk is necessary to understand the Burden of Disease concept in NCD prevention, and is part of Module 2 of this unit. In addition, this MPH elective predominantly takes a population and global perspective on NCD prevention with a lesser emphasis on clinical or health services prevention perspectives.</i>	
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
PUBH5036 Public Health: Critical Challenges	6		Semester 1 Semester 2
PUBH5120 Aboriginal/Torres Strait Islander Health	6	N PUBH5118	Semester 2

PUBH5121 Environmental Health	6		Semester 2
PUBH5126 Genetics and Public Health <i>This unit of study is not available in 2020</i>	6	A Basic epidemiology. No previous knowledge of genetics is required. P Epidemiology Methods and Uses (PUBH5010)	Intensive October
PUBH5145 Alcohol, drug use and health	6	N PUBH5114 or PUBH5115	Semester 1
PUBH5225 Population Mental Health	6	P PUBH5033	Semester 1
PUBH5227 Public Health Program Evaluation	6	P PUBH5033 AND PUBH5010 <i>Attendance and participation in ALL weekend workshops is mandatory as well as online participation (this unit is not available in online only mode)</i>	Semester 2
PUBH5312 Health Economic Evaluation	6	P HPOL5000 and (PUBH5010 or CEPI5100) and PUBH5018 N PUBH5302	Intensive September

PUBH5317 Advanced Economic and Decision Analysis	6	P (PUBH5010 or CEPI5100) and PUBH5018 C PUBH5312 N PUBH5205 PUBH5307 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
PUBH5421 Infection Prevention in Healthcare	6	A basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features <i>Assumed knowledge: basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features</i>	Semester 2
PUBH5422 Health and Risk Communication	6		Semester 1
PUBH5430 Public Health Advocacy	6		Semester 1

PUBH5505 Qualitative Research in Health	6	N PUBH5500 or QUAL5005 or QUAL5006	Semester 2
PUBH5506 Advanced Qualitative Analysis and Writing	6		Semester 1
PUBH5551 Climate Change and Public Health	6		Semester 2
PUBH5555 Lifestyle and Chronic Disease Prevention	6	P PUBH5033	Semester 2



Non-Confidential

Submission To	Graduate Studies Committee (GSC)
Date	21 April 2020
Item No	3.10

Author	Professor Cheryl Jones, Head of School and Dean, Sydney Medical School
Reviewer/Approver	Associate Professor Inam Haq
Paper title	Minor Amendment Proposal Master of Medicine/Master of Science in Medicine
Recommendation	That the Graduate Studies Committee recommend that the Academic Board: (1) approve the proposal to amend the Graduate Certificate in Medicine; Graduate Diploma in Medicine; Master of Medicine; Master of Medicine (Advanced); Graduate Certificate in Science in Medicine; Graduate Diploma in Science in Medicine; Master of Science in Medicine; and Master of Science in Medicine (Advanced); and (2) approve the amendment of the unit of study tables arising from the proposal, with effect from 1 January 2021.
Consultation Pipeline	FMH Education Committee 12/3/2020 → FMH Board 2/4/2020 → Graduate Studies Committee 21/4/2020 → Academic Board
Resource Implications	Financial: the proposed amendments are cost neutral. Staffing: the proposed amendments require no additional staff resources.

EXECUTIVE SUMMARY

This proposal is for a number of minor amendments to the Master of Medicine/Master of Science in Medicine, taking effect from 2021:

- I. Change unit of study delivery mode (SEXH5421)
- II. Change unit of study titles (INTM5012, PMED5101, SEXH5202, SEXH5410)
- III. Change the diets of streams within the program to cross-list additional existing units of study, remove undersubscribed units and account for changes to units from other courses.

Risks / Benefits

The Proposed changes are designed to improve the student learning experience and involve no risk.

BACKGROUND / CONTEXT

The proposal was endorsed by the FMH Education Committee on 12 March 2020 and recommended to the FMH Faculty Board (FMH FB) for approval at the 2 April FMH FB meeting. The proposal was subsequently approved by the FMH Faculty Board (FMH FB) on April 2, 2020 to be reviewed by the Graduate Studies Committee (GSC).

IMPLEMENTATION

Changes will be required in Sydney Student (course diets and unit of study titles), Sydney Curriculum (unit outlines) and the FMH Handbook.

COMMUNICATION

Following Academic Board approval, the changes will be made to unit outlines in Sydney Curriculum and the FMH Handbook. The changes will flow to Sydney Courses.

Minor Course Amendment Proposal

Faculty: Medicine and Health

School: Sydney Medical School

Contact person: Professor Cheryl Jones
Head of School and Dean
cheryl.jones@sydney.edu.au
9351 6570

1. Name of award course

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

Streams:

Child and Adolescent Health
Clinical Neurophysiology
Critical Care Medicine
Internal Medicine
General Practice and Primary Health Care
Genomics and Precision Medicine
Metabolic Health
Pharmaceutical & Medical Device Development
Psychiatry
Sexual and Reproductive Health
Sleep Medicine
Trauma Informed Psychotherapy

2. Purpose of proposal

To make the following amendments to the Master of Medicine/Master of Science in Medicine program:

- I. Change unit of study delivery mode (SEXH5421)
- II. Change unit of study titles (INTM5012, PMED5101, SEXH5202, SEXH5410)
- III. Change the diets of streams within the program to cross-list additional existing units of study, remove undersubscribed units and account for changes to units from other courses.

3. Details of amendments

I. Change to unit of study delivery mode

It is proposed to add block mode to SEXH5421 Sexual and Reproductive Health Research. SEXH5421 is a new unit of study currently delivered online. We plan to offer Block mode in addition to online delivery so that students have an option to attend in person for the workshops. The interactive aspect of the workshop content will be covered online through discussion boards and learning activities and didactic sessions will be recorded and available to online students. Assessment structure will be the same for both modes. This will meet the needs of those local and international students who prefer face-to-face option (see Attachment 2).

II. Change to unit of study title

It is proposed to change the titles of units of study as follows (See Attachment 3 for unit of study variation forms):

SEXH5202: Changing title from 'Advanced HIV' to 'HIV and Viral Hepatitis'

This proposed change is aligned with the current landscape of HIV and sexual health services with its focus on viral hepatitis. Viral hepatitis fits better with HIV than with an STIs unit. The unit currently covers this topic and changing the name will align better with current health practices. One module will receive expanded coverage of sexually acquired hepatitis.

SEXH5410: Changing title from 'Sexual Health Promotion' to 'Sexual and Reproductive Health Promotion'. This unit deals with health promotion as it applies to sexual health; with the addition of a reproductive health component to the program in 2018, the title change will align this unit with other units in program eg Introduction to SRH and Public Health SRH.

PMED5101: Changing title from 'Paediatric Allergy' to 'Paediatric Allergy and Immunology' to better reflect the focus of the unit. There will be a minor addition to the unit with expanded coverage of immunologic disorders.

INTM5012: Changing title from 'Basic Immunology' to 'Basic Clinical Immunology'. This will differentiate the unit which has a clinical focus, from units in the Infection and Immunity program which have a science/laboratory focus.

III. Changes to diets

As courses mature, the ongoing curation of course diets is important. Student enrolment patterns are monitored to help determine appropriate unit listings. The proposed changes below are designed to:

- Exploit further opportunities for cross-listing
- Remove units which are poorly subscribed
- Move units into a more appropriate diet collection

The tables below summarise the proposed changes involving **existing units of study**. See Attachment 4 for units of study tables.

Master of Medicine (Advanced)(General Practice and Primary Health Care)

Master of Medicine (General Practice and Primary Health Care)

Graduate Diploma in Medicine (General Practice and Primary Health Care)

Add units of study	
Unit	Collections

BMRI5052 Child and Adolescent Mental Health	Electives

Master of Medicine (Advanced)(Internal Medicine)

Master of Medicine (Internal Medicine)

Graduate Diploma in Medicine (Internal Medicine)

Graduate Certificate in Medicine (Internal Medicine)

Change diet collection		
Unit	Current collection	New collection
CLNP5002 Diagnostic Electroencephalography	Stream specific	Elective
CLNP5004 Advanced Electroencephalography	Stream specific	Elective
PMED5100 Paediatric Infectious Diseases	Stream specific	Elective
DERM5001 Essential Dermatology	Elective	Stream specific

4. Transitional arrangements

NA

5. Other relevant information

See attachments below:

1. Unit of study variation form for SEXH5421
2. Unit of study variation forms for INTM5012, PMED5101, SEXH5202, SEXH5410
3. Units of study tables

6. Signature of Dean

Dean's signature page

INTM5012: Changing title from 'Basic Immunology' to 'Basic Clinical Immunology'. This will differentiate the unit which has a clinical focus, from units in the Infection and Immunity program which have a science/laboratory focus.

IV.III. Changes to diets

As courses mature, the ongoing curation of course diets is important. Student enrolment patterns are monitored to help determine appropriate unit listings. The proposed changes below are designed to:

- Exploit further opportunities for cross-listing
- Remove units which are poorly subscribed
- Move units into a more appropriate diet collection

The tables below summarise the proposed changes involving **existing units of study**. See Attachment 4 for units of study tables.

Master of Medicine (Advanced)(General Practice and Primary Health Care)

Master of Medicine (General Practice and Primary Health Care)

Graduate Diploma in Medicine (General Practice and Primary Health Care)

Add units of study	
Unit	Collections
BMRI5052 Child and Adolescent Mental Health	Electives

Master of Medicine (Advanced)(Internal Medicine)

Master of Medicine (Internal Medicine)

Graduate Diploma in Medicine (Internal Medicine)

Graduate Certificate in Medicine (Internal Medicine)

Change diet collection		
Unit	Current collection	New collection
CLNP5002 Diagnostic Electroencephalography	Stream specific	Elective
CLNP5004 Advanced Electroencephalography	Stream specific	Elective
PMED5100 Paediatric Infectious Diseases	Stream specific	Elective
DERM5001 Essential Dermatology	Elective	Stream specific

4. Transitional arrangements

NA

5. Other relevant information

See attachments below:

~~1. New unit of study form~~

~~2.1.~~ Unit of study variation form for SEXH5421

~~3.2.~~ Unit of study variation forms for INTM5012, PMED5101, SEXH5202, SEXH5410

~~4.3.~~ Units of study tables

6. Signature of Dean

Robyn Ward
Digitally signed
by Robyn Ward
Date: 2020.04.07
13:35:44 +10'00'

Attachment 1: Unit of study variation form SEXH5421

Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form.)	
1. Unit of Study Name: Max 40 Characters including spaces	Sexual and Reproductive Health Research
2. Faculty, School and Discipline:	Faculty Medicine & Health, Westmead Clinical School, Sexual Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	SEXH5421
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	060199
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6 cp
6. Session(s) Offered: Refer to guidelines for list of available sessions	S1C, S2C
7. Delivery mode: Refer to guidelines for list of available delivery modes	OL and BM
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Graduate Certificate in Medicine (Sexual and Reproductive Health) Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) Graduate Diploma in Medicine (Sexual and Reproductive Health) Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) Master of Medicine (Sexual and Reproductive Health) Master of Science in Medicine (Sexual and Reproductive Health) Master of Medicine (Advanced) (Sexual and Reproductive Health) Master of Science in Medicine (Advanced) (Sexual and Reproductive Health)
9. Description of Course for Handbook: No more than 200 words and no lists	This unit of study explores research methods in sexual and reproductive health and sexology. This unit of study aims to provide students with a comprehensive introduction to the research design process and outputs, and increase research literacy in the sexual and reproductive health field. The unit reviews a range of qualitative and quantitative research methods, including study designs, sampling techniques, as well as data collection, analysis, interpretation and reporting. On completion of this unit, students will be able to: (i) formulate a research question; (ii) propose research designs suitable to specific research questions; ; (iii) identify sampling and data collection approaches; (iv) propose a data analysis plan; (v) interpret and report research findings; and (vii) appraise ethical research.
10. Classes: All lowercase characters and very abbreviated, with no full stops	Online: Online lectures and course materials, online discussion boards and online learning activities; Block Mode: Online lectures and course materials, online discussion boards and 3-day intensive 9am-5pm
11. Assessment: All lowercase characters and very abbreviated, with no full stops	discussion board participation (10%); written assignment (30%); research design proposal (60%);
11A. Assessment marking Schema:	UOSM01

Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	
12. Unit Coordinator (s): Titles and names separated by commas and no full stops (for the handbook)	Associate Professor Iryna Zablotska, Dr Christopher Fox
12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)	Dr Christopher Fox
13. Textbooks: Please end with a full stop.	Nil.
14. Prerequisite Unit of Study Code(s): Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	Nil
15. Co-requisite Unit of Study Code(s): As for prerequisite units of study.	Nil
16. Prohibited Unit of Study Code(s): As for prerequisite units of study.	Nil
17. Departmental permission required: if YES, provide a reason.	
18. Additional information:	
19. Assumed knowledge:	
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.	MEDI-00-K44 Discipline of Sexual Health

Approvals	
Head of School & Dean:	Associate Dean (Education):
Name: Prof Cheryl Jones	Name: Prof Inam Haq
Signature: 	Signature:
Date: 25/02/2020	Date:
Your details:	
Name:	Dr Shailendra Sawleshwarkar
Phone:	02 9762 5379
Fax:	02 9762 5387
Email:	shailendra.sawleshwarkar@sydney.edu.au

Attachment 2: Unit of study variation forms SEXH5202, PMED5101, INTM5012

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form)	
1. Unit of Study Name: Max 45 Characters including spaces Do not include ampersands (&) Avoid abbreviations	HIV and Viral Hepatitis
2. Faculty, School and Discipline:	Faculty of Medicine and Health Sydney Medical School, Sexual Health Medicine
3. Unit of Study Preferred Code: 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	SEXH5202
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	060199
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	S2C
7. Delivery Mode: Refer to guidelines for list of available delivery modes	BM Block Mode
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Graduate Certificate in Medicine (Sexual and Reproductive Health) Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) Graduate Diploma in Medicine (Sexual and Reproductive Health) Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) Master of Medicine (Sexual and Reproductive Health) Master of Science in Medicine (Sexual and Reproductive Health) Master of Medicine (Advanced) (Sexual and Reproductive Health) Master of Science in Medicine (Advanced) (Sexual and Reproductive Health)
9. Description of Course for Handbook: No more than 200 words and no lists	This unit aims to describe the epidemiology, virology, pathogenesis and clinical contexts of HIV infection and sexually acquired viral hepatitis. On completion of this unit, students will be able to understand the clinical, laboratory, and public health aspects of the diagnosis and management of HIV infection and viral hepatitis. Course content includes virology, immunology, pathogenesis and diagnostics as applicable to HIV infection and viral hepatitis. Clinical aspects of HIV infection will be covered in detail including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on antiretrovirals for prevention and treatment of HIV and viral hepatitis including Pre-exposure prophylaxis and Treatment as prevention for HIV infection. Legal, ethical and social contexts will also be discussed.
10. Classes: All lowercase characters and very abbreviated, with no full stops	3 X 1 hr online lectures per week, podcasts, discussion boards and/or webinars; intensive face to face on campus 3 x days 9am – 5pm (compulsory)
11. Assessment: All lowercase characters and very abbreviated, with no full stops	Case-based discussions and presentations (20%); online quizzes (30%); journal club (10%); written examination (40%)
11A. Assessment Markscheme:	UOSM01

Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	
12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)	Dr Shailendra Sawleshwarkar, A/Prof Roger Garsia
12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)	Dr Shailendra Sawleshwarkar
13. Textbook(s): Please end with a full stop.	Nil.
14. Prerequisites: Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	Nil.
15. Co-requisites: As for prerequisite units of study.	Nil.
16. Prohibition: As for prerequisite units of study.	Nil.
17. Departmental Permission required: if YES, provide a reason.	Nil.
18. Additional Information:	Nil.
19. Assumed Knowledge:	Nil.
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%	MEDI-00-K44 – 100%
Approvals	
Head of School & Dean:	Associate Dean (Education):
Name: Prof Cheryl Jones	Name: Prof Inam Haq
Signature: 	Signature:
Date: 25/02/2020	Date:
Your contact details:	
Name:	Dr Shailendra Sawleshwarkar
Phone:	02 9762 5390
Fax:	02 9762 5387
Email:	shailendra.sawleshwarkar@sydney.edu.au

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form)	
1. Unit of Study Name: Max 45 Characters including spaces Do not include ampersands (&) Avoid abbreviations	Paediatric Allergy and Immunology
2. Faculty, School and Discipline:	Faculty of Medicine and Health Sydney Medical School Discipline of Child and Adolescent Health
3. Unit of Study Preferred Code: 4 alpha characters and 4 alphanumeric codes with no spacing, e.g. SLEE5002	PMED5101
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	SEMESTER 2, EVEN NUMBERED YEARS
7. Delivery Mode: Refer to guidelines for list of available delivery modes	ONLINE
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Master of Medicine (Advanced)(Child and Adolescent Health) Master of Medicine (Child and Adolescent Health) Graduate Diploma in Medicine (Child and Adolescent Health) Graduate Certificate in Medicine (Child and Adolescent Health)
9. Description of Course for Handbook: No more than 200 words and no lists	This unit examines the worldwide status and trends in child and adolescent allergic and immunologic diseases. It explores the determinants, clinical assessment, medical complications, management and prevention of these important public health problems. Our aim is to inspect the current clinical practice and principles that underlie the diagnosis and management of paediatric allergic and immunologic disorders. There is a close integration of epidemiology, basic science and best available evidence in management that are revealed through clinically based scenarios. Important cutting edge and controversial concepts and treatments are explored.
10. Classes: All lowercase characters and very abbreviated, with no full stops	Online discussion topics and lectures
11. Assessment: All lowercase characters and very abbreviated, with no full stops	1 x 1500word essay (30%), online quizzes (30% and participation in online discussion forum (40%))
11A. Assessment Markscheme: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	UOSM01
12. Unit Coordinator(s): Titles, names separated by commas and no full stops (for the handbook)	DR PETER HSU
12 A. Unit Coordinator (1 x only) Contact Name and Staff ID (for Sydney Student queries)	DR PETER HSU

13. Textbook(s):
Please end with a full stop.

14. Prerequisites:
Provide alpha with digit codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.

15. Co-requisites:
As for prerequisite units of study.

16. Prohibition:
As for prerequisite units of study.

17. Departmental Permission required: if YES, provide a reason.

18. Additional Information:

19. Assumed Knowledge:

20. Departmental Share:
Please list the disciplines or departments that will share the fee income, based on delivery and the total shared teaching value for a UoS must add up to 100%

Approvals

Head of School & Dean:

Name: Prof Cheryl Jones

Signature: 

Date: 25/02/2020

Associate Dean (Education):

Name: Prof Inam Haq

Signature:

Date:

Your contact details:

Name:

SHEKEEB S MOHAMMAD

Phone:

0298450182

Fax:

Email:

Shekeeb.mohammad@sydney.edu.au

Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form.)

1. Unit of Study Name: Max 40 Characters including spaces	Basic Clinical Immunology
2. Faculty, School and Discipline:	Sydney Medical School, Discipline of Medicine
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	INTM5012
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	060117
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	3 credit points
6. Session(s) Offered: Refer to guidelines for list of available sessions	Semester 2
7. Delivery mode: Refer to guidelines for list of available delivery modes	OL
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Master of Medicine (Internal Medicine) (Advanced) Master of Medicine (Internal Medicine) Graduate Diploma in Medicine (Internal Medicine) Graduate Certificate in Medicine (Internal Medicine)
9. Description of Course for Handbook: No more than 200 words and no lists	The Basic Immunology syllabus covers the requirements of trainee physician practice. The unit is focused on diagnosis and investigation of common immunological disorders and the essentials of management of these conditions. The learning materials are linked to a library of clinical cases representing common and important immunological conditions.
10. Classes: All lowercase characters and very abbreviated, with no full stops	Online lectures, webinars, discussion boards and podcasts
11. Assessment: All lowercase characters and very abbreviated, with no full stops	online exam (50%); 1x 1000 word case study (25%); online quizzes (10%); participation in the generation and peer review of assessment items (10%); participation in online discussion forums (5%)
11A. Assessment marking Schema: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	UOSM01
12. Unit Coordinator (s): Titles and names separated by commas and no full stops (for the handbook)	Dr Jessie Lee
12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)	Dr Jessie Lee
13. Textbooks: Please end with a full stop.	Harrison's Principles of Internal Medicine 19th edition, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th edition Oxford Medicine Online 2016.

14. Prerequisite Unit of Study Code(s):
Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.

15. Co-requisite Unit of Study Code(s):
As for prerequisite units of study.

16. Prohibited Unit of Study Code(s):
As for prerequisite units of study.

17. Departmental permission required: if YES, provide a reason.

18. Additional information:

19. Assumed knowledge:

20. Departmental Share:
Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.

Approvals

Head of School & Dean:

Associate Dean (Education):

Name: Prof Cheryl Jones

Name: Prof Inam Haq

Signature:



Signature:

Date: 25/02/2020

Date:

Your details:

Name: Assoc Prof Leo Davies

Phone:

Fax:

Email: leo.davies@sydney.edu.au

Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form.)

1. Unit of Study Name: Max 40 Characters including spaces	Sexual and Reproductive Health Promotion
2. Faculty, School and Discipline:	Faculty Medicine & Health, Westmead Clinical School, Sexual Health
3. Unit of Study <u>Preferred</u> Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	SEXH5410
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	060199
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6 cp
6. Session(s) Offered: Refer to guidelines for list of available sessions	S1C
7. Delivery mode: Refer to guidelines for list of available delivery modes	OL and BM
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Graduate Certificate in Medicine (Sexual and Reproductive Health) Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) Graduate Diploma in Medicine (Sexual and Reproductive Health) Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) Master of Medicine (Sexual and Reproductive Health) Master of Science in Medicine (Sexual and Reproductive Health) Master of Medicine (Advanced) (Sexual and Reproductive Health) Master of Science in Medicine (Advanced) (Sexual and Reproductive Health)
9. Description of Course for Handbook: No more than 200 words and no lists	This course will engage students in learning about evidence-based prevention and health promotion as a fundamental component of efforts to address sexual and reproductive health. The unit is divided into three sections: (i) theories underlying health promotion in public health context; (ii) evidence-based planning of campaigns and programs; and (iii) health communications and designing messages. Theories covered will include those that address individual-level change and group and social level change. Students will learn how to conduct needs assessments, plan programs, and address priority areas in sexual and reproductive health promotion. On completion of the unit, students will be able to: (i) Understand the importance of planning and management in health promotion; (ii) Describe the main constructs of major health promotion models; (iii) Describe the applicability of health promotion theory to sexual and reproductive health promotion; (iv) Conduct needs assessments, plan and address priority areas; (v) Discuss ways to apply the principles of health literacy when selecting or developing sexual and reproductive health promotion materials; and (vi) Effectively use assessment tools in planning sexual and reproductive health promotion evaluation activities.
10. Classes: All lowercase characters and very abbreviated, with no full stops	Online: fully online; Block mode: online plus block intensive mode, 2-3 days, 9am-5pm
11. Assessment:	

All lowercase characters and very abbreviated, with no full stops		Discussion board participation (10%); Group work tasks (20%); 1 x 1500 Word assignment (30%); 1 x 2000 Word assignment (40%)	
11A. Assessment marking Schema: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)		UOSM01	
12. Unit Coordinator (s): Titles and names separated by commas and no full stops (for the handbook)		Fiona Robards, Associate Professor Iryna Zablotska	
12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)		Fiona Robards	
13. Textbooks: Please end with a full stop.		Nil.	
14. Prerequisite Unit of Study Code(s): Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.		Nil	
15. Co-requisite Unit of Study Code(s): As for prerequisite units of study.		Nil	
16. Prohibited Unit of Study Code(s): As for prerequisite units of study.		Nil	
17. Departmental permission required: if YES, provide a reason.			
18. Additional information:			
19. Assumed knowledge:			
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.		MEDI-00-K44 Discipline of Sexual Health	
Approvals			
Head of School & Dean: Name: Prof Cheryl Jones Signature:  Date: 25/02/2020		Associate Dean (Education): Name: Prof Inam Haq Signature: Date:	
Your details:			
Name:	Dr Shailendra Sawleshwarkar		
Phone:	02 9762 5379		
Fax:	02 9762 5387		
Email:	shailendra.sawleshwarkar@sydney.edu.au		

Attachment 3: Units of study tables**Internal Medicine****Compulsory Units of Study**

Unit of study code and name	Credit points	Session
Compulsory unit of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6	S1C S2C
Compulsory units of study for Master students		
Master students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6	S1C S2C
INTM5001 Internal Medicine Advanced Management	6	S2C

Stream Specific Units of Study

Unit of study code and name	Credit points	Session
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master students must complete 24 credit points of stream specific units of study		
INTM5002 Basic Neurology	3	S1C
INTM5003 Basic Rheumatology	3	S1C
INTM5004 Basic Respiratory Medicine	3	S1C
INTM5005 Basic Gastroenterology	3	S2C
INTM5006 Basic Endocrinology	3	S1C
INTM5007 Basic Renal Medicine	3	S2C
INTM5009	3	S1C

Basic Infectious Diseases		
INTM5010 Basic Oncology	3	S2C
INTM5011 Basic Haematology	3	S2C
INTM5012 Basic Immunology Basic Clinical Immunology	3	S2C
INTM5014 Cardiology	6	S1C
INTM5102 Advanced Neurology	3	S2C
INTM5103 Advanced Rheumatology	3	S2C
INTM5104 Advanced Respiratory Medicine	3	S2C
INTM5105 Advanced Gastroenterology	3	S1C
INTM5106 Advanced Endocrinology	3	S2C
INTM5110 Advanced Oncology	3	S1C
INTM5111 Advanced Haematology	3	S1C
CLNP5002 Diagnostic Electroencephalography	6	S1C
CLNP5004 Advanced Electroencephalography	6	S2C
BMRI5019 Psychiatry in Clinical Practice	6	S1C
DERM5001 Essential Dermatology	6	S1C
IMAG5042 Essential Imaging for Clinicians	6	S1C
MBHT5001 Diabetes Management	6	S1C
MBHT5002 Advanced Diabetes Management	6	S2C

MBHT5004 Cardiovascular Metabolic Management	6	S2C
PAED5002 Adolescent Medicine	6	S2C
~~PMED5100 Paediatric Infectious Diseases This unit of study is not available in 2020~~	~~6~~	~~S1C~~

Elective Units of Study

Unit of study code and name	Credit points	Session
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Masters students are required to complete 12 credit points selected from the stream specific or general elective units of study.		
BETH5104 Bioethics, Law and Society <i>This unit of study is not available in 2020</i>	6	S1C
CEPI5200 Quality and Safety in Health Care	6	S1C
CEPI5215 Writing and Reviewing Medical Papers	6	S1C S2C
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	S2C
CEPI5315 Introduction to Systematic Reviews	6	S1C
~~CLNP5002 Diagnostic Electroencephalography~~	~~6~~	~~S1C~~
~~CLNP5004 Advanced Electroencephalography~~	~~6~~	~~S2C~~
CRIT5003 Pharmacology for Critical Care	6	S2C
CRIT5004 Physiology for Critical Care	6	S2C
CRIT5005 Clinical Reasoning and Communication	6	S2C
CRIT5017 Introduction to Clinical Toxicology	6	S2C
GMED5001	6	S2C

Genomics in Clinical Practice		
GMED5002 Genomics, Omics and Medical Applications	6	S2C
HPOL5000 Health Policy and Health Economics	6	S1C
MEDF5002 Teaching in the Clinical Environment	6	S2C
PAED5008 Common Childhood Presentations <i>This unit of study is not available in 2020</i>	6	S1C
PAIN5002 Pain Mechanisms and Contributors	6	S1C S2C
PAIN5003 Pain Treatment and Management Principles	6	S1C S2C
PAIN5021 Acute Pain	6	S1C
<u>PMED5100</u> <u>Paediatric Infectious Diseases</u> <u><i>This unit of study is not available in 2020</i></u>	<u>6</u>	<u>S1C</u>
PUBH5018 Introductory Biostatistics	6	S1C
PUBH5224 Advanced Epidemiology	6	S2C
SEXH5200 Advanced STIs	6	S1C
<u>SEXH5202</u> <u>Advanced HIV Infection</u> <u>HIV and Viral Hepatitis</u>	<u>6</u>	<u>S2C</u>
SEXH5417 Reproductive Endocrinology and Infertility	6	S1C
WARC5001 Research Translation, Impact and Evaluation	6	S2C

General Practice and Primary Health Care (Medicine only)**Compulsory Units of Study**

Unit of study code and name	Credit points	Session
Compulsory unit of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6	S1C S2C
Compulsory units of study for Master students		
Master students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6	S1C S2C
GPPC5002 Complexity in Primary Health Care	6	S2C

Stream Specific Units of Study

Unit of study code and name	Credit points	Session
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master students must complete 24 credit points of stream specific units of study		
GPPC5001 Primary Health Care Fundamentals	6	S1C
BMRI5019 Psychiatry in Clinical Practice	6	S1C
DERM5001 Essential Dermatology	6	S1C
IMAG5042 Essential Imaging for Clinicians	6	S1C
INTM5014 Cardiology	6	S1C
MBHT5001 Diabetes Management	6	S1C
MBHT5004 Cardiovascular Metabolic Management	6	S2C
PAED5008 Common Childhood Presentations	6	S1C

PAIN5003 Pain Treatment and Management Principles	6	S1C S2C

Elective Units of Study

Unit of study code and name	Credit points	Session
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Masters students are required to complete 12 credit points selected from the stream specific or general elective units of study.		
BETH5204 Clinical Ethics	6	S1c
BMRI5052 Child and Adolescent Mental Health	6	S2C
GMED5001 Genomics in Clinical Practice	6	S1C
INTM5003 Basic Rheumatology	3	S1C
INTM5004 Basic Respiratory Medicine	3	S1C
INTM5005 Basic Gastroenterology	3	S2C
INTM5007 Basic Renal Medicine	3	S2C
MBHT5002 Advanced Diabetes Management	6	S2C
MEDF5002 Teaching in the Clinical Environment	6	S2C
PAED5002 Adolescent Medicine	6	S2C
PAED5003 Neurology and Development Paediatrics	6	S1C
PAED5007 Paediatric Emergencies	6	S1C
PMED5100 Paediatric Infectious Diseases <i>This unit of study is not available in 2020</i>	6	S1C
PMED5101 Paediatric Allergy	6	S2C

<u>Paediatric Allergy and Immunology</u> <u><i>This unit of study is not available in 2020</i></u>		
PMED5102 Paediatric Nutrition and Obesity	6	S2C
PUBH5018 Introductory Biostatistics	6	S1C
SEXH5205 Adolescent Sexual Health	6	S2C
SEXH5401 Introduction: Sexual and Reproductive Health	6	S1C S2C
SEXH5402 Counselling for Health Professionals	6	S1C
SEXH5405 Contraception and Preconception Care	6	S2C
SEXH5407 Sex Gender and Sexuality	6	S2C

Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.2

Proposal Title	Minor Amendment Proposal Master of Medicine/Master of Science in Medicine (Infection and Immunity)
Recommendation	<i>That the Graduate Studies Committee endorse the recommendation that the Academic Board:</i> <i>approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Infection and Immunity); Master of Science in Medicine (Infection and Immunity); Graduate Diploma in Infection and Immunity; and Graduate Certificate in Infection and Immunity, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021; and</i> <i>recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.</i>
Proposal Presenter	Dr Megan Steain
Consultation Pipeline	FMH Education Committee 12/3/20 → FMH Faculty Board 2/4/20 → Graduate Studies Committee → Academic Board
Resource Implications	Financial: the proposed changes do not require additional resources Staffing: no additional staffing is required

EXECUTIVE SUMMARY

This proposal is for minor amendments to take effect from 2021:

- Amend the resolutions to close the Master of Science in Medicine (Infection and Immunity) and restrict entry to the Graduate Diploma and the Graduate Certificate to medical graduates only.
- Change the English language requirements for entry to the program.

Risks / Benefits

The proposed changes to the resolutions are pending Academic Board approval of the proposed new Master of Biomedical Science program. From 2021 non-medical graduates will be able to enroll in one of the new courses in the Infection and Immunity stream in the new program.

Update: Academic Board approved the proposed new Master of Biomedical Science program at the May 5th meeting.

BACKGROUND / CONTEXT

The proposal was endorsed by the FMH Education Committee on 12 March 2020. The proposal was subsequently approved by the FMH Faculty Board (FMH FB) on April 2, 2020.

On 21 April 2020, the AB Graduate Studies Committee (GSC) resolved to recommend that the Faculty of Medicine and Health to revise and resubmit the proposal to amend the Master of Medicine (Infection and Immunity), Master of Science in Medicine (Infection and Immunity), Graduate Diploma in Infection and Immunity and the Graduate Certificate in Infection and Immunity, to a future meeting of the Graduate Studies Committee following the completion of Action AB-GSC-20/05-04. Actions have been addressed and recommended changes made to admission requirements and senate resolutions. All changes are accounted for in the proposal in its current form, for resubmission to the 12 May 2020 reserve meeting of the GSC.

On May 12th, the Graduate Studies Committee (GSC) meeting, it was recommended the Academic Board approve the proposal subject to the completion of Action-AB-GSC-20/06-03.

Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.2

Non-Confidential

ACTION-AB-GSC-20/06-03

1. That clause 7 'Course Transfer' be amended to replace "graduate with a shorter award from this embedded sequence" with "graduate with a Graduate Certificate or Graduate Diploma from this embedded sequence"

All changes required by Action-AB-GSC-20/06-03 are accounted for in the proposal in its current form, for submission to the Academic Board on June 9th, 2020.

IMPLEMENTATION

Changes will be required in Sydney Student, Sydney Courses and the FMH Handbook.

COMMUNICATION

Following Academic Board approval, the changes will be made in Sydney Courses and the FMH Handbook.

Approver	Associate Dean, Education, Faculty of Medicine and Health
Faculty/Proposal Sponsor	Executive Dean and Pro Vice-Chancellor, Faculty of Medicine and Health

ATTACHMENTS

- Attachment 1** Minor Course Amendment
- Attachment 2** Course Resolutions
- Attachment 3** Senate Resolutions

Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health
School: Sydney Medical School
Contact person: Dr Megan Steain
megan.steain@sydney.edu.au
Ph: 9351 6178

1. Name of award course

Master of Medicine (Infection and Immunity)
Master of Science in Medicine (Infection and Immunity)
Graduate Diploma in Infection and Immunity
Graduate Certificate in Infection and Immunity

2. Purpose of proposal

To make the following amendments to the Infection and Immunity program:

- Close admissions to the Master of Science in Medicine (Infection and Immunity) from 2021
- Amend the resolutions to restrict entry to the Graduate Diploma and the Graduate Certificate to medical graduates only.
- Change the English language requirements for entry to the program.

3. Details of amendment

a) Resolutions

Amend the admission requirements for the Graduate Diploma in Infection and Immunity and the Graduate Certificate in Infection and Immunity to restrict entry to medical graduates only. The reason for this proposed change is because the Infection and Immunity coursework is included as a stream in the proposed new Master of Biomedical Science. This proposal is in the final stages of approval. If launched as planned in 2021 non-medical graduates will be able to apply, and entry to the Master of Science in Medicine (Infection and Immunity) will be closed following semester 2 2020 intake.

Proposed changes:

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Faculty may admit applicants without these qualifications who, in the opinion of the Faculty, have provided qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Infection and Immunity requires:
a medical degree from the University of Sydney or equivalent qualification;-

~~or~~

~~a bachelors degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.~~

(3) Admission to the Graduate Diploma in Infection and Immunity requires:
completion of the requirements of the embedded graduate certificate, or equivalent qualification;
or

a medical degree from the University of Sydney or an equivalent qualification;-

~~or~~

~~a bachelors degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.~~

(4) Admission to the Master of Medicine (Infection and Immunity) requires:
completion of the requirements of the embedded graduate certificate or graduate diploma, or equivalent qualification;
or

a medical degree from the University of Sydney or an equivalent qualification

~~(5) Admission to the Master of Science in Medicine (Infection and Immunity) requires:-
completion of the requirements of a credit average across all units of study in the embedded~~

~~graduate certificate or graduate diploma, or equivalent qualification;~~

~~or~~

~~a bachelors degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;~~

~~or~~

~~a pass bachelors degree from the University of Sydney, or equivalent qualification, and completion of a minimum of 12 months research or work experience in the field of infectious disease and immunology after the completion of the degree.~~

b) English language requirements

Change the requirements to a minimum overall IELTS score of 7.0 with a minimum of 6.5 in any band. This will bring the program into alignment with other Sydney Medical School Master of Medicine/Science in Medicine programs and the new Master of Biomedical Science which proposes these requirements.

8 Course Transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award Graduate Certificate or Graduate Diploma from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

4. Transitional arrangements

~~The changes will take effect in 2021 and will not apply to students who have enrolled prior to 2021.~~

The resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

5. Other relevant information

NA

6. Signature of Dean

~~graduate certificate or graduate diploma, or equivalent qualification;
or~~

~~a bachelors degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;~~

~~or~~

~~a pass bachelors degree from the University of Sydney, or equivalent qualification, and completion of a minimum of 12 months research or work experience in the field of infectious disease and immunology after the completion of the degree.~~

b) English language requirements

Change the requirements to a minimum overall IELTS score of 7.0 with a minimum of 6.5 in any band. This will bring the program into alignment with other Sydney Medical School Master of Medicine/Science in Medicine programs and the new Master of Biomedical Science which proposes these requirements.

4. Transitional arrangements

~~The changes will take effect in 2021 and will not apply to students who have enrolled prior to 2021.~~

The resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

5. Other relevant information

NA

6. Signature of Dean

Robyn Ward

Digitally signed by
Robyn Ward
Date: 2020.04.30
11:59:36 +10'00'

Master of Medicine (Infection and Immunity)

Graduate Certificate in Infection and Immunity

Graduate Diploma in Infection and Immunity

Master of Medicine (Infection and Immunity)

Master of Science in Medicine (Infection and Immunity)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GCINFIMM-01	Graduate Certificate in Infection and Immunity
GNINFIMM-01	Graduate Diploma in Infection and Immunity
MAMEINIM-01	Master of Medicine (Infection and Immunity)
~~MASMINIM-01~~	~~Master of Science in Medicine (Infection and Immunity)~~

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Masters type

The masters degrees in these resolutions are professional masters courses, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Infection and Immunity
 - (b) the Graduate Diploma in Infection and Immunity
 - (c) the Master of Medicine (Infection and Immunity); ~~or~~
~~the Master of Science in Medicine (Infection and Immunity)~~
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Faculty may admit applicants without these qualifications who, in the opinion of the Faculty, have provided qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Infection and Immunity requires:
 - a medical degree from the University of Sydney or equivalent qualification;
 - ~~or~~
 - ~~a bachelors degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;~~
- (3) Admission to the Graduate Diploma in Infection and Immunity requires:
 - completion of the requirements of the embedded graduate certificate, or equivalent qualification;
 - ~~or~~
 - ~~a medical degree from the University of Sydney or an equivalent qualification;~~
 - ~~or~~
 - ~~a bachelors degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;~~
- (4) Admission to the Master of Medicine (Infection and Immunity) requires:
 - completion of the requirements of the embedded graduate certificate or graduate diploma, or equivalent qualification; or a medical degree from the University of Sydney or an equivalent qualification.
- (5) ~~Admission to the Master of Science in Medicine (Infection and Immunity) requires:~~
 - ~~completion of the requirements of a credit average across all units of study in the embedded graduate certificate or graduate diploma, or equivalent qualification;~~
 - ~~or~~
 - ~~a bachelors degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;~~



or

~~a pass bachelors degree from the University of Sydney, or equivalent qualification, and completion of a minimum of 12 months research or work experience in the field of infectious disease and immunology after the completion of the degree.~~

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Infection and Immunity.
- (2) To qualify for the award of the Graduate Certificate in Infection and Immunity a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Infection and Immunity a candidate must successfully complete 36 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 12 credit points of selective or elective units of study.
- (4) To qualify for the award of the Master of Medicine (Infection and Immunity) ~~or Master of Science in Medicine (Infection and Immunity)~~ a candidate must successfully complete 48 credit points, including:
 - (a) 30 credit points of core units of study; and
 - (b) 18 credit points of selective or elective units of study.

7 Credit for previous studies

The maximum credit a candidate can receive for previous studies (not undertaken as a component of an embedded graduate certificate or graduate diploma) is not to exceed six credit points. Credit will only be awarded for units that are equivalent in content and level of study to that which they replace. Undergraduate degree units are not eligible for credit.

8 Course Transfer

~~A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award- Graduate Certificate or Graduate Diploma from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.~~

9 Transitional provisions

- (1) ~~These resolutions apply to persons who commenced their candidature after 1 January 2020 and persons who commenced their candidature prior to 1 January 2020 who formally elect to proceed under these resolutions.~~ These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
- (2) ~~Candidates who commenced prior to 1 January 2020 and elect not to proceed under these resolutions will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement.~~

Resolutions of the Senate Faculty of Medicine and Health

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney Faculty of Medicine and Health

- (1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine and Health. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the School at the time.

2 Degrees

Code	Course title and streams	Abbreviation	Credit points
RHDENSCI-01	Doctor of Dental Science	DDSc	Published Work
RHMEDSCI-01	Doctor of Medical Science	DMedSc	Published work
RPPHMDH-01	Doctor of Philosophy	PhD	Research
RPPHDNT-01	Doctor of Philosophy (<i>admission suspended from 2020</i>)	PhD	Research
RPPHDMED-01	Doctor of Philosophy (<i>admission suspended from 2020</i>)	PhD	Research
RPPHDNUR	Doctor of Philosophy (<i>admission suspended from 2020</i>)	PhD	Research
RPPHDPHA-01	Doctor of Philosophy (<i>admission suspended from 2020</i>)	PhD	Research
RPPHDHEA-02	Doctor of Philosophy (<i>admission suspended from 2020</i>)	PhD	Research
RMPHLDNT-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil(Dent)	Research
RMPHLMED-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil(Med)	Research
RMPHLNUR-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil(Nurs)	Research
RMPHLPHA-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil(Pharm)	Research
RMSCDENT-01	Master of Science in Dentistry (<i>admission suspended</i>)	MScDent	Research
RMAPPSCI-02	Master of Applied Science (<i>admission suspended from 2021</i>)	MAppSc	Research
RMSURGER-02	Master of Surgery (<i>admission suspended from 2019</i>)	MS	Research
	Doctor of Clinical Dentistry		
TCCLDORD-01	Doctor of Clinical Dentistry (Orthodontics)	DClinDent	144
TCCLDORM-01	Doctor of Clinical Dentistry (Oral Medicine)	DClinDent	144
TCCLDORS-01	Doctor of Clinical Dentistry (Oral Surgery)	DClinDent	144
TCCLDPAD-01	Doctor of Clinical Dentistry (Paediatric Dentistry)	DClinDent	144
TCCLDPER-01	Doctor of Clinical Dentistry (Periodontics)	DClinDent	144
TCCLDPRO-01	Doctor of Clinical Dentistry (Prosthodontics)	DClinDent	144
TCCLDSND-01	Doctor of Clinical Dentistry (Special Needs Dentistry) (<i>admission suspended from 2019</i>)	DClinDent	144
TCCLISUR-01	Doctor of Clinical Surgery	DClinSurg	144
MADNTLMD-01	Doctor of Dental Medicine	DMD	192
MAMEDICI-06	Doctor of Medicine	MD	192
MAMEDICI-03	Doctor of Medicine (<i>admission suspended from 2020</i>)	MD	192
MAADNUPR-01	Master of Advanced Nursing Practice	MAdvNP	60
MAADVSR-01	Master of Advanced Surgery		
	Breast Surgery	MAdvSurg(BreastSurg)	48



Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
	<i>Uro-Oncology</i>	MAdvSurg(Uro-Oncology)	48
MABIOETI-02	Master of Bioethics	MBEth	48
MABIOSTA-01	Master of Biostatistics	MBiostat	72
	<i>Master of Biomedical Science</i>		
	- <i>Advanced Diagnostics and Prognostics</i>	MBiomedSci(AdvDiagnosticsProg nostics)	48
	- <i>Cancer</i>	MBiomedSci(Cancer)	48
	- <i>Genomics and Precision Medicine</i>	MBiomedSci(GenomicsPre cisionMed)	48
	- <i>Infection and Immunity</i>	MBiomedSci(InfectionImmunity)	48
MABRMISC-01	Master of Brain and Mind Sciences	MBMSc	48
MACAHANU-01	Master of Cancer and Haematology Nursing	MCaHaemN	60
MACLITRR-01	Master of Clinical Trials Research	MClinTRes	48
	<u>Master of Dental Public Health</u>	MDentPH	48
MADIARAD-01	Master of Diagnostic Radiography	MDR	96
MAHSDEBI-02	<i>Developmental-Disability (admission suspended from 2018)</i>	MHthSc(DD)	72
MAEMENUR-02	Master of Emergency Nursing	MEmergN	60
MAEXPHYS-01	<i>Master of Exercise Physiology (admission suspended from 2020)</i>	MExPhys	96
MAEXPHYS-02	Master of Exercise Physiology	MExPhys	72
MAGENGOU-01	<i>Master of Genetic Counselling (admission suspended from 2019)</i>	MGC	96
MAGLBHLT-01	Master of Global Health	M.Glob.Hlth	72
MAHEAPOL-01	Master of Health Policy	MHPol	48
MAHEASCI-01	<i>Master of Health Sciences (admission suspended from 2010)</i>		
MAHEASTU-01	Master of Health Studies (exit qualification only)	MHS	96
MAINHESU-01	<i>Master of Indigenous Health (Substance Use) (admission suspended from 2019)</i>	MIndigH(SubUse)	48
MAINCNR-02	Master of Intensive Care Nursing	MIntCareN	60
MAINPUHE-02	<i>Master of International Public Health (admission suspended from 2019)</i>	MIntPH	48
MAINTOPH-01	Master of International Ophthalmology		48
	<i>Community Ophthalmology</i>	MIOPhth(CommOphth)	48
	<i>Post Vocational Ophthalmology</i>	MIOPhth(PostVocOphth)	48
MAMDIMGs-01	Master of Medical Imaging Science	MMIS	72
MAMEDADV-01	Master of Medicine (Advanced)		
	<i>-Child and Adolescent Health (admission suspended from 2019)</i>	MMed(Adv)(ChildAdolHealth)	48
	<i>Clinical Neurophysiology</i>	MMed(Adv)(ClinNeuroPhysiol)	60
	<i>Critical Care Medicine</i>	MMed(Adv)(CritCare)	60
	<i>General Practice and Primary Health Care (admission suspended from 2019)</i>	MMed(Adv)(GP/PHC)	60
	<i>Genomics and Precision Medicine</i>	MMed(Adv)(GenomicsPrecisionMed)	48
	<i>Internal Medicine</i>	MMed(Adv)(InternalMedicine)	60
	<i>Metabolic Health</i>	MMed(Adv)(MetabHlth)	60
	<i>Pharmaceutical and Medical Device Development</i>	MMed(Adv)(PharmDev)	60
	<i>Psychiatry</i>	MMed(Adv)(Psychiatry)	60
	<i>Sexual and Reproductive Health</i>	MMed(Adv)(SRH)	60
	<i>Sleep Medicine</i>	MMed(Adv)(SleepMedicine)	60
	<i>Trauma-Informed Psychotherapy</i>	MMed(Adv)(Trauma-Informed Psychotherapy)	60
MAMEDICI-04	Master of Medicine		
	<i>Child and Adolescent Health</i>	MMed(ChildAdolHealth)	48
	<i>Clinical Neurophysiology</i>	MMed(ClinNeuroPhysiol)	48
	<i>Critical Care Medicine</i>	MMed(CritCare)	48
	<i>General Practice and Primary Health Care</i>	MMed(GP/PHC)	48
	<i>Genomics and Precision Medicine</i>	MMed(GenomicsPrecisionMed)	48
	<i>Internal Medicine</i>	MMed(InternalMedicine)	48
	<i>Metabolic Health</i>	MMed(MetabHlth)	48
	<i>Pharmaceutical and Medical Device Development</i>	MMed(PharmDev)	48

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
	<i>Psychiatry</i>	MMed(Psychiatry)	48
	<i>Sexual and Reproductive Health</i>	MMed(SRH)	48
	<i>Sleep Medicine</i>	MMed(SleepMedicine)	48
	<i>Trauma Informed Psychotherapy</i>	MMed (Trauma-Informed Psychotherapy)	48
MAMECARS-01	Master of Medicine (Cataract and Refractive Surgery)	MMed(RefCatSurg)	48
MAMECLEP-03	Master of Medicine (Clinical Epidemiology)	MMed(ClinEpi)	48
MAMEHNUR-02	Master of Mental Health Nursing	MMHlthN	60
MAMEINIM-01	Master of Medicine (Infection and Immunity)	MMed(InfImm)	48
MAMEOPSC-01	Master of Medicine (Ophthalmic Science)	MMed(OphthSc)	48
	<i>Oculoplastic Surgery</i>	MMed(OphthSc-OcPlasSurg)	48
MAMEPAMA-02	Master of Medicine (Pain Management)	MMed(PainMgt)	48
MAMEPSYG-03	Master of Medicine (Psychotherapy) (admission suspended from 2019)	MMed(Psychotherapy)	72
MAMERHHG-02	Master of Medicine (Reproductive Health Sciences and Human Genetics) (admission suspended from 2018)	MMed(RHHG)	48
MANURSNG-09	Master of Nursing	MN	96
MANUNUPR-02	Master of Nursing (Nurse Practitioner)	MN(NP)	72
MAOCCTHE-02	Master of Occupational Therapy	MOT	96
MAPHARMA-01	Master of Pharmacy	MPharm	96
MAPHYSIO-01	Master of Physiotherapy	MPhy	96
MAPRHECA-01	Master of Primary Health Care Nursing	MPHC	60
MAPUHEAL-07	Master of Public Health	MPH	72
	<i>-Chronic Disease Prevention</i>	MPH (ChronDisPrev)	72
	<i>-Communicable Disease Control</i>	MPH (CommDisControl)	72
	<i>-Health Promotion and Advocacy</i>	MPH (HPromAdvocacy)	72
	<i>-Research Methods</i>	MPH (Research-Methods)	72
MAQUAHER-02	Master of Qualitative Health Research (admission suspended from 2019)	MQHR	60
MAREHCOU-03	Master of Rehabilitation Counselling	MRehabCIng	96
MASCMEAD-01	Master of Science in Medicine (Advanced)		
	<i>Clinical Neurophysiology</i>	MScMed(Adv)(ClinNeuroPhysiol)	60
	<i>-Critical Care Medicine (admission suspended from 2019)</i>	MScMed(Adv)(CritCare)	60
	<i>General Practice and Primary Health Care (admission suspended from 2019)</i>	MScMed(Adv)(GP/PHC)	60
	<i>Metabolic Health</i>	MScMed(Adv)(MetabHlth)	60
	<i>Pharmaceutical and Medical Device Development</i>	MScMed(Adv)(PharmDev)	60
	<i>Sleep Medicine</i>	MScMed(Adv)(SleepMedicine)	60
	<i>Sexual and Reproductive Health</i>	MScMed(Adv)(SRH)	60
	<i>Trauma Informed Psychotherapy</i>	MScMed(Adv)(Trauma-Informed Psychotherapy)	60
MASCMEI-01	Master of Science in Medicine		
	<i>Clinical Neurophysiology</i>	MScMed(ClinNeuroPhysiol)	48
	<i>-Critical Care Medicine (admission suspended from 2019)</i>	MScMed(CritCare)	48
	<i>General Practice and Primary Health Care</i>	MScMed(GP/PHC)	48
	<i>Metabolic Health</i>	MScMed(MetabHlth)	48
	<i>Pharmaceutical and Medical Device Development</i>	MScMed(PharmDev)	48
	<i>Sleep Medicine</i>	MScMed(SleepMedicine)	48
	<i>Sexual and Reproductive Health</i>	MScMed(SRH)	48
	<i>Trauma Informed Psychotherapy</i>	MScMed (Trauma-Informed Psychotherapy)	48
MASMCLEP-03	Master of Science in Medicine (Clinical Epidemiology)	MScMed(ClinEpi)	48
MASMINIM-01	Master of Science in Medicine (Infection and Immunity) (admission suspended from 2021)	MScMed(InfImm)	48
MASMOPSC-01	Master of Science in Medicine (Ophthalmic Science)	MScMed(OphthSc)	48

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MASMPAMA-02	Master of Science in Medicine (Pain Management)	MScM(PainMgt)	48
~~MASMPSYG-01~~	~~Master of Science in Medicine (Psychotherapy) (admission suspended from 2019)~~	~~MScMed (Psychotherapy)~~	~~72~~
~~MASMRHHG-02~~	~~Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) (admission suspended from 2018)~~	~~MScMed(RHHG)~~	~~48~~
MASPLAPA-01	Master of Speech Language Pathology	MSLP	96
MASURGER-03	Master of Surgery	MSurg	48
~~MASURGER-02~~	~~Master of Surgery (admission suspended 2020)~~	~~MSurg~~	~~48~~
	~~Breast Surgery~~	~~MS(BreastSurg)~~	~~48~~
	~~Cardiothoracic Surgery~~	~~MS(CardiothorSurg)~~	~~48~~
	~~Colorectal Surgery~~	~~MS(Colorectal)~~	~~48~~
	~~Endocrine Surgery~~	~~MS(Endocrine)~~	~~48~~
	~~Hand Surgery~~	~~MS(HandSurg)~~	~~48~~
	~~Head and Neck Surgery~~	~~MS(Head&Neck)~~	~~48~~
	~~Neurosurgery~~	~~MS(NeuroSurg)~~	~~48~~
	~~Orthopaedic Surgery~~	~~MS(Ortho)~~	~~48~~
	~~Otorhinolaryngology~~	~~MS(ENT)~~	~~48~~
	~~Paediatric Surgery~~	~~MS(PaedSurg)~~	~~48~~
	~~Plastic/Reconstructive Surgery~~	~~MS(Plastic&Reconstruct)~~	~~48~~
	~~Surgical Anatomy~~	~~MS(SurgAnat)~~	~~48~~
	~~Surgical Oncology~~	~~MS(SurgOnc)~~	~~48~~
	~~Surgical Outcomes~~	~~MS(SurgOutcomes)~~	~~48~~
	~~Surgical Sciences~~	~~MS(SurgSci)~~	~~48~~
	~~Surgical Skills~~	~~MS(SurgSkills)~~	~~48~~
	~~Transplant Surgery~~	~~MS(Transplant)~~	~~48~~
	~~Trauma Surgery~~	~~MS(Trauma)~~	~~48~~
	~~Upper Gastrointestinal Surgery~~	~~MS(UGISurg)~~	~~48~~
	~~Urology~~	~~MS(Urology)~~	~~48~~
	~~Vascular Surgery and Endovascular Surgery~~	~~MS(Vascular)~~	~~48~~
	~~Bachelor of Applied Science~~		
BPASEXP-02	Bachelor of Applied Science (Exercise Physiology)	BAppSc(ExPhys)	192
BPASESSC-023	Bachelor of Applied Science (Exercise and Sport Science) *	BAppSc(Ex&SpSc)	144
BPASDRAD-01	Bachelor of Applied Science (Diagnostic Radiography) [^]	BAppSc(DR)	192
BPASOCTE-05	Bachelor of Applied Science (Occupational Therapy) [^]	BAppSc(OT)	192
BPASPHYS-06	Bachelor of Applied Science (Physiotherapy) [^]	BAppSc(Phty)	192
BPASSPPA-06	Bachelor of Applied Science (Speech Pathology) [^]	BAppSc(SpPath)	192
~~BPHEASGI-02~~	~~Bachelor of Health Sciences* (admission suspended from 2018)~~	~~BHlthSci~~	~~144~~
BUNUPORE-01	Bachelor of Nursing Post-registration(on-shore)	BN	144
BUNUPORE-02	Bachelor of Nursing Post-Registration(off-shore)	BN	144
BPNUADS-01	Bachelor of Nursing (Advanced Studies)	BN(Advanced Studies)	144
BHNURSIH-02	Bachelor of Nursing (Honours)(on-shore)	BN(Hons)	48
BHNURSIH-03	Bachelor of Nursing (Honours)(off-shore)	BN(Hons)	48
BUORAHEA-01	Bachelor of Oral Health	BOH	144
BUPHARMA-01	Bachelor of Pharmacy [^]	BPharm	192
BUPHAMGT-01	Bachelor of Pharmacy and Management [^]	BPharmMgt	240

Note: *may be awarded with honours following a further year of study

[^] May be awarded with honours in an integrated program.

Note: Italicised items below degree names are streams within that degree.

3 Double degrees

Code	Course title and streams	Abbreviation	Credit points
MAMEDPHL-01	Master of Medicine / Master of Philosophy		
	<i>Sexual and Reproductive Health</i>	MMed(SRH)/MPhil	96
MASCMPHL-01	Master of Science in Medicine / Master of Philosophy		
	<i>Sexual and Reproductive Health</i>	MScMed(SRH)/MPhil	96
~~MAMRGPHL-01~~	~~Master of Medicine (Reproductive Health and Human Genetics) / Master of Philosophy (admission suspended from 2018)~~	~~MMed(RHGG)/MPhil~~	~~96~~
~~MASMRPHL-01~~	~~Master of Science in Medicine (Reproductive Health and Human Genetics) / Master of Philosophy (admission suspended from 2018)~~	~~MScMed(RHGG)/MPhil~~	~~96~~
BPARTMED-01	Bachelor of Arts/Doctor of Medicine	BA/MD	336
	Dalyell		
BPSCIMED-01	Bachelor of Science/Doctor of Medicine	BSc/MD	336
	Dalyell		
	Medical Science	BSc(MedSci)/MD	
BPSCIDMD-01000	Bachelor of Science/ Doctor of Dental Medicine	BSc/DMD	336
	Dalyell		
	Medical Science		
~~BGMEDSUR-01~~	~~Bachelor of Medicine and Bachelor of Surgery (admission suspended from 2014)~~	~~MBBS~~	~~192~~
BUHSCNUR-02	Bachelor of Health Sciences* and Master of Nursing (admission suspended from 2018)	BHlthSci/MN	192
BPASENUD-01	Bachelor of Applied Science (Exercise and Sport Science)* and Master of Nutrition and Dietetics (admission suspended from 2018)	BAppSc(Ex&SpSc)/MNutrDiet	240

* May be awarded with honours following a further year of study.

Note: Italicised items below degree names are streams within that degree.

4 Combined degrees

Code	Course title and streams	Abbreviation	Credit points
MAGHEPHL-01	Master of Global Health and Master of Philosophy	MGlobHlth/MPhil	96
MAHPOPHL-01	Master of Health Policy and Master of Philosophy	MHPol/MPhil	96
MAPHEPHL-01	Master of Public Health and Master of Philosophy	MPH/MPhil	96
~~BPASENUD-01~~	~~Bachelor of Applied Science (Exercise and Sport Science)* and Master of Nutrition and Dietetics (admission suspended from 2018)~~	~~BAppSc(Ex&SpSc)/MNutrDiet~~	~~240~~
BPASEAVS-01	Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science) ^	BAppSc/BAdvStudies(Ex&SpSc)	192
~~BUHSCNUR-02~~	~~Bachelor of Health Sciences* and Master of Nursing (admission suspended from 2018)~~	~~BHlthSci/MN~~	~~192~~
BPARTNUR-01	Bachelor of Arts and Master of Nursing	BA/MN	192
	Dalyell		
BPSCINUR-01	Bachelor of Science and Master of Nursing (admission suspended from 2018)	BSc/MN	192
~~BUSCINUR-02~~	~~Bachelor of Science and Master of Nursing (admission suspended from 2018)~~	~~BSc/MN~~	~~192~~
	Dalyell		
	Health	BSc(Hlth)/MN	

^ May be awarded with honours in an integrated program.

* May be awarded with honours following a further year of study.

Note: Italicised items below degree names are streams within that degree.

Resolutions of the Senate Faculty of Medicine and Health

5 Graduate diplomas

CODE	Course title and streams	Abbreviation	Credit points
GNADNUPR-01	Graduate Diploma in Advanced Nursing Practice	GradDipAdvNP	48
GNADVSUR-01	Graduate Diploma in Advanced Surgery		
	<i>Breast Surgery</i>	GradDipAdvSurg(BreastSurg)	36
	<i>Uro-Oncology</i>	GradDipAdvSurg(Uro-Oncology)	36
GNBIOETI-02	Graduate Diploma in Bioethics	GradDipBioethics	36
	<u>Graduate Diploma in Biomedical Science</u>		
	- <i>Advanced Diagnostics and Prognostics</i>	GradDipBiomedSci(AdvDiagnosticsPrognostics)	36
	- <i>Cancer</i>	GradDipBiomedSci(Cancer)	36
	- <i>Genomics and Precision Medicine</i>	GradDipBiomedSci(GenomicsPrecisionMed) cisionMed)	36
	- <i>Infection and Immunity</i>	GradDipBiomedSci(InfectionImmunity)	36
GNBIOTA-01	Graduate Diploma in Biostatistics	GradDipBiostat	48
GNBRMISC-01	Graduate Diploma in Brain and Mind Sciences	GradDipBMSc	36
GNCAHANU-01	Graduate Diploma in Cancer and Haematology Nursing	GradDipCaHaemN	48
GNCAREFS-01	Graduate Diploma in Cataract and Refractive Surgery	GradDipRefCatSurg	36
	~~Graduate Diploma in Clinical Dentistry~~		
GNCLDARE-01	~~Graduate Diploma in Clinical Dentistry(Advanced Restorative)~~	GradDipClinDent	48
GNCLDCHH-01	~~Graduate Diploma in Clinical Dentistry(Child Health)~~	GradDipClinDent	48
GNCLDCSP-01	~~Graduate Diploma in Clinical Dentistry(Conscious Sedation and Pain Control)~~	GradDipClinDent	48
GNCLDHOD-01	~~Graduate Diploma in Clinical Dentistry(Hospital Dentistry)~~	GradDipClinDent	48
GNCLDOBI-01	~~Graduate Diploma in Clinical Dentistry(Oral Biology)~~	GradDipClinDent	48
GNCLDOIM-01	~~Graduate Diploma in Clinical Dentistry(Oral Implants)~~	GradDipClinDent	48
GNCLDSUD-01	~~Graduate Diploma in Clinical Dentistry(Surgical Dentistry)~~	GradDipClinDent	48
GNCLDTOM-01	~~Graduate Diploma in Clinical Dentistry(Tooth Mechanics)~~	GradDipClinDent	48
GNCLIEPI-01	Graduate Diploma in Clinical Epidemiology	GradDipClinEpi	36
GNCLITRR-01	Graduate Diploma in Clinical Trials Research	GradDipClinTRes	36
GNCOMMDI-01 ²	Graduate Diploma in Communication Disorders (<i>exit only</i>)	GradDipCommDis	48
GNEMENUR	Graduate Diploma in Emergency Nursing	GradDipEmergN	48
GNGENGOU-01	~~Graduate Diploma in Genetic Counselling (admission-suspended from 2018)~~	GradDipGG	48
GNHEAPOL-01	Graduate Diploma in Health Policy	GradDipHPol	36
GNINHEPR-02	Graduate Diploma in Indigenous Health Promotion	GradDipIndigHProm	36
GNINHESU-01	~~Graduate Diploma in Indigenous Health (Substance-Use) (admission-suspended from 2019)~~	GradDipIndigH(SubUse)	36
GNINFIMM-01	Graduate Diploma in Infection and Immunity	GradDipInfImm	36
GNMDIMGS-01	Graduate Diploma in Medical Imaging Science	GradDipMIS	48
GNREHCOU-02	Graduate Diploma in Rehabilitation Counselling	GradDipRehabCing	48
GNINCNUR-02	Graduate Diploma in Intensive Care Nursing	GradDipIntCareN	48
GNINTOPH-01	Graduate Diploma in International Ophthalmology	GradDipIOphth	36
GNINPUHE-01	~~Graduate Diploma in International Public Health (admission-suspended from 2019)~~	GradDipIntPH	36
GNMEDICI-02	Graduate Diploma in Medicine		
	<i>Child and Adolescent Health</i>	GradDipMed(ChildAdolHealth)	36
	<i>Clinical Neurophysiology</i>	GradDipMed(ClinNeuroPhysiol)	36
	<i>Critical Care Medicine</i>	GradDipMed(CritCare)	36
	<i>General Practice and Primary Health Care</i>	GradDipMed(GP/PHC)	36

Resolutions of the Senate Faculty of Medicine and Health

CODE	Course title and streams	Abbreviation	Credit points
	<i>Genomics and Precision Medicine</i>	GradDipMed(GenomicsPrecisionMed)	36
	<i>Internal Medicine</i>	GradDipMed(InternalMedicine)	36
	<i>Metabolic Health</i>	GradDipMed(MetabHlth)	36
	<i>Pharmaceutical and Medical Device Development</i>	GradDipMed(PharmDev)	36
	<i>Psychiatry</i>	GradDipMed(Psychiatry)	36
	<i>Sexual and Reproductive Health</i>	GradDipMed(SRH)	36
	<i>Sleep Medicine</i>	GradDipMed(SleepMedicine)	36
	<i>Trauma-Informed Psychotherapy</i>	GradDipMed(Trauma-Informed Psychotherapy)	36
GNMEHNUR-02	Graduate Diploma in Mental Health Nursing	GradDipMHlthN	48
GNOPHTSC-01	Graduate Diploma in Ophthalmic Science	GradDipOphthSc	36
	<i>Oculoplastic Surgery</i>	GradDipOphthSc(OcPlasSurg)	36
GNPAIMGT-01	Graduate Diploma in Pain Management	GradDipPainMgt	36
GNPRHECA-01	Graduate Diploma in Primary Health Care Nursing	GradDipPHC	48
GNPUHEAL-03	Graduate Diploma in Public Health	GradDipPH	48
GNSCMEDI-01	Graduate Diploma in Science in Medicine		
	<i>Clinical Neurophysiology</i>	GradDipScMed(ClinNeuroPhysiol)	36
	~~Critical Care Medicine (admission suspended from 2019)~~	~~GradDipScMed(CritCare)~~	~~36~~
	<i>General Practice and Primary Health Care</i>	GradDipScMed(GP/PHC)	36
	<i>Metabolic Health</i>	GradDipScMed(MetabHlth)	36
	<i>Pharmaceutical & Medical Device Development</i>	GradDipScMed(PharmDev)	36
	<i>Sexual and Reproductive Health</i>	GradDipScMed(SRH)	36
	<i>Sleep Medicine</i>	GradDipScMed(SleepMedicine)	36
	<i>Trauma-Informed Psychotherapy</i>	GradDipScMed(Trauma-Informed Psychotherapy)	36
GNSURGER-02	Graduate Diploma in Surgery	GradDipSurg	36

Note: Italicised items below degree names are streams within that degree.

6 Graduate certificates

Code	Course title and streams	Abbreviation	Credit points
GCADCLSK-01	Graduate Certificate in Advanced Clinical Skills		
	<i>Surgical Anatomy</i>	GradCertAdvClinSkills(SurgAnat)	24
GCADVSUR-01	Graduate Certificate in Advanced Surgery		
	<i>Breast Surgery</i>	GradCertAdvSurg(BreastSurg)	24
	<i>Uro-Oncology</i>	GradCertAdvSurg(Uro-Oncology)	24
GCBIOETI-02	Graduate Certificate in Bioethics	GradCertBEth	24
GCBIOSTA-01	Graduate Certificate in Biostatistics	GradCertBiostat	24
GCBRMISC-01	Graduate Certificate in Brain and Mind Sciences	GradCertBMSc	24
GCCAHANU-01	Graduate Certificate in Cancer and Haematology Nursing	GradCertCaHaemN	24
	~~Graduate Certificate in Clinical Dentistry~~		
GCCLDARE-01	~~Graduate Certificate in Clinical Dentistry (Advanced Restorative)~~	GradCertClinDent	24
GCCLDCHH-01	~~Graduate Certificate in Clinical Dentistry (Child Health)~~	GradCertClinDent	24
GCCLDHOD-01	~~Graduate Certificate in Clinical Dentistry (Hospital Dentistry)~~	GradCertClinDent	24
GCCLDOBI-01	~~Graduate Certificate in Clinical Dentistry (Oral Biology)~~	GradCertClinDent	24
GCCLDSUD-01	~~Graduate Certificate in Clinical Dentistry (Surgical Dentistry)~~	GradCertClinDent	24
GCCLDTOM-01	~~Graduate Certificate in Clinical Dentistry (Tooth Mechanics)~~	GradCertClinDent	24
	~~Graduate Certificate in Biomedical Science~~		
	~~- Advanced Diagnostics and Prognostics~~	~~GradCertBiomedSci(AdvDiagnosticsPrognostics)~~	~~24~~
	~~- Cancer~~	~~GradCertBiomedSci(Cancer)~~	~~24~~

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
	- <i>Genomics and Precision Medicine</i>	GradCertBiomedSci(GenomicsPrecisionMed) cisionMed)	24
	- <i>Infection and Immunity</i>	GradCertBiomedSci(InfectionImmunity)	24
GCCLIEPI-01	Graduate Certificate in Clinical Epidemiology	GradCertClinEpi	24
GCCLINUR	Graduate Certificate in Clinical Nursing	GradCertClinN	24
GCCLITRP	Graduate Certificate in Clinical Trials Practice (admission suspended from 2019)	GradCertClinTPrac	24
GCCLITRR-01	Graduate Certificate in Clinical Trials Research	GradCertClinTRes	24
GCEMENUR-02	Graduate Certificate in Emergency Nursing	GradCertEmergN	24
GCEVBSM-01	Graduate Certificate in Evidence-Based Complementary Medicines	GCCompMed(Evidence-Based)	24
GCHEAPOL-01	Graduate Certificate in Health Policy	GradCertHPol	24
	Graduate Certificate of Health Science		
GCHEDEBI-01	Developmental Disability (admission suspended from 2018)	GradCertHlthSc(DB)	24
GCINHESU-01	Graduate Certificate in Indigenous Health (Substance Use) (admission suspended from 2019)	GradCertIndigH(SubUse)	24
GCINFIMM-01	Graduate Certificate in Infection and Immunity	GradCertInfImm	24
GCINCNR-02	Graduate Certificate in Intensive Care Nursing	GradCertIntCareN	24
GCMDIMG-01	Graduate Certificate in Medical Imaging Science	GradCertMIS	24
GCMEDICI-02	Graduate Certificate in Medicine		
	<i>General Practice and Primary Health Care</i>	GradCertMed(GP/PHC)	24
	<i>Child and Adolescent Health</i>	GradCertMed(ChildAdolHealth)	24
	<i>Clinical Neurophysiology</i>	GradCertMed(ClinNeuroPhysiol)	24
	<i>Critical Care Medicine</i>	GradCertMed(CritCare)	24
	<i>Genomics and Precision Medicine</i>	GradCertMed(GenomicsPrecisionMed)	24
	<i>Internal Medicine</i>	GradCertMed(InternalMedicine)	24
	<i>Metabolic Health</i>	GradCertMed(MetabHlth)	24
	<i>Pharmaceutical and Medical Device Development</i>	GradCertMed(PharmDev)	24
	<i>Psychiatry</i>	GradCertMed(Psychiatry)	24
	<i>Sexual and Reproductive Health</i>	GradCertMed(SRH)	24
	<i>Sleep Medicine</i>	GradCertMed(SleepMedicine)	24
	<i>Trauma-Informed Psychotherapy</i>	GradCertMed(Trauma-Informed Psychotherapy)	24
GCMEHNUR	Graduate Certificate in Mental Health Nursing	GradCertMHlthN	24
GCPAIMG-02	Graduate Certificate in Pain Management	GradCertPainMgt	24
GCPHAPRA-01	Graduate Certificate in Pharmacy Practice	GradCertPharmPrac	24
GCPRHECA-01	Graduate Certificate in Primary Health Care Nursing	GradCertPHC	24
GCQUAHER-01	Graduate Certificate in Qualitative Health Research (admission suspended from 2019)	GradCertQHR	24
GCSCMEDI-01	Graduate Certificate in Science in Medicine		
	~~Critical Care Medicine (admission suspended from 2019)~~	GradCertScMed(CritCare)	24
	<i>Clinical Neurophysiology</i>	GradCertScMed(ClinNeuroPhysiol)	
	<i>General Practice and Primary Health Care</i>	GradCertScMed(GP/PHC)	24
	<i>Metabolic Health</i>	GradCertScMed(MetabHlth)	24
	<i>Pharmaceutical & Medical Device Development</i>	GradCertScMed(PharmDev)	24
	<i>Sexual and Reproductive Health</i>	GradCertScMed(SRH)	24
	<i>Sleep Medicine</i>	GradCertScMed(SleepMedicine)	24
	<i>Trauma-Informed Psychotherapy</i>	GradCertSciMed(Trauma-Informed Psychotherapy)	24
GCSURGER-02	Graduate Certificate in Surgery	GradCertSurg	24
GCSURGER-01	Graduate Certificate in Surgery (admission suspended from 2020)	GradCertSurg(BreastSurg)	24

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
	~~Breast Surgery~~	GradCertSurg(BreastSurg)	24
GCSURGSC-01	Graduate Certificate in Surgical Sciences	GradCertSurgSc	24

Note: Italicised items below degree names are streams within that degree.



Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.3

Non-Confidential

Author	Dr Megan Steain
Reviewer/Approver	Associate Professor Anthony Masters
Paper title	Minor Amendment, Graduate Certificate in Infection and Immunity, School of Medical Science
Purpose	The purpose of this proposal is to seek approval of the Academic Board to change the core unit requirements and associated table of units of study for the Graduate Certificate in Infection and Immunity, for semester 2, 2020.
Consultation Pipeline	FMH Education Committee 07/05/20 → FMH Board 11/05/20 → Graduate Studies Committee → Academic Board

RECOMMENDATION

That the Graduate Studies Committee (GSC) review and approve the minor amendment for the Graduate Certificate in Infection and Immunity which includes the following changes to the Table of units of study:

- I. To add an additional session of INIM5111 Principles in Immunology, allowing it to run in Semester 2, 2020.
- II. To add PUBH5010 Epidemiological Methods and Uses as an elective for Grad Cert students only and allowing it to run in Semester 2, 2020.
- III. Add a note to Graduate Certificate students to refer to “note 1” in the table if they are seeking to undertake full time study in semester 2 2020 and complete a Graduate Certificate in Infection and Immunity:

Note 1: GradCert students for Semester 2, 2020 have permission to select the following units as electives in lieu of core unit requirements.

*PUBH5010 replaces INIM5112 - this is available via Special Permission
INIM5022 replaces INIM5011 – this is available via Department Permission*

These special conditions to the Grad Cert will only be available to CSP students. Because the new/amended units will be available via Departmental or Special permission, it will be ensured doctors would not be provided access to the Graduate Certificate – Infection and Immunity as part of the HE Relief initiative.

EXECUTIVE SUMMARY

We request a change to the core unit requirements and associated table of units of study for the Graduate Certificate in Infection and Immunity, for semester 2, 2020 only.

BACKGROUND / CONTEXT

This change is in response to the current SARS-CoV2 global pandemic the Federal Government Higher Education Relief initiative, allowing students to enrol in accredited study at discounted fees that must be completed by December 2020. This amendment allows new students to undertake full time study in semester 2 2020 and complete a Graduate Certificate in Infection and Immunity, with a focus on the control of viral infections.



Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.3

CONSULTATION

Professor Inam Haq (Associate Dean Education)

Professor Jamie Triccas (Head of Discipline, Infectious Diseases and Immunology)

Professor Joel Negin (Head of School, Sydney School of Public Health)

Dr Hayley Fisher, Director of Post Bachelor Education, DVC Education

Charlie Foxlee, Manager, Academic Model, Student Administration

This proposal was approved by the Education Committee during the May 7, 2020 meeting. Subsequently the proposal was approved by the Faculty Board via rapid circulation in time for inclusion at the May 12 GSC Reserve meeting to ensure implementation can occur in Semester 2, 2020.

On May 11th, 2020 the Graduate Studies Committee (GSC) resolved to recommend the proposal for Academic Board approval subject to the completion of Action AB-GSC-20/06-02.

Action AB-GSC-20/06-02

That the Faculty of Medicine and Health:

1. liaise with the Academic Model to investigate the available options for building the course in Sydney Student noting the concern of the workload generated by Departmental Permissions;
2. liaise with the Chair, Graduate Studies Committee to confirm that the learning outcomes are not significantly impacted by the proposed change; and
3. revise the documentation to include a complete unit of study table.

Consultation with Faculty Services resulted in PUBH5010 no longer being available by departmental permission but via EXMR (special permission) to help alleviate workload. The GSC Chair has also reviewed the learning outcomes and confirmed they have not been significantly impacted by the proposed change.

All changes to the UoS Table required by Action AB-GSC-20/06-02 are complete and accounted for in the proposal in its current form for submission to the Academic Board on June 9th, 2020.

IMPLEMENTATION

For implementation as soon as possible to allow advertising for a Semester 2 2020 start.

COMMUNICATION

Once approved, through marketing and recruitment channels.

ATTACHMENTS

Minor course amendment proposal for the Graduate Certificate in Infection and Immunity may be viewed in **4 Report of the Chair**

Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.4

Non-Confidential

Proposal Title	Minor Amendment Proposal Master of Surgery
Recommendation	<i>That the Graduate Studies Committee endorse the recommendation that the Academic Board:</i> <i>approve the proposal from the Faculty of Medicine and Health to amend the Master of Surgery, Graduate Diploma in Surgery and Graduate Certificate in Surgery and the subsequent amendments to the course resolutions, with effect from 1 January 2021.</i>
Proposal Presenter	Professor Pierre Chapuis/Dr Shailendra Sawleshwarkar
Consultation Pipeline	FMH Education Committee 12/3/20 → FMH Faculty Board 2/4/20 → Graduate Studies Committee → Academic Board

EXECUTIVE SUMMARY

This proposal is for a minor amendment to take effect from 2021 i.e. amend the admission requirements for the Master of Surgery program from 2021.

Risks / Benefits

The changes are recommended to improve the student learning experience and involve no risk.

BACKGROUND / CONTEXT

The proposal was endorsed by the FMH Education Committee on 12 March 2020 pending revision. With revisions undertaken, the proposal was subsequently approved by the FMH Faculty Board (FMH FB) on April 2, 2020.

On 21 April 2020, the AB Graduate Studies Committee resolved to recommend that the Faculty of Medicine and Health to revise and resubmit the proposal to amend the Master of Surgery, Graduate Diploma in Surgery and

Graduate Certificate in Surgery to a future meeting of the Graduate Studies Committee following the completion of Action AB-GSC-20/05-05. Actions have been addressed and recommended changes made to course resolutions, admission requirements. All changes are accounted for in the proposal in its current form and have been reviewed by the Chair GSC prior to resubmission to the 12 May 2020 reserve meeting of the GSC.

On May 12th, the AB Graduate Studies Committee resolved to recommend Academic Board approve the proposal with effect from Jan 1, 2021, subject to completion of Action-AB-GSC-20/06-03 (listed below).

Action-AB-GSC-20/06-03

1. That clause 7 'Course Transfer' be amended to replace "graduate with a shorter award from this embedded sequence" with "graduate with a Graduate Certificate or Graduate Diploma from this embedded sequence" Action-AB-GSC-20/06-03 has been completed and included within the CMS generated Course Resolutions provided as part of this submission.

IMPLEMENTATION

Changes will be required in Sydney Courses and the FMH Handbook.

COMMUNICATION

Following Academic Board approval, the changes will be made in Sydney Courses and the FMH Handbook.

Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.4

Non-Confidential

Approver	Associate Dean, Education, Faculty of Medicine and Health
Faculty/Proposal Sponsor	Executive Dean and Pro Vice-Chancellor, Faculty of Medicine and Health

ATTACHMENTS

Attachment 1 Minor Course Amendment

Attachment 2 Course Resolutions

Minor Course Amendment Proposal

Faculty: Medicine and Health
School: Sydney Medical School
Contact person: Professor Pierre Chapuis
pierre.chapuis@sydney.edu.au
9036 3114

1. Name of award course

Master of Surgery
Graduate
Diploma in
Surgery
Graduate
Certificate
in Surgery

2. Purpose of proposal

To amend the resolutions to restrict entry to interns/resident medical officers working in an Australian or New Zealand hospital for the Master of Surgery, Graduate Diploma in Surgery and Graduate Certificate in Surgery from 2021.

3. Details of amendment

1. Resolutions

It is proposed to restrict entry to interns/resident medical officers working in an Australian or New Zealand hospital for the program from 2021. This will ensure the program is only available to medical graduates who are eligible for surgical training.

Proposed change:

1 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate Certificate in Surgical Sciences
 - (b) Graduate Certificate in Surgery
 - (c) Graduate Diploma in Surgery
 - (d) the Master of Surgery.
- (2) The Graduate Certificate in Surgical Sciences and the Graduate Certificate in Surgery both articulate into the Graduate Diploma in Surgery and the Master of Surgery. ~~in accordance with clause 7(3).~~
- (3) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest

award completed will be conferred.

Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Faculty may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Surgical Sciences requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; or
 - (b) ~~enrolment in, and~~ successful completion of all pre-clinical studies, in a graduate-entry medical degree program offered by an Australian university.
- (3) Admission to the Graduate Certificate in Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) current medical registration in an Australian or New Zealand jurisdiction and current employment as ~~a medical practitioner in and Australian or New Zealand hospital~~ an intern/resident medical officer in an Australian or New Zealand hospital.
- (4) Admission to the Graduate Diploma in Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; ~~and~~ or
 - (b) successful completion of the requirements of the embedded Graduate Certificate in Surgery or Graduate Certificate in Surgical Sciences; and
 - (c) current medical registration in an Australian or New Zealand jurisdiction and current employment as ~~a medical practitioner in and Australian or New Zealand hospital~~ an intern/resident medical officer in an Australian or New Zealand hospital.
- (5) Admission to the Master of Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; ~~and~~ or
 - (b) successful completion of the requirements of the embedded Graduate Certificate in Surgery or Graduate Certificate in Surgical Sciences or Graduate Diploma in Surgery; and
 - (c) current medical registration in an Australian or New Zealand jurisdiction and current employment as ~~a medical practitioner in and Australian or New Zealand hospital~~ an intern/resident medical officer in an Australian or New Zealand hospital.
- (6) Admission to any of the courses in this sequence may be subject to satisfactory interview at the discretion of the Program Director.

Requirements for award

- (4)
 - (a) 6 credit points of research method selective units of study; and
 - (b) ~~A minimum~~ minimum of 24 and a maximum of 30 credit points of surgery selective units of study; and

Course transfer

- (1) A candidate for the degree of Master or Graduate Diploma may elect to discontinue study and graduate with a ~~shorter award~~ Graduate Certificate or Graduate Diploma from this embedded sequence, provided the requirements of the ~~shorter~~ award have been met.
- (2) ~~A candidate for the graduate diploma may elect to transfer to the degree of master.~~
- (3) ~~Candidates who enrol in either the Graduate Certificate in Surgical Sciences or the Graduate Certificate in Surgery may transfer to the Graduate Diploma in Surgery or the Master of Surgery providing the admission requirements for the longer award are met.~~

~~8 Commencement of these resolutions~~ Transitional provisions

- (1) These resolutions apply to persons who commence their candidature after 1 January 2021~~2020~~.

4. Transitional arrangements

The changes will take effect in 2021 and will not apply to students who have enrolled prior to 2021.

5. Other relevant information

NA

6. Signature of Dean

Robyn Ward

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Master of Surgery

Graduate Certificate in Surgical Sciences

Graduate Certificate in Surgery

Graduate Diploma in Surgery

Master of Surgery

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCSURGSC-01	Graduate Certificate in Surgical Sciences
GCSURGER-02	Graduate Certificate in Surgery
GNSURGER-02	Graduate Diploma in Surgery
MASURGER-03	Master of Surgery

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Masters type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate Certificate in Surgical Sciences
 - (b) Graduate Certificate in Surgery
 - (c) Graduate Diploma in Surgery
 - (d) the Master of Surgery.
- (2) The Graduate Certificate in Surgical Sciences and the Graduate Certificate in Surgery both articulate into the Graduate Diploma in Surgery and the Master of Surgery. ~~in accordance with clause 7(3):~~
- (3) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Faculty may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Surgical Sciences requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; or
 - (b) ~~enrolment in, and~~ successful completion of all pre-clinical studies, ~~in a graduate-entry medical degree program offered by an Australian university.~~
- (3) Admission to the Graduate Certificate in Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) current medical registration in an Australian or New Zealand jurisdiction and current employment as ~~a medical practitioner in and Australian or New Zealand hospital~~ an intern/resident medical officer in an Australian or New Zealand hospital.
- (4) Admission to the Graduate Diploma in Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; ~~and or~~
 - (b) successful completion of the requirements of the embedded Graduate Certificate in Surgery or Graduate Certificate in Surgical Sciences; and
 - (c) current medical registration in an Australian or New Zealand jurisdiction and current employment as ~~a medical practitioner in and Australian or New Zealand hospital~~ an intern/resident medical officer in an Australian or New Zealand hospital.
- (5) Admission to the Master of Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; ~~and or~~
 - (b) successful completion of the requirements of the embedded Graduate Certificate in Surgery or Graduate Certificate in Surgical Sciences or Graduate Diploma in Surgery; and
 - (c) current medical registration in an Australian or New Zealand jurisdiction and current employment as ~~a medical practitioner in and Australian or New Zealand hospital~~ an intern/resident medical officer in an Australian or New Zealand hospital.
- (6) Admission to any of the courses in this sequence may be subject to satisfactory interview at the discretion of the Program Director.



Master of Surgery

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Tables of Units of Study for the Graduate Certificate in Surgical Sciences, the Graduate Certificate in Surgery, the Graduate Diploma in Surgery and the Master of Surgery.
- (2) To qualify for the award of the Graduate Certificate in Surgical Sciences a candidate must successfully complete 24 credit points of surgery selective units of study.
- (3) To qualify for the award of the Graduate Certificate in Surgery a candidate must successfully complete 24 credit points of surgery selective units of study.
- (4) To qualify for the award of the Graduate Diploma in Surgery a candidate must successfully complete 36 credit points, including:
 - (a) 6 credit points of research method selective units of study; and
 - (b) A ~~minimum~~ minimum of 24 and a maximum of 30 credit points of surgery selective units of study; and
 - (c) a maximum of 6 credit points of elective units of study.
- (5) To qualify for the award of the Master of Surgery a candidate must successfully complete 48 credit points, including:
 - (a) 6 credit points of research method selective units of study; and
 - (b) 6 credit points of capstone core units of study; and
 - (c) a minimum of 24 and a maximum of 36 credit points of surgery selective units of study; and
 - (d) a maximum of 12 credit points of elective units of study.

7 Course transfer

- (1) A candidate for the degree of Master or Graduate Diploma may elect to discontinue study and ~~graduate with a shorter award from this embedded sequence~~ graduate with a Graduate Certificate or Graduate Diploma from this embedded sequence, provided the requirements of the ~~shorter~~ award have been met.
- (2) ~~A candidate for the graduate diploma may elect to transfer to the degree of master.~~
- (3) ~~Candidates who enrol in either the Graduate Certificate in Surgical Sciences or the Graduate Certificate in Surgery may transfer to the Graduate Diploma in Surgery or the Master of Surgery providing the admission requirements for the longer award are met.~~

8 ~~Commencement of these resolutions~~ Transitional provisions

- (1) These resolutions apply to persons who commence their candidature after 1 January ~~2021~~2020.



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.13

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Graduate Certificate in Science (History and Philosophy of Science) Course Suspension
Proposed Year of Implementation	2021, Semester 2
Faculty Approval Date	25 February 2020
Purpose	To suspend enrolment into the Graduate Certificate in Science (History and Philosophy of Science) with a view to closing the course in the future.
Proposal Presenter	Bianca Waud

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Science to suspend enrolment into the Graduate Certificate in Science (History and Philosophy of Science) with effect from Semester 2 2021.*
- (2) approve the proposal from the Faculty of Science to update the Resolution of the Senate with effect from 1 January 2021.*

EXECUTIVE SUMMARY

Only one student in the past 7 years has graduated from the Graduate Certificate in Science (History and Philosophy of Science). A financial review has concluded it is non-viable.

ATTACHMENTS

- 1.Minor Course Amendment Proposal
- 2.Marked-up Resolutions of the Senate
3. Financial Review

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager Curriculum and Quality

1. Name of award course

Graduate Certificate in Science (History and Philosophy of Science)

2. Purpose of proposal

To suspend enrolment into the Graduate Certificate in Science (History and Philosophy of Science) from Semester 2, 2021.

3. Details of amendment

*Resolutions of the Senate
Section 6
Graduate Certificate in Science (History and Philosophy of Science) (no new intake from Semester 2 2021)*

4. Transitional arrangements

None needed. All of the units in the degree are taught in other degrees. None of the units are closing.

5. Other relevant information

6. Signature of Dean

Iain M Young

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Resolutions of the Senate Faculty of Science

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Science

- (1) With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

2 Degrees

Code	Course title & stream	Abbreviation	Credit points
RHSCIENC-01	Doctor of Science	DSc	Published Work
RHAGRECO-01	Doctor of Agricultural Economics	DAgrEc	Published Work
RHSCAGRI-01	Doctor of Science in Agriculture	DScAgr	Published Work
RHVETSCI-01	Doctor of Veterinary Science	DVSc	Published Work
RPPHDSCI-01	Doctor of Philosophy	PhD	Research
RPPHDSCI-04	Doctor of Philosophy	PhD	Research
RPPHDAGR-01	Doctor of Philosophy (<i>no new intake from 2017</i>)	PhD	Research
RPPHDVET-01	Doctor of Philosophy (<i>no new intake from 2017</i>)	PhD	Research
RMPHLSCI-01	Master of Philosophy	MPhil	Research
RMPHLAGR-01	Master of Philosophy (<i>no new intake from 2017</i>)	MPhil	Research
MASCIENC-01	Master of Science (<i>no new intake from 2016</i>)	MSc	Research
RMSCVESC-01	Master of Science in Veterinary Science (<i>no new intake from 2017</i>)	MScVetSc	Research
RMVETCLS-01	Master of Veterinary Clinical Studies	MVetClinStud	Research
RMVETSCI-01	Master of Veterinary Science (<i>no new intake from 2017</i>)	MVSc	Research
MASCPSCO-01	Master of Science in Coaching Psychology	MSc(CoachPsys)	48
MAMASCMG-02	Master of Marine Science and Management	MMarSciMgt	72
MAMATHSC-01	Master of Mathematical Sciences	MMathSci	96
MAENVSCI-01	Master of Environmental Science	MEnvSci	72
MAENSCLA-02	Master of Environmental Science and Law	MEnvSciLaw	72
MAMEDPHY-01	Master of Medical Physics	MMedPhys	72
MANUTDIE-01	Master of Nutrition and Dietetics	MNutrDiet	96
MASUSTAI-01	Master of Sustainability	MSust	72
MACLIPSY-01	Master of Clinical Psychology	MCP	96
MAAGRENV-01	Master of Agriculture and Environment	MAgrEnv	72
MAVETPHE-01	Master of Veterinary Public Health (<i>no new intake from 2017</i>)	MVPH	48
MAVEPHMA-01	Master of Veterinary Public Health Management (<i>no new intake from 2018</i>)	MVPHMgt	48
MAVETSTD-04	Master of Veterinary Studies	MVetStud	48
MAWIHEPM-02	Master of Wildlife Health and Population Management (<i>no new intake from 2018</i>)	MWHPMgt	72
MAVETMED-01	Doctor of Veterinary Medicine	DVM	192
BPLIARSC-02	Bachelor of Liberal Arts and Science*	BLAS	144
BPMEDSCI-02	Bachelor of Medical Science* (<i>no new intake from 2018</i>)	BMedSc	144
BPPSYCHO-03	Bachelor of Psychology	BPsych	192
BPSCIENC-05	Bachelor of Science*	BSc	144
	Dalyell		



Resolutions of the Senate Faculty of Science

Code	Course title & stream	Abbreviation	Credit points
	Health		
	Medical Science		
BUAGRECO-01	Bachelor of Agricultural Economics (no new intake from 2015) [^]	BAgrEc	192
BUFDAGBU-01	Bachelor of Food and Agribusiness [^] (no new intake from 2018)	BFoodAgrib	192
BPENVSYS-01	Bachelor of Environmental Systems (no new intake from 2017) [^]	BEnvSys	144
BURESECN-01	Bachelor of Resource Economics (no new intake from 2015) [^]	BResEc	192
BUSCAGRI-01	Bachelor of Science in Agriculture [^] (no new intake from 2018)	BScAgr	192
BUANVEBI-01	Bachelor of Animal and Veterinary Bioscience [^] (no new intake from 2018)	BAnVetBioSc	192
BPVETBIO-01	Bachelor of Veterinary Biology (exit only)	BVetBiol	144

^{*}may be awarded with honours following a further year of study.

[^]may be awarded with honours in an integrated program.

3 Combined degrees

Code	Course title & stream	Abbreviation	Credit points
BPCOMSCI-02	Bachelor of Commerce [*] and Bachelor of Science [*] (no new intake from 2018)	BCom/BSc	240
BPESMSCI-02	Bachelor of Education (Secondary: Mathematics) [^] and Bachelor of Science [*]	BEd(Sec:Maths)/BSc	240
	Dalyell		
BPESISCI-02	Bachelor of Education (Secondary: Science) [^] and Bachelor of Science [*]	BEd(Sec:Science)/BSc	240
	Dalyell		
BPENGMSC-01	Bachelor of Engineering [^] and Bachelor of Medical Science [*] (no new intake from 2018)	BE/BMedSc	240
BPENGSCI	Bachelor of Engineering Honours [^] and Bachelor of Science [*]	BE/BSc	240
	Dalyell		
	Health		
	Medical Science		
BPITCMSC-01	Bachelor of Information Technology [^] and Bachelor of Medical Science [*] (no new intake from 2018)	BIT/BMedSc	240
BPITCSCI-01	Bachelor of Information Technology [^] and Bachelor of Science [*] (no new intake from 2018)	BIT/BMedSc	240
BPSCIART-02	Bachelor of Science and Bachelor of Arts [*] (no new intake from 2018)	BSc/BA	192
BPSCILAW-02	Bachelor of Science [*] and Bachelor of Laws [^]	BSc/LLB	240
	Dalyell		
BPSCIMTC-01	Bachelor of Science and Master of Mathematical Sciences	BSc/MMathSci	216
	Dalyell		
	Advanced		
BUSCINUR-02	Bachelor of Science [*] and Master of Nursing	BSc/MN	192
	Dalyell		
	Health		
BPSCIAVS-01	Bachelor of Science/Bachelor of Advanced Studies	BSc/BAdvStudies	192
	Dalyell		
	Advanced		
	Health		
	Medical Science		
	Agriculture		
	Animal and Veterinary Bioscience		
	Food and Agribusiness		
	Taronga Wildlife Conservation		
MAVETSTD-03/RMVETCLS-01	Master of Veterinary Studies/Master of Veterinary Clinical Studies	MVetStud/MVetClinStud	48
	Avian Medicine	MVetStud/MVetClinStud(Avian Medicine)	48
	Canine Medicine	MVetStud/MVetClinStud(Canine Medicine)	48

Code	Course title & stream	Abbreviation	Credit points
	Bovine Medicine	MVetStud/MVetClinStud(Bovine Medicine)	48
	Equine Medicine	MVetStud/MVetClinStud(Equine Medicine)	48
	Equine Sports Medicine & Rehabilitation	MVetStud/MVetClinStud(Equine Sports)	48
	Equine Surgery	MVetStud/MVetClinStud(Equine Surgery)	48
	Feline Medicine	MVetStud/MVetClinStud(Feline Medicine)	48
	Ruminant Medicine	MVetStud/MVetClinStud(Ruminant Medicine)	48
	Small Animal Cardiology	MVetStud/MVetClinStud(Small Animal Cardiology)	48
	Small Animal Medicine	MVetStud/MVetClinStud(Small Animal Medicine)	48
	Small Animal Surgery	MVetStud/MVetClinStud(Small Animal Surgery)	48
	Veterinary Anaesthesia	MVetStud/MVetClinStud(Veterinary Anaesthesia)	48
	Veterinary Behaviour	MVetStud/MVetClinStud(Veterinary Behaviour)	48
	Veterinary Dermatology	MVetStud/MVetClinStud(Veterinary Dermatology)	48
	Veterinary Diagnostic Imaging	MVetStud/MVetClinStud(Veterinary Diagnostic Imaging)	48
	Veterinary Epidemiology	MVetStud/MVetClinStud(Veterinary Epidemiology)	48
	Veterinary Emergency Medicine and Critical Care	MVetStud/MVetClinStud(Veterinary Emergency Medicine and Critical Care)	48
	Veterinary Neurology	MVetStud/MVetClinStud(Veterinary Neurology)	48
	Veterinary Oncology	MVetStud/MVetClinStud(Veterinary Oncology)	48
	Veterinary Ophthalmology	MVetStud/MVetClinStud(Veterinary Ophthalmology)	48
	Veterinary Pathology	MVetStud/MVetClinStud(Veterinary Pathology)	48
BPVBLVMD-01	Bachelor of Veterinary Biology/Doctor of Veterinary Medicine	BVetBiol/DVM	288
	Bachelor of Science and Bachelor of Advanced Computing	BSc/BAAdvComp	240
	Health		
	Medical Science		

*may be awarded with honours following a further year of study.

^may be awarded with honours in an integrated program.

4 Double degrees

Code	Course title & stream	Abbreviation	Credit points
MACLPPHD-01 / RPPHDSI-04	Master of Clinical Psychology and Doctor of Philosophy	MCP/PhD	96/Research
BPMSCMED-01	Bachelor of Medical Science* and Doctor of Medicine (no new intake from 2018)	BMedSc/MD	336
BPSCADMD-01	Bachelor of Science (Advanced)* and Doctor of Dental Medicine (no new intake from 2018)	BSc(Adv)/DMD	336
	Bachelor of Science and Doctor of Dental Medicine	BSc/DMD	336
	Dalyell		
BPSCINUD-02	Bachelor of Science* and Master of Nutrition and Dietetics	BSc/MND	240
	Dalyell		
BPSCAMED-01	Bachelor of Science (Advanced)* and Doctor of Medicine (no new intake from 2018)	BSc(Adv)/MD	336
	Bachelor of Science and Doctor of Medicine	BSc/MD	336
	Dalyell		
	Medical Science		

*may be awarded with honours following a further year of study.

Resolutions of the Senate Faculty of Science

5 Graduate diplomas

Code	Course title & stream	Abbreviation	Credit points
GNPSYCOA-01	Graduate Diploma in Coaching Psychology	GradDip(CoachPsyc)	36
GNMASC MG-02	Graduate Diploma in Marine Science and Management	GradDipMarSciMgt	48
GNENVSCI-02	Graduate Diploma in Environmental Science	GradDipEnviSci	48
GNMATHSC-01	Graduate Diploma in Mathematical Sciences (exit only)	GradDipMathSci	72
GNMEDPHY-01	Graduate Diploma in Medical Physics	GradDipMedPhys	48
GNPSYCHO-03	Graduate Diploma in Psychology	GradDipPsych	60
GNSCIENC-01	Graduate Diploma in Science	GradDipSc	48
GNSUSTAI-01	Graduate Diploma in Sustainability	GradDipSust	48
GNAGRENV-01	Graduate Diploma in Agriculture and Environment	GradDipAgrEnv	48

6 Graduate certificates

Code	Course title & stream	Abbreviation	Credit points
GCPSYCOA-01	Graduate Certificate in Coaching Psychology	GradCert(CoachPsyc)	24
GCMASC MG-01	Graduate Certificate in Marine Science and Management	GradCertMarSciMgt	24
GCMATHSC-01	Graduate Certificate in Mathematical Sciences (exit only)	GradCertMathSci	48
GCENVSCI-01	Graduate Certificate in Environmental Science	GradCertEnviSci	24
GCSCHIPS-01	Graduate Certificate in Science (History and Philosophy of Science) <i>(no new intake from Semester 2 2021)</i>	GradCertSc(HPS)	24
GCSUSTAI-01	Graduate Certificate in Sustainability	GradCertSust	24
GCAGRENV-01	Graduate Certificate in Agriculture and Environment	GradCertAgrEnv	24



Submission To	CCPC
Date	28 January 2020
Item No	N/A

Non-Confidential

Author	Thomas Sapina – Associate Director Finance, Faculty of Science
Paper title	Financial viability analysis
Purpose	Provide financial analysis for the closure of course – Graduate Certificate in Science (History and Philosophy of Science)

1. EFTSL and Student Fees

The following table shows the EFTSL and Student Fees for the Graduate Certificate of Science (History of Philosophy of Science) for the period 2013-19:

Faculty of registration	Faculty of Science
Funding category	(All)
Course	Graduate Certificate in Science (History and Philosophy of Science)
Code	GCSCHIPS - 01

Year	EFTSL	Student Fees
2019	0.00	-
2018	0.00	-
2017	0.00	-
2016	0.13	3,188
2015	1.00	24,504
2014	0.38	8,325
2013	0.13	2,640
Grand Total	1.63	38,657

The course has not had any students from 2017 to 2019 and only a minimal number of students in the period 2013 to 2016.

2. Findings

The Graduate Certificate in Science (History and Philosophy of Science) is not a financially viable course. In the period 2013 to 2019 it only attracted a minimal number of EFTSL and Student Fees.



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.14

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Graduate Diploma in Psychology Unit of Study Table
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	To update the unit of study table for the Graduate Diploma in Psychology to ensure pathways for student progression are maintained.
Proposal Presenter	Bianca Waud

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Science to update the Graduate Diploma in Psychology unit of study table with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed changes include:

- Remove PSYC4000 Foundations of Professional Practice. This unit was intended for students studying Psychology Honours only and should not be available to Graduate Diploma in Psychology students.
- Add PSYC4888 Advanced Psychology. PSYC4005 Coaching Skills for Work and Life, PSYC4004 Applied Psychology in the Workplace, PSYC4006 Positive Psychology, Resilience and Happiness. This will allow students to fulfil the '12CP of PSYC39xx or PSYC4xxx' requirement of the course.

Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in this course. The changes will be included in the 2021 Postgraduate Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Graduate Diploma in Psychology unit of study table

Minor Course Amendment Proposal

Faculty: Science (Psychology)

Contact person: (Fiona Hibberd)

1. Name of award course

Graduate Diploma in Psychology

2. Purpose of proposal

1. To amend the table of units of study available for the Graduate Diploma in Psychology to remove PSYC4000.

2. To amend the table of units of study for the Graduate Diploma in Psychology include four (4) new PSYC4xxx units of study being offered in 2020 and 2021.

3. Details of amendment

Graduate Diploma in Psychology

http://sydney.edu.au/handbooks/science_PG/coursework/grad_dip_psychology_table.shtml

1.

Remove:

PSYC4000 (Intensive Aug, 6CP) Foundations of Professional Practice

2.

Add:

PSYC4888 (S2, 12CP) Advanced Psychology Project

PSYC4005 (S2, 6CP) Coaching Skills for Work and Life

PSYC4004 (S1, 6CP) Applied Psychology in the Workplace

PSYC4006 Positive Psychology, Resilience and Happiness

4. Transitional arrangements

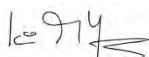
1. This amendment will not affect students currently studying in the GDP as the change will be effective from 2021 only.

2. This amendment will affect current students such that they will have more selection of units of study they can take to fulfil the "12CP of PSYC39xx or PSYC4xxx" requirement of the course.

5. Other relevant information

1. PSYC4000 was intended only for students studying in their 4th year (either through the Honours or non-honours/coursework pathway of the BAS)

6. Signature of Dean



1 April 2020

GRADUATE DIPLOMA IN PSYCHOLOGY

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Graduate Diploma in Psychology			
Students must complete 60 credit points consisting of:			
(a) 24 credit points of 2000-level selective units			
(b) 24 credit points of 3000-level selective units			
(c) 12 credit points of 39XX-level or 4000-level selective units			
2000-level units			
PSYC2012 Statistics and Research Methods for Psych	6	A Recommended: HSC Mathematics, any level P PSYC1001 OR PSYC1002	Semester 1
PSYC2015 Brain and Behavioural Psychology	6	P PSYC1002 N PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2915	Semester 1
PSYC2915 Brain and Behavioural Psychology (Advanced)	6	P A mark of 75 or greater in PSYC1002 N PSYC2011 or PSYC2911 or PSYC2910 or PSYC2010 or PSYC2015	Semester 1
PSYC2016 Perception, Cognition, and Intelligence	6	P PSYC1002 N PSYC2013 or PSYC2014	Semester 2
PSYC2017 Personality and Social Psychology	6	P PSYC1001 and PSYC1002 N PSYC2013 or PSYC2014	Semester 2
3000-level units			
(i) students who have not completed PSYC2015/2915 at the intermediate level, these 24 credit points must include PSYC3018. Students who want to be eligible for entry to the Honours program must also include PSYC3010.			
(ii) students intending to take the theoretical thesis option in Psychology Honours, HPSC3023 is needed as a prerequisite.			
PSYC3010 Advanced	6	P PSYC2012 plus at least one other Intermediate Psychology Unit of Study from PSYC2010 and PSYC2910 and PSYC2011 and	Semester 2

Statistics for Psychology		PSYC2911 and PSYC2013 and PSYC2014 and PSYC2015 and PSYC2915 and PSYC2016 and PSYC2017	
PSYC3011 Learning and Behaviour	6	P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3911	Semester 1
PSYC3911 Learning and Behaviour (Advanced)	6	P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3011	Semester 1
PSYC3012 Cognitive Psychology	6	P PSYC2012 and (PSYC2013 or PSYC2016)	Semester 1
PSYC3013 Perceptual Systems	6	P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2016) and PSYC2012 N PSYC3913	Semester 2
PSYC3913 Perceptual Systems (Advanced)	6	P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2016) and PSYC2012 N PSYC3013	Semester 2
PSYC3014 Behavioural and Cognitive Neuroscience	6	P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910)] N PSYC3914	Semester 2
PSYC3914 Behavioural and Cognitive Neuroscience Adv	6	P [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910)] N PSYC3014	Semester 2
PSYC3015 Personality and Psychological Assessment	6	P PSYC2012 and (PSYC2014 or PSYC2017)	Semester 1
PSYC3016 Developmental Psychology	6	P PSYC2013 or PSYC2015 or PSYC2915 N PSYC3916	Semester 2
PSYC3916 Developmental Psychology (Advanced)	6	P A mark of 75 or above in (PSYC2013 or PSYC2015 or PSYC2915) N PSYC3016	Semester 2
PSYC3017 Social Psychology	6	A Statistical knowledge equivalent to completing PSYC2012 P PSYC2013 or PSYC2017	Semester 1
PSYC3018 Abnormal Psychology	6	P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (PSYC2014 or PSYC2017)	Semester 1

PSYC3020 Applied Psychology	6	P 12 credit points of 1000-level psychology units and 12 credit points of 2000-level Psychology units N PSYC3019	Semester 2
HPSC3023 Psychology and Psychiatry: History and Phil	6	A HPSC2100 and HPSC2101 P (12 credit points of Intermediate HPSC units) OR (Credit or greater in an HPSC Intermediate unit) OR (12 Intermediate credit points in Psychology units)	Semester 1
4000-level units			
Students may request permission to substitute a 3900-level unit for one of the units below			
PSYC4000 Foundations of Professional Psychology	6—	P [24cp of PSYC3XXX including PSYC3010] or [18cp of PSYC3XXX including PSYC3010 and (HPSC3023 or SCPU3001)] <i>Note: Department permission required for enrolment Departmental Permission is required</i>	Intensive August
PSYC4003 Health Psychology <i>This unit of study is not available in 2020</i>	6	A Students who have not completed PSYC3020 may be required to do additional reading P 12cp of PSYC3XXX units of study <i>Note: Department permission required for enrolment Departmental Permission is required</i>	Semester 2
PSYC4004 Applied Psychology in the Workplace	6—	A <u>Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process.</u> P <u>144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study</u> N <u>PSYC4730</u>	<u>Semester 1</u>
PSYC4005 Coaching Skills for Work and Life	6—	A <u>Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process.</u> P <u>144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study</u> N <u>PSYC4721 or PSYC4722</u>	<u>Semester 2</u>
PSYC4006 Positive Psychology, Resilience and Happiness	6—	A <u>Students should have the ability to read and interpret findings from scientific research, and have a basic familiarity with the empirical process.</u> P <u>144 cp of which a minimum needs to be 24 cp of 3000-level or 4000-level units of study</u> N <u>PSYC4730 or PSYC4723</u>	<u>Semester 1</u>
PSYC4888 Advanced Psychology Project	12—	A <u>Have sound knowledge of the main discipline areas of psychological science as well as training in empirical research methods and statistics, and should have the ability to apply this knowledge, training and methodology in a collaborative project setting</u> P <u>PSYC2012 and [(18cp of PSYC3XXX) or (12cp of PSYC3XXX and SCPU3001) or (6cp of PSYC3XXX and SCPU3001 and HPSC3023)]</u> <i>Note: Department permission required for enrolment This unit is for 4th year students who want to complete a research</i>	<u>Semester 2</u>

		<i>project in a small group. Student numbers in this unit are limited due to project availability. Admission will be based on a "first come, first served" basis. Students will not be admitted after week 2 of semester as project groups will have already been formed.</i>	
<u>PSYC4XXX</u> <u>Applied Virtual</u> <u>Reality</u> <i><u>Note: To be developed for offering in 2021</u></i>	<u>6</u>	<u>A 48 credit points of 3000-level units of study</u> <u>P TBD</u> <u>N TBD</u>	<u>TBD</u>



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.15

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Master of Environmental Science (embedded Graduate Certificate, Graduate Diploma) and Master of Environmental Science and Law unit of study table
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	To amend the elective section of the Master of Environmental Science (embedded Graduate Certificate, Graduate Diploma) and Master of Environmental Science and Law
Proposal Presenter	Bianca Waud

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Science to update the Master of Environmental Science; Graduate Certificate in Environmental Science; Graduate Diploma in Environmental Science unit of study table with effect from 1 January 2021.*
- (2) approve the proposal from the Faculty of Science to update the Master of Environmental Science and Law unit of study table with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed changes include:

- Adding PHYS4801 Industrial Ecology and PHYS4802 Quantitative Disaster Analysis to the elective list of the Master of Environmental Science (embedded Graduate Certificate, Graduate Diploma) unit of study table.
- Adding PHYS4801 Industrial Ecology and PHYS4802 Quantitative Disaster Analysis to the elective list of the Master of Environmental Science and Law unit of study table.

Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in this course. The changes will be included in the 2021 Postgraduate Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Master of Environmental Science (embedded Graduate Certificate, Graduate Diploma) unit of study table
3. Marked-up Master of Environmental Science and Law unit of study table

Minor Course Amendment Proposal

Faculty: Science

Contact person: Jeffrey Neilson

1. Name of award course

Master of Environmental Science, Master of Environmental Science and Law, Graduate Certificate in Environmental Science, Graduate Diploma in Environmental Science

2. Purpose of proposal

To amend the elective table of units of study for the Master of Environmental Science (and embedded Grad Cert and Grad Dip) and the Master of Environmental Science and Law to include PHYS4801 and PHYS4802.

3. Details of amendment

Please see attached.

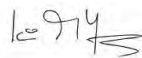
Add PHYS4801 Industrial Ecology and PHYS4802 Quantitative Disaster Analysis to the elective list.

4. Transitional arrangements

None required

5. Other relevant information

6. Signature of Dean



1 April 2020

ENVIRONMENTAL SCIENCE

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Environmental Science			
Graduate Certificate in Environmental Science			
Students in the graduate certificate must complete 24 credit points consisting of:			
(a) 18 credit points of core units			
(b) 6 credit points of elective units			
Graduate Diploma in Environmental Science			
Students in the graduate diploma must complete 48 credit points consisting of:			
(a) 24 credit points of core units			
(b) 24 credit points of elective units			
Master of Environmental Science			
Students in the masters degree must complete 72 credit points consisting of:			
(a) 24 credit points of core units			
(b) 6 or 18 credit points of research capstone units, according to the following rules, either:			
(i) RESP5001 - Integrated Environmental Practice; or			
(ii) all of ENVI5502 - Environmental Research Project A, and ENVI5503 - Environmental Research Project B, and ENVI5504 - Environmental Research Project C			
(c) up to 42 credit points of units of study selected from the remaining core units of study or elective units of study			
Core Units			
AFNR5801 Climate Change: Process, History, Issues	6	A A basic understanding of climate change processes and issues.	Semester 2

ENVI5705 Ecological Principles	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 1
ENVI5707 Energy - Sources, Uses and Alternatives	6		Semester 2
ENVI5708 Introduction to Environmental Chemistry	6		Semester 1
ENVI5801 Social Science of Environment	6		Semester 1
ENVI5904 Methods in Applied Ecology	6		Semester 2
Research Capstone			
RESP5001 Integrated Environmental Practice	6		Semester 1
ENVI5502 Environmental Research Project A	6	P Distinction average or better in 24 credit points of Environmental Science/ Environmental Science and Law core units N ENVI5501 <i>Note: Department permission required for enrolment Students taking ENVI5502 must take ENVI5503 and ENVI5504</i>	Semester 1 Semester 2
ENVI5503 Environmental Research Project B	6	P Distinction average or better in 24cp of Environmental Science/ Environmental Science and Law core units N ENVI5501 <i>Note: Department permission required for enrolment Students taking ENVI5503 must take ENVI5502 and ENVI5504</i>	Semester 1 Semester 2
ENVI5504 Environmental Research Project C	6	P Distinction average or better in 24cp of Environmental Science/ Environmental Science and Law core units N ENVI5501 <i>Note: Department permission required for enrolment Students taking ENVI5504 must take ENVI5502 and ENVI5503</i>	Semester 1 Semester 2
Elective Units			
AFNR5511 Soil Processes,	6		Semester 1

Assessment and Management			
ENVI5809 Environmental Simulation Modelling	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 2a
ENVI5903 Sustainable Development	6	<i>Note: Department permission required for enrolment This unit of study involves additional costs.</i>	Intensive July
GEOG5001 Geographic Information Science A	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 1
GEOG5004 Environmental Mapping and Monitoring	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 2
GOVT6135 Global Environmental Politics	6		Semester 2
MARS5001 Coastal Processes and Systems	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 1
MARS5006 Coral Reefs, Science and Management <i>This unit of study is not available in 2020</i>	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics. <i>Note: Department permission required for enrolment</i>	Semester 1
MARS5007 Coral Reefs and Climate Change	6		Semester 1a
<u>PHYS4801 Industrial Ecology</u>	<u>6</u>		<u>Semester 1</u>
<u>PHYS4802 Quantitative Disaster Analysis</u>	<u>6</u>		<u>Semester 2</u>
PHYS5031 Ecological Econ and Sustainable Analysis	6		Semester 1
PHYS5032 Techniques for Sustainability Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
PHYS5033 Environmental Footprints and IO Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2

PHYS5034 Life Cycle Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 2
SUST5002 Food and Water Security	6	C SUST5001 <i>This unit of study involves essay and blog writing and group work. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Semester 2
SUST5005 Law, Policy and Sustainability	6	C SUST5001 <i>This unit of study involves essay-writing. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Intensive October

ENVIRONMENTAL SCIENCE AND LAW

Units of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Environmental Science and Law			
Master of Environmental Science and Law			
Students must complete 72 credit points, including:			
(a) 18 credit points of core units of study;			
(i) All students must complete LAWS6044 - Environmental Law and Policy, LAWS6252 - Legal Reasoning and the Common Law System, and either			
(ii) RESP5001 - Integrated Environmental Practice; or			
(iii) all of ENVI5502 - Environmental Research Project A, and ENVI5503 - Environmental Research Project B, and ENVI5504 - Environmental Research Project C; and			
(b) 18 credit points of Environmental Science core units of study; and			
(c) 18 credit points of Environmental Law core units of study; and			
(d) 18 credit points of units of study selected from the remaining core units of study or elective units of study			
Core			
LAWS6044 Environmental Law and Policy	6	A LAWS6252 or law degree from a common law jurisdiction N LAWS3430 or LAWS5130 <i>Students who do not hold a law degree from a common law jurisdiction must either have completed or be concurrently enrolled in LAWS6252 Legal Reasoning and the Common Law System before undertaking the environmental law units. Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive March
LAWS6252 Legal Reasoning and the Common Law System	6	N LAWS6881 and law graduates from a common law jurisdiction <i>This unit must be completed prior to commencing other elective units. It is important to enrol well in advance of classes in order to complete pre-class readings (normally available to enrolled students 3 weeks prior to the first class). Law graduates from a non-common law jurisdiction are also recommended to undertake this unit. If you have missed the enrolment deadline or unable to enrol in the unit in Sydney Student https://sydneystudent.sydney.edu.au/sitsvision/wrd/SIW_LGN, please</i>	Intensive April Intensive August Intensive March Intensive September

		<i>contact law.postgraduate@sydney.edu.au. Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	
RESP5001 Integrated Environmental Practice	6		Semester 1
ENVI5502 Environmental Research Project A	6	P Distinction average or better in 24 credit points of Environmental Science/ Environmental Science and Law core units N ENVI5501 <i>Note: Department permission required for enrolment Students taking ENVI5502 must take ENVI5503 and ENVI5504</i>	Semester 1 Semester 2
ENVI5503 Environmental Research Project B	6	P Distinction average or better in 24cp of Environmental Science/ Environmental Science and Law core units N ENVI5501 <i>Note: Department permission required for enrolment Students taking ENVI5503 must take ENVI5502 and ENVI5504</i>	Semester 1 Semester 2
ENVI5504 Environmental Research Project C	6	P Distinction average or better in 24cp of Environmental Science/ Environmental Science and Law core units N ENVI5501 <i>Note: Department permission required for enrolment Students taking ENVI5504 must take ENVI5502 and ENVI5503</i>	Semester 1 Semester 2
Environmental Science Core			
AFNR5801 Climate Change: Process, History, Issues	6	A A basic understanding of climate change processes and issues.	Semester 2
ENVI5705 Ecological Principles	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 1
ENVI5707 Energy - Sources, Uses and Alternatives	6		Semester 2
ENVI5708 Introduction to Environmental Chemistry	6		Semester 1
ENVI5801 Social Science of Environment	6		Semester 1

ENVI5904 Methods in Applied Ecology	6		Semester 2
Environmental Law Core			
LAWS6041 Environmental Litigation	6	<i>Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive September
LAWS6047 Law of the Sea	6	<i>Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive September
LAWS6061 International Environmental Law	6	<i>Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive April
LAWS6065 Pollution, Corporate Liability and Govern	6	<i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive June
LAWS6141 Asia Pacific Environmental Law <i>This unit of study is not available in 2020</i>	6		Intensive August
LAWS6165 Biodiversity Law and Heritage Law <i>This unit of study is not available in 2020</i>	6	N LAWS6055 Heritage Law <i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/cpd/</i>	Intensive September

LAWS6314 Coastal and Marine Law	6	<i>Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive June
LAWS6320 Climate Justice and Disaster Law <i>This unit of study is not available in 2020</i>	6	<i>This unit replaced LAWS6320 Climate Disaster Law. Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/cpd/</i>	Intensive September
LAWS6342 Environmental Markets <i>This unit of study is not available in 2020</i>	6	<i>Academic Profile https://sydney.edu.au/law/about/our-people.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/cpd/</i>	Intensive April
LAWS6343 International Law and Technology	6	<i>Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive November
LAWS6354 Environ Planning and Impact Assessment Law	6	A students who do not hold an undergraduate law degree must have completed LAWS6252 Legal Reasoning and the Common Law System before enrolling in this unit and LAWS6044 Environmental Law and Policy (MEL only) N LAWS6043 or LAWS6045 or LAWS3430 or LAWS5130 <i>Academic Profile https://sydney.edu.au/law/about/our-visitors.html. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive September
LAWS6964 Global Energy and Resources Law	6	<i>Academic Profile https://sydney.edu.au/law/about/people/list.php. The unit is also available on a Continuing Professional Development basis https://sydney.edu.au/law/study-law/continuing-professional-development.html</i>	Intensive September
Electives			
AFNR5511 Soil Processes, Assessment	6		Semester 1

and Management			
GEOG5001 Geographic Information Science A	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 1
GEOG5004 Environmental Mapping and Monitoring	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 2
ENVI5809 Environmental Simulation Modelling	6	A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.	Semester 2a
ENVI5903 Sustainable Development	6	<i>Note: Department permission required for enrolment This unit of study involves additional costs.</i>	Intensive July
MARS5001 Coastal Processes and Systems	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.	Semester 1
MARS5006 Coral Reefs, Science and Management <i>This unit of study is not available in 2020</i>	6	A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics. <i>Note: Department permission required for enrolment</i>	Semester 1
MARS5007 Coral Reefs and Climate Change	6		Semester 1a
<u>PHYS4801 Industrial Ecology</u>	<u>6</u>		<u>Semester 1</u>
<u>PHYS4802 Quantitative Disaster Analysis</u>	<u>6</u>		<u>Semester 2</u>
PHYS5031 Ecological Econ and Sustainable Analysis	6		Semester 1
PHYS5034 Life Cycle Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 2

GOVT6135 Global Environmental Politics	6		Semester 2
PHYS5032 Techniques for Sustainability Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
PHYS5033 Environmental Footprints and IO Analysis	6	<i>Minimum class size of 5 students.</i>	Semester 1 Semester 2
SUST5002 Food and Water Security	6	C SUST5001 <i>This unit of study involves essay and blog writing and group work. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Semester 2
SUST5005 Law, Policy and Sustainability	6	C SUST5001 <i>This unit of study involves essay-writing. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.</i>	Intensive October

From: [Jeffrey Neilson](#)
To: [Faculty Services \(Science\)](#)
Cc: [Cecily Oakley](#); [Paul Weber](#)
Subject: Re: PHYS4801 & PHYS4802 in the Master of Environmental Science
Date: Friday, 10 May 2019 2:20:47 PM

Hi Jenny,
Yes as this has come up before and the units are all relevant to environmental science, I would like them included.
Regards,
Jeff

Sent from my Samsung Galaxy smartphone.

----- Original message -----

From: "Faculty Services (Science)" <science.facultyservices@sydney.edu.au>
Date: 10/5/19 10:57 am (GMT+07:00)
To: Jeffrey Neilson <jeffrey.neilson@sydney.edu.au>, "Faculty Services (Science)" <science.facultyservices@sydney.edu.au>
Cc: Cecily Oakley <cecily.oakley@sydney.edu.au>, Paul Weber <paul.weber@sydney.edu.au>
Subject: RE: PHYS4801 & PHYS4802 in the Master of Environmental Science

Hi Jeff,

Thanks for getting back to me re the students below.

Just to clarify, you would like these 3 units to be included in the latest diet for the Master of Environmental Science? As noted below, they are not in the Unit of Study table for this course in the Science Postgraduate Handbook for 2019.

If you have any questions please feel free to contact me.

Kind Regards
Jenny

Jenny Gill | Senior Administration Officer
Faculty Services Portfolio 3: Faculty of Medicine and Health, Faculty of Health Sciences, Faculty of Science

Student Administration Services
Vice Principal Operations

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From: Jeffrey Neilson <jeffrey.neilson@sydney.edu.au>
Sent: Friday, 10 May 2019 12:16 PM
To: Faculty Services (Science) <science.facultyservices@sydney.edu.au>
Cc: Cecily Oakley <cecily.oakley@sydney.edu.au>; Paul Weber <paul.weber@sydney.edu.au>
Subject: RE: PHYS4801 & PHYS4802 in the Master of Environmental Science

Hi Jenny,

Yes, I approve PHYS4801, PHYS4802 and MARS5004 to be counted as electives in the Master of Environmental Science for these students.

It looks like we need to update the most recent diet.

Regards,

Jeff

From: Faculty Services (Science)
Sent: Thursday, 9 May 2019 12:28 PM
To: Jeffrey Neilson <jeffrey.neilson@sydney.edu.au>
Cc: Cecily Oakley <cecily.oakley@sydney.edu.au>; Paul Weber <paul.weber@sydney.edu.au>
Subject: PHYS4801 & PHYS4802 in the Master of Environmental Science

Dear Jeff,

We have identified eight students in the Graduate Diploma and Master of Environmental Science courses who have completed either PHYS4801 or PHYS4802. One student has also completed MARS5004. None of these units are present in the Unit of Study

SPR Code	Family name	First name	Award route name	Unit(s) completed
480315102/1	Ye	Liangkai	Graduate Diploma in Environmental Science	PHYS4801
460089195/1	Abedini	Raheleh	Master of Environmental Science	PHYS4801

480256827/2	Anawe	Karen	Master of Environmental Science	PHYS4802
470190856/1	Chen	Yuxin	Master of Environmental Science	MARS5004 & PHYS4801
470526376/1	Dubourdieu	Henri	Master of Environmental Science	PHYS4802
430104349/2	Frogley	Jessica	Master of Environmental Science	PHYS4801
480299961/1	Wang	Ning	Master of Environmental Science	PHYS4801
480067267/2	Xue	Hao	Master of Environmental Science	PHYS4801

Although not present in the Unit of Study table for this course, all three units present in the diet offered these students (MAENVSCI1000-1-001) which was introduced in 2015.

The transcripts of the students listed above are currently being assessed to determine whether they will have completed their course requirements by the end of Semester 1 2019. If PHYS4801 & PHYS4802 can be counted as electives in this course all eight students are Potential Graduands.

As Course Director, please advise if you approve PHYS4801, PHYS4802 and MARS5004 to be counted as electives in the Master of Environmental Science for the above students.

N.B These units are not present in the most recent diet for this course (MAENVSCI1000-1-002) which was introduced in 2019.

If you have any questions please feel free to contact me.

Kind Regards
Jenny

Jenny Gill | Senior Administration Officer

Faculty Services Portfolio 3: Faculty of Medicine and Health, Faculty of Health Sciences, Faculty of Science

Student Administration Services
Vice Principal Operations

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Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.5

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Master of Mathematical Sciences (embedded Graduate Diploma, Graduate Certificate) unit of study table
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	To amend the unit of study table for the Master of Mathematical Sciences (embedded Graduate Diploma, Graduate Certificate)
Proposal Presenter	Mary Myerscough

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Science to update the Master of Mathematical Sciences (embedded Graduate Diploma, Graduate Certificate) unit of study table with effect from 1 January 2021.*

EXECUTIVE SUMMARY

The proposed change includes:

- Adding new unit AMSI4001 AMSI Summer School to the 4000-level elective list. The AMSI Summer School has provided opportunities for honours and postgraduate students to take classes that would not be otherwise be available to them, with students from other universities in Australia. Prior to 2019, students have been able to take AMSI summer school courses without requiring a specific unit to do this. The creation of this unit acknowledges the student effort required to complete these courses and contribute to their degree.

Collections will be updated and will be available within Sydney Student and the enrolment screen for all students in this course. The changes will be included in the 2021 Postgraduate Handbook.

AMSI4001 was discussed at the 21 April Graduate Studies Committee and a response to their questions is provided. In addition, it should be noted that results from the AMSI Summer School are assessed at the School of Mathematics and Statistics Board of Examiners.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up Master of Mathematical Sciences (embedded Graduate Diploma, Graduate Certificate) unit of study table
3. Response to GSC Action AB-GSC-20/05-06

Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager, Curriculum and Quality

1. Name of award course

*Master of Mathematical Sciences
Graduate Diploma in Mathematical Sciences
Graduate Certificate in Mathematical Sciences*

2. Purpose of proposal

To amend the table of units of study for the Master of Mathematical Sciences (and embedded Graduate Diploma and Graduate Certificate), to include the new unit, AMSI4001.

3. Details of amendment

Please see table attached.

Add AMSI4001 AMSI Summer School to 4000-level elective list.

The Australian Mathematical Sciences Institute (AMSI) is a consortium of Australian University Mathematics and Statistics departments, professional societies, government research organisations such as DSTO and CSIRO, and industrial partners, which include, for example, BHP. The aim of the consortium is to build engagement and capacity in the Mathematical Sciences through education, research, innovation and industry for the advancement of Australia. Members of the consortium pay a fee to belong which gives access to AMSI programs, grants and other opportunities.

The AMSI Summer School for many years has provided opportunities for honours students and postgraduate students to take classes that would not be otherwise be available to them, and to meet and mix with students from other universities in other parts of Australia. The University of Sydney has hosted the Summer School at least twice, most recently in 2017. (The student Information Booklet from this year is attached as part of the proposal for the information of readers and assessors.) Staff from the University of Sydney typically contribute to one or more AMSI summer school courses each year.

As one of the leading Schools of Mathematics and Statistics in Australia, it is important that the University of Sydney continues to contribute to the AMSI Summer School, not only by contributing courses and lecturers but also by enabling students to attend. Students benefit particularly from networking with others who have similar ambitions and interests, and being able to study advanced material in an intensive residential setting.

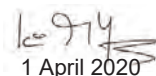
Prior to 2019, students have been able to take AMSI summer school courses without requiring a specific unit to do this. The creation of this unit acknowledges the student effort required to complete these courses and enables the courses to contribute to their units for their degree.

4. Transitional arrangements

None required.

5. Other relevant information

6. Signature of Dean


1 April 2020

MATHEMATICAL SCIENCES

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Mathematical Sciences			
Master of Mathematical Sciences			
Students complete 96 credit points including:			
(a) No more than 24 credit points of 3000-level electives; and			
(b) No more than 48 credit points of 4000-level electives; and			
(c) At least 12 credit points of 5000-level electives; and			
(d) 24 credit points of research core project units.			
Graduate Diploma in Mathematical Sciences			
Students must complete 72 credit points including:			
(a) No more than 24 credit points of 3000-level electives; and			
(b) At least 24 credit points of electives at 4000-level or above, and			
(c) 24 credit points of research core project units			
Graduate Certificate in Mathematical Sciences			
Students must complete 48 credit points including:			
(a) No more than 24 credit points of 3000-level electives; and			
(b) At least 24 credit points of electives at 4000-level or above.			
3000-level electives			
DATA3888 Data Science Capstone	6	P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012	Semester 1
FMAT3888 Projects in	6	A STAT2X11, MATH2X70 P (MATH2070 or MATH2970) and (STAT2011 or STAT2911)	Semester 2

Financial Mathematics			
MATH3061 Geometry and Topology	6	A Theory and methods of linear transformations and vector spaces, for example MATH2061, MATH2961 or MATH2022 P 12 credit points of Intermediate Mathematics N MATH3001 or MATH3006	Semester 2
MATH3066 Algebra and Logic	6	A Introductory knowledge of group theory. For example as in MATH2X22 P 6 credit points of Intermediate Mathematics N MATH3062 or MATH3065	Semester 1
MATH3888 Projects in Mathematics	6	P (MATH2921 or MATH2021 or MATH2065 or MATH2965 or MATH2061 or MATH2961 or MATH2923 or MATH2023) and (MATH2922 or MATH2022 or MATH2061 or MATH2961 or MATH2088 or MATH2988)	Semester 2
MATH3975 Financial Derivatives (Advanced)	6	P A mark of 65 or above in 12cp from (MATH2XXX or STAT2XXX or DATA2X02) N MATH3933 or MATH3015 or MATH3075 <i>MATH2X70 and MATH3975 may be taken in the same semester</i>	Semester 2
STAT3021 Stochastic Processes	6	P STAT2X11 and (MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933) N STAT3911 or STAT3011	Semester 1
STAT3921 Stochastic Processes (Advanced)	6	P (STAT2011 or STAT2911) and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT4021	Semester 1
STAT3888 Statistical Machine Learning	6	A STAT3012 or STAT3912 or STAT3022 or STAT3922 P STAT2X11 and (DATA2X02 or STAT2X12) N STAT3914 or STAT3014	Semester 2
STAT3922 Applied Linear Models (Advanced)	6	P STAT2X11 and [a mark of 65 or greater in (STAT2X12 or DATA2X02)] N STAT3912 or STAT3012 or STAT3022	Semester 1
STAT3923 Statistical Inference (Advanced)	6	P STAT2X11 and a mark of 65 or greater in (DATA2X02 or STAT2X12) N STAT3913 or STAT3013 or STAT3023	Semester 2
4000-level electives			

<u>AMSI4001</u> <u>AMSI Summer</u> <u>School</u>	<u>6</u>	<u>A Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent</u>	<u>Intensive</u> <u>January</u>
MATH4061 Metric Spaces	6	A Real analysis and vector spaces. For example (MATH2922 or MATH2961) and (MATH2923 or MATH2962) P An average mark of 65 or above in 12cp from the following units (MATH2X21 or MATH2X22 or MATH2X23 or MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3961	Semester 1
MATH4062 Rings, Fields and Galois Theory	6	P (MATH2922 or MATH2961) or a mark of 65 or greater in (MATH2022 or MATH2061) or 12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979) N MATH3062 or MATH3962	Semester 1
MATH4063 Dynamical Systems and Applications	6	A Linear ODEs (for example, MATH2921), eigenvalues and eigenvectors of a matrix, determinant and inverse of a matrix and linear coordinate transformations (for example, MATH2922), Cauchy sequence, completeness and uniform convergence (for example, MATH2923) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)]	Semester 1
MATH4068 Differential Geometry	6	A Vector calculus, differential equations and real analysis, for example MATH2X21 and MATH2X23 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3968	Semester 2
MATH4069 Measure Theory and Fourier Analysis	6	A (MATH2921 and MATH2922) or MATH2961 P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from the following units (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3978 or MATH3979)] N MATH3969	Semester 2

MATH4071 Convex Analysis and Optimal Control	6	A MATH2X21 and MATH2X23 and STAT2X11 P [A mark of 65 or above in 12cp of (MATH2XXX or STAT2XXX or DATA2X02)] or [12cp of (MATH3XXX or STAT3XXX)] N MATH3971	Semester 1
MATH4074 Fluid Dynamics	6	A (MATH2961 and MATH2965) or (MATH2921 and MATH2922) P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3974	Semester 1
MATH4076 Computational Mathematics	6	A (MATH2X21 and MATH2X22) or (MATH2X61 and MATH2X65) P [A mark of 65 or above in (12cp of MATH2XXX) or (6cp of MATH2XXX and 6cp of STAT2XXX or DATA2X02)] or (12cp of MATH3XXX)	Semester 1
MATH4077 Lagrangian and Hamiltonian Dynamics	6	A 6cp of 1000 level calculus units and 3cp of 1000 level linear algebra and (MATH2X21 or MATH2X61) P (A mark of 65 or greater in 12cp of MATH2XXX units of study) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3078 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3978 or MATH3979)] N MATH3977	Semester 2
MATH4078 PDEs and Applications	6	A (MATH2X61 and MATH2X65) or (MATH2X21 and MATH2X22) P (A mark of 65 or greater in 12cp of 2000 level units) or [12cp from (MATH3061 or MATH3066 or MATH3063 or MATH3076 or MATH3961 or MATH3962 or MATH3963 or MATH3968 or MATH3969 or MATH3971 or MATH3974 or MATH3976 or MATH3977 or MATH3979)] N MATH3078 or MATH3978	Semester 2
MATH4079 Complex Analysis	6	A Good knowledge of analysis of functions of one real variable, working knowledge of complex numbers, including their topology, for example MATH2X23 or MATH2962 or MATH3068 P (A mark of 65 or above in 12cp of MATH2XXX) or (12cp of MATH3XXX) N MATH3979 or MATH3964	Semester 1
MATH4511 Arbitrage Pricing in Continuous Time	6	A Familiarity with basic probability (eg STAT2X11), with differential equations (eg MATH3X63, MATH3X78) and with basic numerical analysis and coding (eg MATH3X76), achievement at credit level or above in MATH3XXX or STAT3XXX units or equivalent.	Semester 1
MATH4512 Stochastic Analysis	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent.	Semester 2

MATH4513 Topics in Financial Mathematics	6	A Students are expected to have working knowledge of Stochastic Processes, Stochastic Calculus and mathematical methods used to price options and other financial derivatives, for example as in MATH4511 or equivalent	Semester 2
MATH4311 Algebraic Topology	6	A Familiarity with abstract algebra and basic topology, e.g., (MATH2922 or MATH2961 or equivalent) and (MATH2923 or equivalent).	Semester 2
MATH4312 Commutative Algebra	6	A Familiarity with abstract algebra, e.g., MATH2922 or equivalent.	Semester 1
MATH4313 Functional Analysis	6	A Real Analysis (e.g., MATH2X23 or equivalent), and, preferably, knowledge of Metric Spaces.	Semester 1
MATH4314 Representation Theory	6	A Familiarity with abstract algebra, specifically vector space theory and basic group theory, e.g., MATH2922 or MATH2961 or equivalent. N MATH3966	Semester 1
MATH4315 Variational Methods	6	A Assumed knowledge of MATH2X23 or equivalent; MATH4061 or MATH3961 or equivalent; MATH3969 or MATH4069 or MATH4313 or equivalent. That is, real analysis, basic functional analysis and some acquaintance with metric spaces or measure theory.	Semester 2
MATH4411 Applied Computational Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 1
MATH4412 Advanced Methods in Applied Mathematics	6	A A thorough knowledge of vector calculus (e.g., MATH2X21) and of linear algebra (e.g., MATH2X22). Some familiarity with partial differential equations (e.g., MATH3X78) and mathematical computing (e.g., MATH3X76) would be useful.	Semester 2
MATH4413 Applied Mathematical Modelling	6	A MATH2X21 and MATH3X63 or equivalent. That is, a knowledge of linear and simple nonlinear ordinary differential equations and of linear, second order partial differential equations.	Semester 1
MATH4414 Advanced Dynamical Systems	6	A Assumed knowledge is vector calculus (e.g., MATH2X21), linear algebra (e.g., MATH2X22), dynamical systems and applications (e.g., MATH4063 or MATH3X63) or equivalent. Some familiarity with partial differential equations (e.g., MATH3978) and mathematical computing (e.g., MATH3976) is also assumed.	Semester 2
STAT4021 Stochastic	6	A STAT2011 or STAT2911, and MATH1003 or MATH1903 or MATH1907 or MATH1023 or MATH1923 or MATH1933 or equivalent. That is, students are	Semester 1

Processes and Applications		expected to have a thorough knowledge of basic probability and integral calculus and to have achieved at credit level or above in their studies in these topics. N STAT3011 or STAT3911 or STAT3021 or STAT3003 or STAT3903 or STAT3005 or STAT3905 or STAT3921.	
STAT4022 Linear and Mixed Models	6	A Material in DATA2X02 or equivalent and MATH1X02 or equivalent; that is, a knowledge of applied statistics and an introductory knowledge to linear algebra, including eigenvalues and eigenvectors. N STAT3012 or STAT3912 or STAT3022 or STAT3922 or STAT3004 or STAT3904.	Semester 1
STAT4023 Theory and Methods of Statistical Inference	6	A STAT2X11 and (DATA2X02 or STAT2X12) or equivalent. That is, a grounding in probability theory and a good knowledge of the foundations of applied statistics. N STAT3013 or STAT3913 or STAT3023 or STAT3923	Semester 2
STAT4025 Time Series	6	P STAT2X11 and (MATH1X03 or MATH1907 or MATH1X23 or MATH1933) N STAT3925	Semester 1
STAT4026 Statistical Consulting	6	P At least 12cp from STAT2X11 or STAT2X12 or DATA2X02 or STAT3XXX N STAT3926	Semester 1
STAT4027 Advanced Statistical Modelling	6	A A three year major in statistics or equivalent including familiarity with material in DATA2X02 and STAT3X22 (applied statistics and linear models) or equivalent P STAT3X12 and STAT3X13	Semester 2
STAT4028 Probability and Mathematical Statistics	6	A STAT3X23 or equivalent: that is, a sound working and theoretical knowledge of statistical inference. N STAT4528	Semester 1
STAT4528 Probability and Martingale Theory	6	A STAT2X11 or equivalent and STAT3X21 or equivalent; that is, a good foundational knowledge of probability and some acquaintance with stochastic processes. N STAT4028	Semester 1
5000-level electives			
The following units will not run in 2020: DATA5711, MATH5311, MATH5320, MATH5321, MATH5331, MATH5340, MATH5341, MATH5411, MATH5420, MATH5421, MATH5431, MATH5551, STAT5611.			
DATA5441 Networks and High-dimensional Inference	6	A Linear algebra (matrices, eigenvalues, etc.); introductory concepts in statistics (statistical models, inference); a programming language.	Semester 1

DATA5710 Applied Statistics for Complex Data	6	A Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>Note: Department permission required for enrolment in the following sessions: Intensive March</i> <i>This unit is only available in even years.</i>	Intensive March Semester 1
DATA5711 Bayesian Computational Statistics	6	A Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>Note: Department permission required for enrolment in the following sessions: Intensive March</i> <i>This unit is only available in odd years.</i>	Intensive March Semester 2
MATH5310 Topics in Algebra	6	A Familiarity with abstract algebra (e.g., MATH4062 or equivalent) and commutative algebra (e.g., MATH4312 or equivalent). Please consult with the coordinator for further information.	Semester 1
MATH5311 Topics in Algebra (Alt)	6	A Familiarity with abstract algebra (e.g., MATH4062 or equivalent) and commutative algebra (e.g., MATH4312 or equivalent). Please consult with the coordinator for further information.	Semester 1
MATH5320 Topics in Analysis	6	A Familiarity with metric spaces (e.g., MATH4061 or equivalent) and higher analysis (e.g., MATH4313 or MATH4315 or equivalent). Please consult with the coordinator for further information.	Semester 1
MATH5321 Topics in Analysis (Alt)	6	A Familiarity with metric spaces (e.g., MATH4061 or equivalent) and higher analysis (e.g., MATH4313 or MATH4315 or equivalent). Please consult with the coordinator for further information.	Semester 1
MATH5330 Topics in Geometry	6	A Familiarity with metric spaces (e.g., MATH4061 or equivalent) and differential geometry (e.g., MATH4068 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5331 Topics in Geometry (Alt)	6	A Familiarity with metric spaces (e.g., MATH4061 or equivalent) and differential geometry (e.g., MATH4068 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5340 Topics in Topology	6	A Familiarity with metric spaces (e.g., MATH4061 or equivalent) and algebraic topology (e.g., MATH4311 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5341 Topics in Topology (Alt)	6	A Familiarity with metric spaces (e.g., MATH4061 or equivalent) and algebraic topology (e.g., MATH4311 or	Semester 2

		equivalent). Please consult with the coordinator for further information.	
MATH5410 Special Topics in Applied Mathematics	6	A Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4411 or equivalent). Please consult with the coordinator for further information.	Semester 1
MATH5411 Special Topics in Applied Mathematics (Alt)	6	A Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4411 or equivalent). Please consult with the coordinator for further information.	Semester 1
MATH5420 Deterministic and Stochastic Systems	6	A Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and some experience of probabilistic systems (e.g., STAT3021, MATH4311 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5421 Deterministic and Stochastic Systems (Alt)	6	A Familiarity with the methods of classical applied mathematics (e.g., MATH4412) and some experience of probabilistic systems (e.g., STAT3021, MATH4311 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5430 Mathematical Models for Natural Phenomena	6	A Familiarity with the modelling and analysis using differential equations (e.g., MATH3063, MATH4063, MATH3078, MATH4078 or MATH4074) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4076 or MATH3076 or MATH4411 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5431 Mathematical Models for Natural Phenomena Alt	6	A Familiarity with the modelling and analysis using differential equations (e.g., MATH3063, MATH4063, MATH3078, MATH4078 or MATH4074) and the ability to write code and numerical schemes to solve standard applied mathematical problems (e.g., MATH4076 or MATH3076 or MATH4411 or equivalent). Please consult with the coordinator for further information.	Semester 2
MATH5550 Optimal Control and Game Theory	6	A At least 6 credit points of (2000-level Advanced Mathematics or 3000-level Advanced Mathematics or 4000-level Mathematics units) or equivalent. <i>This unit is only available in even years.</i>	Semester 2
MATH5551 Stochastics and Finance	6	A Students should have a sound knowledge of probability theory and stochastic processes from, for example, STAT2X11 and STAT3021 or equivalent. <i>This unit is only available in odd years.</i>	Semester 1

STAT5610 Advanced Inference	6	A Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>This unit is only available in even years.</i>	Semester 2
STAT5611 Statistical Methodology	6	A Familiarity with probability theory at 4000 level (e.g., STAT4211 or STAT4214 or equivalent) and with statistical modelling (e.g., STAT4027 or equivalent). Please consult with the coordinator for further information. <i>This unit is only available in odd years.</i>	Semester 1
Research core project units			
MSCI5101 Mathematical Sciences Project A	6	A A major in mathematics, statistics, data science, or financial mathematics and statistics, with a WAM of 65 or equivalent.	Semester 1 Semester 2
MSCI5102 Mathematical Sciences Project B	6	A A major in mathematics, statistics, data science, or financial mathematics and statistics, with a WAM of 65 or equivalent. C MSCI5101	Semester 1 Semester 2
MSCI5103 Mathematical Sciences Project C	6	A A major in mathematics, statistics, data science, or financial mathematics and statistics, with a WAM of 65 or equivalent. C MSCI5102	Semester 1 Semester 2
MSCI5104 Mathematical Sciences Project D	6	A A major in mathematics, statistics, data science, or financial mathematics and statistics, with a WAM of 65 or equivalent. C MSCI5103	Semester 1 Semester 2

Response to GSC Action AB-GSC-20/05-06

1. the assessment regime for this unit of study;

Typically 42% exam taken at home institution two weeks after the conclusion of the Summer School and set and marked by the AMSI summer school lecturer(s).

Typically 28% made up of between one and four assignments handed up during the Summer School and administered and marked by AMSI Summer School lecturers.

10% for work on a reflective diary, handed up in the week following the conclusion of the Summer School and marked by USyd staff in the School of Mathematics and Statistics

20% for an essay or presentation motivated or inspired by their engagement with extracurricular aspects of the Summer School. (For example, students may research the role of Mathematics graduates in Australian industry and government, or do further reading around the topic of the public lecture.) This will be due in the week after the examination and marked by members of the School of Mathematics and Statistics.

Note that some Summer School courses (eg [Effective Teaching, Effective Learning in Quantitative Disciplines](#)) do not have an exam, but are assessed purely by assignments and other submitted work.

The full list of courses at the AMSI Summer School in 2020, including links to course details and assessments can be found at <https://ss.amsi.org.au/courses-and-lecturers/>

2. whether any component of the teaching is provided by the third-party; and

Much of the teaching and provision of learning experiences in this unit is provided by the Australian Mathematical Sciences Institute (AMSI) through the AMSI summer school.

I emphasise that AMSI is not a commercial entity but is a university-based consortium which includes almost all mathematics departments across Australia. Summer School lecturers are almost without exception academics from Australian universities.

In some sense the AMSI4001 unit has the flavour of an exchange unit or a unit that is taken at another university (eg in languages) where we do not offer that subject here.

3. whether an agreement is in place with the third party (e.g. stipulating course of action if the third party fails to uphold obligations).

The AMSI Director, Professor Tim Brown (The University of Melbourne) is developing an agreement, which will include, but not be limited to, the obligations of the summer school lecturers. It is anticipated this would be in place by the time the unit was first taught.

PROF MARY MYERSCOUGH | Associate Head Education
School of Mathematics and Statistics, Faculty of Science

Carslaw Building F07

THE UNIVERSITY OF SYDNEY

T +61 2 9351 4534

E mary.myerscough@sydney.edu.au | W sydney.edu.au/science/

Carslaw Building F07 | The University of Sydney | NSW | 2006



THE UNIVERSITY OF
SYDNEY

Science Curriculum Proposals

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Unit of Study Proposals

SUMMARY

UoS Code / Title	AMSI4001 AMSI Summer School		
Name	Mary Myerscough		
Email / Phone	mary.myerscough@sydney.edu.au	9351 3724	

ATTACHMENTS

[A selection of email correspondence.pdf](#)
[AMSI Summer School 2017 Information Pack.pdf](#)
[amsi_schedule_activities.docx](#)
[Assessment Tasks table v3\(1\).xlsx](#)
[Bachelor of Advanced Studies Course Learning Outcomes_AMSI4001.docx](#)
[HoS_approval_AMSI4001.pdf](#)
[Library Impact Statement_AMSI4001.pdf](#)

STRUCTURE AND RESOURCES

Credit Point Value	6 credit points
School Responsible for the UoS	SCIE-00-L38 Mathematics and Statistics
Teaching Campus	☒ CC CAMPERD/DARLING Camperdown/Darlington, Sydney
Delivery Mode	☒ BM Block mode (includes mixed, e.g. face-to-face and online)
Semester Availability	☒ S1CIJA Intensive January
Revision to Unit of Study	
Advanced or SSP Unit of Study	
Unit Coordinator Contact Details	Laurentiu Paunescu

 This contact should be listed under Teacher/Coordinator in the Handbook unit of study details. No	
Assumed Knowledge	Completed a first degree with a major in Mathematics, Statistics, Financial Mathematics and Statistics, Data Science or equivalent
Pre-requisites	
Co-requisites	
Prohibitions	
New Curriculum Degree Components	Is the unit included in a Stream? No
The Unit of Study is a CORE unit in: The Unit of Study is a SELECTIVE unit in:	
Is the unit included in a Program? No	
The Unit of Study is a CORE unit in: The Unit of Study is a SELECTIVE unit in:	
Is the unit included in a Major? No	
The Unit of Study is a CORE unit in: The Unit of Study is a SELECTIVE unit in:	
Is the unit included in a Minor? No	
The Unit of Study is a CORE unit in: The Unit of Study is a SELECTIVE unit in:	
The Unit is a stand alone Elective and available to students:	

	in Table A for the Bachelor of Science or Bachelor of Science/Bachelor of Advanced Studies. Yes in Table S of the Shared Pool for Undergraduate Degrees. Open Learning Environment as set out in Table O of the Shared Pool for Undergraduate Degrees. No
Enrolment Estimate	10 per year or fewer. This is on the basis of students who already participate in the AMSI summer school program under the old Honours program
Resourcing Of Unit	This unit will be resources from the School's existing funds
Facilities	yes
Teaching Staff	4cp of this unit will be taught and assessed by lecturers at the Australian Mathematical Sciences Institute Summer School, a residential summer school which is held each summer by AMSI for honours and postgraduate students. 2cp of this unit will be comprised of a reflective diary and an essay on Careers in Mathematics and/or Mathematical Outreach, written by the student in response to their extra curricular experiences at AMSI Summer School. This extra component will be marked by members of the School of Mathematics and Statistics at the University of Sydney.
Library Resources	Has a Library Impact Statement been completed? Yes
SYDNEY STUDENT DATA	
Level Code	04 – 4000 level - includes Honours
Departmental Permission	Will students require departmental permission to enrol? Yes
Exclude from Module Registration	Should this Unit be hidden for students on the Unit of Study screen? No
STABEX permitted	Is this Unit available for Study Abroad and Exchange students? No
Unit Coordinator Staff ID	1001365
Markscheme	ASCM01 Assessment component mark & grade
Module Type	STAN Standard
Teaching Share: Department share 1	SCIE-00-L38 School of Mathematics and Statistics (100%)
Teaching Share: Department share 2	
Teaching Share: Department share 3	

ASCED code	010101
Classes	28 hours of lectures/labs/tutorials over a period of four weeks. There are also extra curricular opportunities such as lunchtime lectures, a Women in Mathematics event, a public lecture and a careers afternoon.
Practical Field Work	
Additional Information	This unit has been designed to enable University of Sydney students to continue to take advantage of the premier Mathematics and Statistics summer school held in Australia. The Universities of Queensland and Melbourne already offer similar shell units to their honours and masters students respectively.
Experiential Learning	NA

LEARNING AND TEACHING

Unit Description for Handbook and Sydney Student	The Australia-wide community in the Mathematical Sciences offers rich intellectual resources beyond what is available at the University of Sydney alone. This unit will enable you to access some of those resources by taking a course at the annual Australian Mathematical Sciences Institute (AMSI) Summer School, and in this way engage with staff and other students from all over the country. This annual residential summer school provides a range of courses taught by eminent researchers from across Australia for honours and postgraduate students. You will study an area of Mathematics or Statistics beyond what is typically available at the University of Sydney. You will also meet students from other universities, learn about Mathematical topics of general interest through public lectures and lectures especially designed for summer School participants, and take part in a career information event. By doing this unit, you will develop expertise in a specialist area of Mathematics and Statistics at an advanced level, broaden your horizons to develop a deeper understanding of the role of the Mathematical Sciences beyond the university sector, and begin to form a network of peers across Australia.
Pedagogy	Courses in the AMSI Summer School typically employ standard pedagogical approaches used throughout the Mathematical Sciences. Learning an area of Mathematics or Statistics means building a mental framework of theoretical concepts, stocking this framework with plentiful examples which allows each student to develop sound intuitions that lead to deep understanding of the subject material. This gives students the capacity to apply theory and to create new proofs and examples. Theoretical concepts are presented for the first time usually in lectures, along with examples and applications. In tutorials students learn actively and creatively often in collaboration with their peers, by undertaking their own calculations, proofs and applications using the theoretical frameworks that they are learning in lectures. Students are assessed in these course through one or more standard assignments, possibly through quizzes, and through an exam which they take on return to their home institution. These assessments are designed to test a range of skills including understanding theoretical concepts, carrying out specific calculations, synthesising ideas to create proofs or to complete examples. Depending on the material in each course, students may also complete a computer project or do assignments involving literature reviews or oral presentations, for example.

As well as successfully completing AMSI coursework, students will also attend extra-curricular events put on by the AMSI summer school. These include social and networking events for students, special lectures on topics of general mathematical interest and a careers event. Students will be required to reflect on what they learn from these, to keep a reflective diary during the Summer School and to write an essay or give an oral presentation or create a video on the outcomes of their engagement with the extra-curricular program of AMSI Summer School.

Reason for this Unit

The Australian Mathematical Sciences Institute is a consortium of Australian University Mathematics and Statistics departments, professional societies, government research organisations such as DSTO and CSIRO, and industrial partners, which include, for example, BHP. The aim of the consortium is to build engagement and capacity in the Mathematical Sciences through education, research, innovation and industry for the advancement of Australia. Members of the consortium pay a fee to belong which gives access to AMSI programs, grants and other opportunities.

The AMSI Summer School for many years has provided opportunities for honours students and postgraduate students to take classes that would not be otherwise be available to them, and to meet and mix with students from other universities in other parts of Australia. The University of Sydney has hosted the Summer School at least twice, most recently in 2017. (The student Information Booklet from this year is attached as part of the proposal for the information of readers and assessors.) Staff from the University of Sydney typically contribute to one or more AMSI summer school courses each year.

As one of the leading Schools of Mathematics and Statistics in Australia, it is important that the University of Sydney continues to contribute to the AMSI Summer School, not only by contributing courses and lecturers but also by enabling students to attend. Students benefit particularly from networking with others who have similar ambitions and interests, and being able to study advanced material in an intensive residential setting. Many students who attend summer school also appreciate the opportunity to complete part of their honours coursework before Semester 1 starts. This gives them more freedom to work on their projects during semester time.

Prior to 2019, students have been able to take AMSI summer school courses without requiring a specific unit to do this, under the general honours units employed by the old curriculum structure. With the advent of the new curriculum and the unitisation of honours, student participation in AMSI Summer School now will require a formal unit.

Schedule of Activities

Unit of Study Learning Outcomes

	Unit Learning Outcome:	Level of Cognitive Thinking	Level of Psychomotor Skill
1	Develop advanced disciplinary expertise in a specialist area of mathematics and statistics.	2	N/A
2	Analyse the role of the Mathematical Sciences in Australian society, including in industry, universities and education.	4	N/A
3	Develop and communicate an appreciation of one's own learning style, role within the discipline and potential career trajectories and professional networks.	5	N/A

4	Use advanced disciplinary knowledge to analyse and apply theory and to creatively synthesise material to perform calculations, generate proofs and solve problems.	6	N/A
5			
6			
7			
8			
9			
10			

University Graduate Qualities

	Graduate Quality	Learning outcomes which match to the graduate quality achieved in this unit
1	Depth of disciplinary expertise	1,4
2	Broader skills:	
2	Critical thinking and problem solving	1,3,4
3	Communication (oral and written)	1,2,3
4	Information / Digital literacy	1,4
5	Inventiveness	1,3,4
6	Cultural competence	2,3
7	Interdisciplinary effectiveness	1 (depending on the course chosen), 2, 3,4
8	Integrated, professional, ethical personal identity	2,3
9	Influence	2,3

Unit of Study Assessment Tasks

A note on Standards and governance of assessment processes and outcomes at AMSI Summer Schools:

Each AMSI Summer School holds a series of examiners' meetings both before (to check the assessment program in each course) and after (to consider the results of the assessment) the Summer School. The Summer School also has an advisory panel

assessment, the Summer School. The Summer School also has an advisory panel which has oversight of the courses on offer. Senior members of the staff of the School of Mathematics and Statistics have been members of this panel (eg Professor Stephan Tillmann, Prof Jacqui Ramagge). Professor Tillmann and Professor Anthony Henderson who directed the 2017 Summer School at Sydney University are happy to be consulted for an opinion on the assessment standards and governance of AMSI Summer Schools.			
Assessment Statement	AMSI Summer School coursework 70%, reflective diary 10%, essay or presentation 20%		
Exam Requirements	Assessment includes a formal written exam during the designated exam period No		
	Exam scheduling and / or room booking assistance required No		
Threshold Learning Outcomes Categories	Discipline-specific Threshold Learning Outcomes	Which LOs for this unit relate to the TLOs listed?	
1. Understanding science	1	1,2,4	
2. Scientific knowledge	2	1,4	
3. Inquiry and problem solving	3	1,2,3,4	
4. Communication	4	1,2,3	
5. Personal and professional responsibility	5	3	
Learning Resources	Outline of where the learning resources will be available from A Canvas site will be created on the University of Sydney system for the overall unit with unit information and the facility to submit the reflective diary and essay/presentation. Summer Schools usually create their own Canvas or other LMS sites at the host institutions. Every course that is run in Summer School is required to have accompanying printed notes that are made available electronically to students in December of the year before. Students from institutions that belong to AMSI are able to attend the Summer School free of charge and scholarships and financial help may be offered to assist with travel and accommodation expenses. List textbook/s in the unit's Handbook description No		
PLANNING AND CONSULTATION			
Content of EXISTING Units of Study	No		
Replacing EXISTING Units of Study	No		
Unit Code	Credit point value	Semester offered	Enrolments in current year

1				
2				
3				

Impact on delivery of other Units of Study

Impact on CONTINUING students

No effect

Transition Solutions

Not required

Impact On Old Curriculum

No

Impact On Professional Accreditations

None

Consultation

	Name, Position and Affiliation	Type of Consultation (e.g.. email, meeting)
1	honours coordinators in the School of Maths and Stats	Email, meeting
2	Other interested members of the School of Maths and Stats	Meeting, held September, 2019
3	School of Mathematics and Statistics EdCom	Discussions throughout 2019. By Circulation in 2020
4	Cecily Oakley	Meeting October? 2019
5		

ATTACHMENTS

[A selection of email correspondence.pdf](#)
[AMSI Summer School 2017 Information Pack.pdf](#)
[amsi_schedule_activities.docx](#)
[Assessment Tasks table v3\(1\).xlsx](#)
[Bachelor of Advanced Studies Course Learning Outcomes_AMSI4001.docx](#)
[HoS_approval_AMSI4001.pdf](#)
[Library Impact Statement_AMSI4001.pdf](#)

Schedule of Activities – UoS Code: AMSI4001 (AMSI Summer School)

In the AMSI coursework component of the unit, students will undertake intensive study of a particular course with 28 hours of face-to-face class time spread over four weeks. This class room time will be a mixture of lectures and tutorials with possibly computer labs for computationally heavy subjects. Assessment will vary from course to course but will typically comprise one of more standard mathematical assignments and a final exam, perhaps with a class quiz as well. Exams are held about two weeks after the completion of the unit at the students' home institutions and sent to the AMSI lecturer(s) for marking.

At AMSI summer school, students will also have opportunities to meet and work with students from other Australian universities, to attend special lectures on topics of broad mathematical interest and to explore possible future employment options via a careers event. Learning from these general activities will be assessed via a reflective diary (using rubrics adapted from rubrics successfully used for OLEs in the School of Maths and Stats) and via a written essay or oral or video presentation that is inspired by or synthesises learning from these activities.

Item	Timing	Purpose Briefly describe the week's main theme(s)	On-line / Learning Resources
AMSI course—7 hours class time per week, usually a mix of lectures, tutorials and, if relevant, computer labs. May also include one or more assignments.	Weeks 1 to 4 of Summer School—typically from the first full week in January to the first Friday in February.	Develop disciplinary knowledge, problems solving skills, communication, teamwork	Printed notes available online in December before Summer School
Lunchtime lectures	One every week of Summer School	Develop broad perspective on the Mathematical Sciences and foster generic skills and career knowledge	
Public lecture	Usually in Week 4 of Summer School	Develop broad perspective on a current topic in the Mathematical Sciences	
Careers Afternoon	Usually in Week 3 of Summer School	To learn about career opportunities for Mathematics and	

		Statistics honours and postgraduate graduates in industry and government.	
Social events including welcome reception, barbeques, lunches and other events	Throughout Summer School.	To meet other students, to learn about their experiences, and to start to form professional and social networks.	
Examination	Typically second full week of February at home institution	Final assessment for AMSI coursework	
Reflective diary	Due in the week following the end of Summer School	Record and reflect on Summer School experience	
Essay/presentation (at the discretion of the UoS coordinator)	Due week before Semester 1 starts	To synthesise and contextualize learning from extra curricular opportunities at Summer School	

Example of Summer School Program:

AMSI Summer School 2017 Timetable

Tutorials are indicated by an asterisk

GROUP		LECTURES	TUTORIALS WEEK 1	TUTORIALS WEEK 2	TUTORIALS WEEK 3	TUTORIALS WEEK 4
Group A	Harmonic Analysis	Car375	NLA340	NLA344	NLA444	NLA444
Group B	Computational Bayesian Statistics	Car375	Car705	Car705	Car705	Car705
Group C	Category Theory and Computer Science	Car375	NLA340	NLA344	NLA444	NLA444
Group D	Geometric Group Theory	Car375	NLA340	NLA344	NLA444	NLA444

Week 1

	Sunday 8-Jan	Monday 9-Jan	Tuesday 10-Jan	Wednesday 11-Jan	Thursday 12-Jan	Friday 13-Jan	Saturday 14-Jan
9.00am - 10.00am			Group A	Group C	Group B	Group A*	
10.00am - 11.00am		Registration and Opening Ceremony		Group D			
11.00am - 11.30am			Break	Break	Break	Break	
11.30am - 12.30pm		Campus tour	Group C	Group C*	Group D*	Group C*	
12.30pm - 2.00pm		Lunch	Lunch	Lunchtime lecture	Lunch	Lunch	
2.00pm - 3.00pm		Group B	Group B	Group A	Group A	Group B*	
3.00pm - 4.00pm						Group D	
4.00pm - 5.00pm		Group D	Group D*	Group D	Group C	Group C	
5.00pm - 6.00pm		Group C		Group B*			
Evening							

Week 2

	Sunday 15-Jan	Monday 16-Jan	Tuesday 17-Jan	Wednesday 18-Jan	Thursday 19-Jan	Friday 20-Jan	Saturday 21-Jan
9.00am - 10.00am		Group B	Group D	Group B	Group A	Group A*	
10.00am - 11.00am			Group C*				
11.00am - 11.30am		Break	Break	Break	Break	Break	
11.30am - 12.30pm		Group C	Group D	Group D*	Group C*	Group D*	
12.30pm - 2.00pm		Lunch	Lunch	Lunchtime Lecture	Lunch	Lunch	
2.00pm - 3.00pm		Group D			Group B*		
3.00pm - 4.00pm		Group C	Group A	Group A	Group D	Group B	
4.00pm - 5.00pm		Group B*	Group C	Group C	Group C		
5.00pm - 6.00pm		Group D*		Group D			
Evening			Women in the Mathematical Sciences			Mid-School BBQ	

Week 3

	Sunday 22-Jan	Monday 23-Jan	Tuesday 24-Jan	Wednesday 25-Jan	Thursday 26-Jan	Friday 27-Jan	Saturday 28-Jan
9.00am - 10.00am		Group B*	Group A	Group A		Group C	
10.00am - 11.00am		Group D				Group D	
11.00am - 11.30am		Break	Break	Break		Break	
11.30am - 12.30pm		Group C	Group C	Group D*		Group C	
12.30pm - 2.00pm		Lunch	Lunch	Lunchtime Lecture		Lunch	
2.00pm - 3.00pm		Group B		Group B*		Group B	
3.00pm - 4.00pm			Careers Afternoon	Group C*			
4.00pm - 5.00pm		Group D		Group A*		Group D*	
5.00pm - 6.00pm		Group C					
Evening					Australia Day		

Week 4

	Sunday 29-Jan	Monday 30-Jan	Tuesday 31-Jan	Wednesday 1-Feb	Thursday 2-Feb	Friday 3-Feb	Saturday 4-Feb
9.00am - 10.00am		Group B*	Group D	Group D	Group A	Group B	
10.00am - 11.00am		Group D	Group C	Group C*			
11.00am - 11.30am		Break	Break	Break	Break	Break	
11.30am - 12.30pm		Group C*	Group D*	Group D	Group D	Group C*	
12.30pm - 2.00pm		Lunch	Lunch	Lunchtime Lecture	Lunch	Lunch	
2.00pm - 3.00pm		Group B	Group A	Group A*	Group B*		
3.00pm - 4.00pm					Group D*		
4.00pm - 5.00pm		Group D	Group C	Group C	Group C		
5.00pm - 6.00pm		Group C		Group D*			
Evening			Public Lecture		Closing Dinner		

UNIT OF STUDY ASSESSMENT TASKS AMSI4001

Assessment Title Free format text to name each assessment	Assessment Category Pick from drop down	Assessment Type Please refer to table below for type options for the appropriate category.	Description of Type Please refer to table below for descriptions and select the one that matches your assessment type.	Exam/Quiz Type Please refer to table below for descriptions and select the one that matches your assessment type.	Task Type Pick from drop down	Length/Duration Specify word limit or time limit for each assessment E.g. word length or University standard Exam duration	Weighting (%) Specify percentage contribution to final mark (%) for each. (NB. Must add up to 100%)	Due date & time Due date may be expressed as a time period when exact date not known. Eg. Final exam period, week 7, [1]	UoS LO's Please list the Unit Learning Outcomes being assessed (e.g. 1,2,5)	TLO's Please list the Threshold Learning Outcomes being assessed (e.g. 2,4,5)*	CLO's/MLO's Please list these as appropriate, depending on the type of unit being proposed. Eg. 1000-3000 Level units should refer to the Bachelor of Advanced Studies CLOs which are included as an attachment	Graduate Qualities Please list Graduate Qualities being developed (e.g. 2,5)	Academic Integrity Please select the academic risk rating associated with the assessment tasks. Please refer to guidelines in sheet 2: Academic Risk Assessment
AMSI course work assignments	Submitted Work	Assignment	Worth less than 30%.		Individual		up to 30% depending on course	weeks 1 to 4	1,4	1,2,3,4	1,2,3,4,5,6	1,2,3,4,5,7	High
AMSI coursework quizzes	In-Class	Tutorial quiz, small test or online task	Worth less than 30%.	Tutorial quiz small test or online task	Individual	will depend on course Will depend on course, typically 2 to 3 hours	up to 20% depending on course Up to 70% depending on course	week 1 to 4 week 6		1 1,2,3,4 1,2,3,4	1,2,3,4,5,6 1,2,3,4,5,6	1,2,3,4,5,7 1,2,3,4,5,7	Medium High
AMSI coursework exams	Exam	Final exam	Worth up to 70% Essay, report, case study, proposal, literature review, portfolio, or design.	Final exam	Individual	up to ten typewritten pages			1,4	1,2,3,4	1,2,3,4,5,6	1,2,3,4,5,7	High
Reflective diary	Submitted Work	Assignment	Essay, report, case study, proposal, literature review, portfolio, or design.		Individual	15 minute presentation of 1000 word essay or 5 minute video presentation	10% 20%	Week 5 week 7		3 3,4,5 2 1,3,4	1,2,3,6 1,2,3,5,6	2,3,5,6,7,8,9 3,6,8,9	Medium Medium

Bachelor of Advanced Studies (BAS), Course Learning Outcomes (CLOs)

Instructions: 1. For BAS units, please fill in the final column of the table below, save, and add this document as an attachment to your New UoS Proposal. 2. These learning outcomes will also be relevant when you are filling in the “CLOs/MLOs” column in the “Assessment Tasks Table” (this is a compulsory attachment when completing a New UoS Proposal).

Bachelor of Advanced Studies- Course Learning Outcomes (CLOs) *:

Graduates of the Bachelor of Advanced Studies will:	Graduate Qualities which map to these BAS CLOs:	Unit Learning outcomes which match to the Bachelor of Advanced Studies learning outcomes (first column). <i>Please only enter LO numbers for the BAS LOs which will be covered in the new unit.</i>
1. synthesise advanced theory and knowledge in more than one discipline or area of practice	<i>Depth of disciplinary expertise; interdisciplinary effectiveness</i>	1, 2, 3,4
2. apply advanced cognitive, technical and communication skills to select and apply methods and technologies	<i>Broader skills (critical thinking and problem solving, communication); information and digital literacy</i>	1, 2, 3,4
3. critically analyse information	<i>Broader skills (critical thinking and problem solving); information and digital literacy;</i>	1, 2, 3,4
4. generate and formulate solutions to address complex problems	<i>Broader skills (critical thinking and problem solving); inventiveness</i>	1,4
5. communicate knowledge, skills and ideas to others in a range of cultural and disciplinary contexts;	<i>Broader skills (communication); cultural competence; interdisciplinary effectiveness</i>	1, 2
6. apply knowledge and skills creatively to demonstrate autonomy, judgement, adaptability and ethical responsibility as a practitioner or learner	<i>Broader skills (inventiveness); an integrated professional, ethical and personal identity; influence</i>	1, 2, 3,4

* As approved by the BIS on 21 Aug and USC on 4 Sept 2018.



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A selection of email correspondence:

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Re: AMSI4000 unit proposal

Stephan Tillmann <stephan.tillmann@sydney.edu.au>

Wed 22/01/2020 3:20 PM

To: Mary Myerscough <mary.myerscough@sydney.edu.au>

Cc: Uri Keich <uri.keich@sydney.edu.au>; Daniel Daners <daniel.daners@sydney.edu.au>;
apc@maths.usyd.edu.au <APC@maths.usyd.edu.au>; Laurentiu Paunescu
<laurentiu.paunescu@sydney.edu.au>; Marek Rutkowski <marek.rutkowski@sydney.edu.au>

I think this looks acceptable noting that:

-- honours coordinators decide whether individual honours students can enrol in this for credit (and it appears that the general consensus is that permission is only given in exceptional circumstances)

-- BAS and MMathSci coordinators give permission for students in their degrees

-- re: Daniel's point about marking: the marks for the Intensive periods January and February are only released with the Semester 1 results. So this can be done during Semester 1. The main question is how this is allocated in the workload formula. Also, it would be nice to include a feedback loop for the essay.

Cheers,
Stephan

On Wed, 22 Jan 2020, Mary Myerscough wrote:

> I guess that the real question is whether this unit is acceptable to EdCom
> or whether there are tweaks that you would like me to make before submission
> (aside from fixing typos of course).

>

> All the best,

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> Mary M

>

>

> From: Uri Keich <uri.keich@sydney.edu.au>

> Sent: Wednesday, 22 January 2020 2:50 PM

> To: Stephan Tillmann <stephan.tillmann@sydney.edu.au>

> Cc: Daniel Daners <daniel.daners@sydney.edu.au>; apc@maths.usyd.edu.au

> <APC@maths.usyd.edu.au>; Laurentiu Paunescu

> <laurentiu.paunescu@sydney.edu.au>; Marek Rutkowski

> <marek.rutkowski@sydney.edu.au>

> Subject: Re: AMSI4000 unit proposal

> Hi Stephen,

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> Here's my view:

<https://outlook.office.com/mail/search/id/AAQkADU4MTg5Mj...>

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AMSI400X unit

Mary Myerscough <mary.myerscough@sydney.edu.au>

Tue 1/10/2019 5:34 PM

To: Cecily Oakley <cecily.oakley@sydney.edu.au>

Cc: Stephan Tillmann <stephan.tillmann@sydney.edu.au>

■ 1 attachments (46 KB)

AMSI-ACE-shell(1).docx;

Hi Cecily,

Further to our discussion a few minutes ago at the end of EdCom: I think it's a good plan for you and me and Stephan (remotely) to meet tomorrow without Pauline to look at the more technical details of this unit. I will set up another meeting with Pauline maybe next week (and I probably should also check with Helen Agus about whether she is satisfied about mechanisms if there is an appeal).

In the meanwhile, I attach for your information, a draft of a unit proposal that Stephan has started. It will need some working up, but it gives an idea of what we want to achieve.

All the best,

Mary M

<https://outlook.office.com/mail/search/id/AAQkADU4MTg5Mj...>

RE: Meeting about AMSI1001 unit

Noella Lopez <noella.lopez@sydney.edu.au>

Tue 24/09/2019 9:05 AM

To: Mary Myerscough <mary.myerscough@sydney.edu.au>

Cc: Noella Lopez <noella.lopez@sydney.edu.au>

Hi Mary,

You could use Jacqui's office and you will need to bring your own computer in. 508 is taken and 623 is not set up. Can't Stephan just call you on his mobile and you put him on speaker?

Best wishes,

Noella

Noella Lopez | Executive Assistant to the Head of School

The University of Sydney

School of Mathematics & Statistics

Carlaw Building F07, Level 5, Room 523 | The University of Sydney | NSW | 2006

P +61 2 9351 45 33 | F +61 2 9351 45 34

noella.lopez@sydney.edu.au | sydney.edu.au | www.maths.usyd.edu.au

Please note that I work Monday to Thursday 8am - 5pm.

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This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited.

If you receive this email in error, please delete it and any attachments.

Please think of our environment and only print this email if necessary.

From: Mary Myerscough <mary.myerscough@sydney.edu.au>

Sent: Monday, 23 September 2019 7:13 PM

To: Noella Lopez <noella.lopez@sydney.edu.au>

Subject: Fw: Meeting about AMSI1001 unit

Hi Noella,

Could you please find us a room for Mon 30/9 from 1 to 2 with dial-in or Zoom facilities.

Many thanks,

Mary M

From: Pauline Ross <pauline.ross@sydney.edu.au>

Sent: Monday, 23 September 2019 8:44 AM

To: Mary Myerscough <mary.myerscough@sydney.edu.au>; Noella Lopez

<noella.lopez@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>; Stephan Tillmann

<stephan.tillmann@sydney.edu.au>

Subject: RE: Meeting about AMSI1001 unit

Dear all,

<https://outlook.office.com/mail/search/id/AAQkADU4MTg5Mj...>

meeting to discuss AMSI courses?

Uri Keich <uri.keich@sydney.edu.au>

Fri 30/08/2019 7:14 PM

To: hos@maths.usyd.edu.au <hos@maths.usyd.edu.au>; Mary Myerscough
<mary.myerscough@sydney.edu.au>

Cc: Laurentiu Paunescu <laurentiu.paunescu@sydney.edu.au>; Robert Marangell
<robert.marangell@sydney.edu.au>

Hi Jacqui and Mary,

It turns out Laurentiu cannot make the proposed meeting Monday 4-5pm because he's teaching at that time.

We can try to find some other time that works for all five of us but should we? The thing is I feel all the arguments were made (except perhaps your last argument/paragraph on the public thread Jacqui which I couldn't parse so it'd be good if you can explain it further), and we all know where we stand. A decision needs to be taken and urgently because of the looming honors info session.

Both Robby and I came out of the last APC meeting with the distinct feeling that a decision was made but now it seems that isn't necessarily the case. Who is to make the decision then? Is it MACOM as I understood from the public thread? Should the decision lie in the cumulative wish of the three groups? Is it the head of school's?

If you feel that a meeting will help getting us closer to a resolution that would satisfy all or more people then sure let's meet but otherwise maybe it would be best to concentrate on moving this into a forum that has the power to quickly make the necessary decision. Please let us know.

For what it's worth I should soon have the recommendation of the stats group on this issue and I believe Laurentiu will have the pure's group.

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<noella.lopez@sydney.edu.au>; Cecily Oakley <cecily.oakley@sydney.edu.au>; Stephan Tillmann

<stephan.tillmann@sydney.edu.au>

Subject: RE: Meeting about AMSI1001 unit

Dear all,



THE UNIVERSITY OF
SYDNEY

LIBRARY IMPACT STATEMENT

Proposed Unit of Study: AMSI4001 AMSI Summer School

I have examined the Library needs related to the proposal and certify that existing Library holdings, staffing, services and accommodation are, or will be, adequate to cover the demands that are inherent in it.

Print and electronic collections from the University of Sydney Library system are available to support learning, teaching and research for this program.

To ensure that sufficient resources are available it will be necessary for the Faculty to work closely with the Library to develop the collection. We look forward to working in partnership with the staff and students to support this course and develop training and services appropriate to their needs.

If, in the future, the Faculty intends delivering the Unit in a different mode, it is understood that the Library will be advised and asked to provide an additional Library Impact Statement.

Sarah Graham
Manager, Academic services: Science and Engineering
for the University Librarian



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.17

Author	Cecily Oakley, Manager Curriculum and Quality, Faculty of Science
Reviewer/Approver	Veronica Boulton, Head of Education, Faculty of Science and Professor Pauline Ross, Associate Dean, Education
Proposal / Paper Title	Doctor of Veterinary Medicine (DVM) Semester Schedule
Proposed Year of Implementation	2021
Faculty Approval Date	24 March 2020
Purpose	Update the 2021 DVM calendars to ensure placement details and exam schedules are correct for students.
Proposal Presenter	Bianca Waud

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

- (1) approve the proposed SVSS Semester Schedule 2021 dates from the Faculty of Science for the Doctor of Veterinary Medicine*

EXECUTIVE SUMMARY

To obtain approval for the dates in 2021 proposed for the SSVS Semester Schedule for the DVM. Schedule of classes/placements for Years 1 to 4 of the DVM commence and end outside of the university semester calendar.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Sydney School of Veterinary Science Semester Schedule 2021

Minor Course Amendment Proposal

Faculty: Faculty Science, Sydney School of Veterinary Science

Contact person: Jenny-Ann Toribio

1. Name of award course

Doctor of Veterinary Medicine

2. Purpose of proposal

To obtain approval for the dates in 2021 proposed for the SSVS Semester Schedule for the Doctor of Veterinary Medicine.
Schedule of classes/placements for Years 1 to 4 of the DVM commence and end outside of the university semester calendar. Therefore approval is sought for the proposed schedule for the calendar year of 2021.

3. Details of amendment

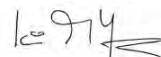
Doctor of Veterinary Medicine
SSVS Semester Schedule 2021
Usual yearly program for DVM Years 1-4 applied to calendar year of 2021.

4. Transitional arrangements

None required. No effect on DVM students is expected as the schedule is for calendar year 2021 and no change from program activities in 2020 is proposed.

5. Other relevant information

6. Signature of Dean


1 April 2020

**SYDNEY SCHOOL OF VETERINARY SCIENCE
SEMESTER SCHEDULE 2021**

Semester Weeks	Week Comm Monday		DVM Year 1 (BVetBiol/DVM year 3)	DVM Year 2 (BVetBiol/DVM year 4)	DVM Year 3 (BVetBiol/DVM year 5)	DVM Year 4 (BVetBiol/DVM year 6)	Other Information
-8	28-Dec-20						1 January New Year's Day
-7	4-Jan-21			INDUSTRY PLACEMENT	PREPARATORY CLINICAL PLACEMENT	Rotation 1	
-6	11-Jan-21			INDUSTRY PLACEMENT	PREPARATORY CLINICAL PLACEMENT		
-5	18-Jan-21			INDUSTRY PLACEMENT	PREPARATORY CLINICAL PLACEMENT		
-4	25-Jan-21			INDUSTRY PLACEMENT	PREPARATORY CLINICAL PLACEMENT		26 January Australia Day Holiday
-3	1-Feb-21	F I R S T S E M E S T E R		1	PREPARATORY CLINICAL PLACEMENT	Rotation 2	
-2	8-Feb-21			2	PREPARATORY CLINICAL PLACEMENT		
-1	15-Feb-21		1	3	1		
1	22-Feb-21		2	4	2	Rotation 3	
2	1-Mar-21		3	5	3		
3	8-Mar-21		4	6	4		
4	15-Mar-21		5	7	5	Rotation 4	
5	22-Mar-21		6	8	6		
6	29-Mar-21		7	INDUSTRY PLACEMENT	7		Census Date 31 March 2 April Good Friday
AVCC	5-Apr-21		INTRA SEMESTER RECESS	INTRA SEMESTER RECESS	INTRA SEMESTER RECESS	ABATTOIR	AVCC Common Week 5 April - 11 April April Easter Monday
	12-Apr-21		8	INDUSTRY PLACEMENT	8	Rotation 5	
8	19-Apr-21		9	9	9		
9	26-Apr-21		10	10	10		26 April ANZAC Day Holiday
10	3-May-21		11	11	11	Rotation 6	
11	10-May-21		12	12	12		
12	17-May-21		13	13	13		
13	24-May-21		14	14	14	Rotation 7	
14 STUVAC	31-May-21		STUDY VACATION	STUDY VACATION	STUDY VACATION		
15 EXAMS	7-Jun-21		EXAMS	EXAMS	EXAMS		7 June Queen's Birthday Holiday
16 EXAMS	14-Jun-21		EXAMS	EXAMS	EXAMS	Rotation 8	
17 AVCC	21-Jun-21		INTER SEMESTER RECESS	INTER SEMESTER RECESS	INTER SEMESTER RECESS	ABATTOIR	
18 AVCC	28-Jun-21		INTER SEMESTER RECESS	INTER SEMESTER RECESS	INTER SEMESTER RECESS	ABATTOIR	Replacement exams - DVM Years 1, 2 and 3
19 AVCC	5-Jul-21		INTER SEMESTER RECESS	INTER SEMESTER RECESS	INTER SEMESTER RECESS	ABATTOIR	Supplementary exams semester 1 - DVM Years 1 and 2
-3 AVCC	12-Jul-21	S E C O N D S E M E S T E R	1	1	INTER SEMESTER RECESS	ABATTOIR	
-2 AVCC	19-Jul-21		2	2	INTER SEMESTER RECESS	ABATTOIR	
-1 AVCC	26-Jul-21		3	3	1	Rotation 9	Supplementary exams semester 1 - DVM Year 3
1	2-Aug-21		4	4	2		
2	9-Aug-21		5	5	3		
3	16-Aug-21		6	6	4	Rotation 10	
4	23-Aug-21		7	7	5		
5	30-Aug-21		8	INDUSTRY PLACEMENT	6		Census date 31 August
6	6-Sep-21		9	INDUSTRY PLACEMENT	7	Rotation 11	
7	13-Sep-21		INDUSTRY PLACEMENT	8	8		
8	20-Sep-21		INDUSTRY PLACEMENT	9	9		
AVCC	27-Sep-21		INTRA SEMESTER RECESS	INTRA SEMESTER RECESS	INTRA SEMESTER RECESS	ABATTOIR	AVCC Common Week 27 Sep - 3 Oct
9	4-Oct-21		10	10	10	Rotation 12	4 October Labour Day
10	11-Oct-21		11	11	11		
11	18-Oct-21		12	12	12		
12	25-Oct-21		13	13	13	Rotation 12	
13	1-Nov-21		14	14	14		
14 STUVAC	8-Nov-21		STUDY VACATION	STUDY VACATION	STUDY VACATION		
15 EXAMS	15-Nov-21		EXAMS	EXAMS	EXAMS	Rotation 12	
16 EXAMS	22-Nov-21		EXAMS	EXAMS	EXAMS		
17 AVCC	29-Nov-21		INDUSTRY PLACEMENT	PREPARATORY CLINICAL PLACEMENT	ABATTOIR		
18 AVCC	6-Dec-21		INDUSTRY PLACEMENT	PREPARATORY CLINICAL PLACEMENT	ABATTOIR	EXAMS	Replacement exams - DVM Years 1, 2 and 3
19 AVCC	13-Dec-21				ABATTOIR		
20 AVCC	20-Dec-21						
	27-Dec-21						
	3-Jan-22					EXAMS	Supplementary exams semester 2 - DVM Year 3 Replacement exams - DVM Y4
	10-Jan-22						
	17-Jan-22					EXAMS	Supplementary exams semester 2 - DVM Years 1 and 2



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.18

Author	Timothy Schlub on behalf of Unit Coordinators
Reviewer/Approver	Associate Professor Inam Haq
Paper title	Incremental improvements to Units of Study
Recommendation	That the Academic Board note and approve the following unit of study variations in the School of Public Health.
Consultation Pipeline	FMH Education Committee 12/3/2020 → FMH Board 2/4/2020 → Graduate Studies Committee 21/4/2020 → Academic Board 9/6/2020

EXECUTIVE SUMMARY

The changes to units are detailed below.

Changes to:

Code	Name	Sessions offered		Delivery mode	Description	Classes	Assessment	Department permission	Other
CEPI5100	Introduction to Clinical Epidemiology	Yes		Yes		Yes	Yes		Additional information
CEPI5312	Diagnostic and Screening Tests						Yes	Yes	
CEPI5507	Clinical Epidemiology Project							Yes	Additional information
GLOH5135	Global Health Systems and Delivery					Yes	Yes		Prohibited units of study
GLOH5303	International Field Placement	Yes			Yes			yes	
MEDF5005	Health Research Methods and Ethics			Yes		Yes	Yes		

No curriculum changes are being made to these units of study.

BACKGROUND / CONTEXT

The School of Public Health incrementally improves units of study in response to student feedback, pedagogical standards, and staffing. These changes are all minor in nature.

The proposal was endorsed by the FMH Education Committee on 12 March 2020. The proposal was subsequently approved by the FMH Faculty Board (FMH FB) on April 2, 2020.

On 21 April 2020, the AB Graduate Studies Committee resolved to recommend that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the unit of study offerings from the School of Public Health, subject to completion of Action AB-GSC-20/05-07. FMH responded to the action, namely to revise the proposed additional session for CEPI5100 to replace "Intensive January" with "Intensive July". This change has been incorporated into the proposal in its present form, for submission to the 9 June meeting of the Academic Board.

CONSULTATION

Consultation was conducted with:

- Timothy Schlubb
- Unit of Study Coordinators
- Program Directors



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.18

ATTACHMENTS

Unit of Study variation forms.

Minor Course Amendment Proposal

Faculty: FMH

Contact person: Dr Timothy Schlub

1. Name of award course

Incremental improvements to Units of Study - School of Public Health.

2. Purpose of proposal

The School of Public Health incrementally improves units of study in response to student feedback, pedagogical standards, and staffing. These changes are all minor in nature.

3. Details of amendment

See Creation and Variation of Unit of Study Forms below

4. Transitional arrangements

See Creation and Variation of Unit of Study Forms below

5. Other relevant information

6. Signature of Dean

Robyn
Ward

Digitally signed
by Robyn Ward
Date: 2020.04.27
13:46:24 +10'00'

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form.)	
1. Unit of Study Name: Max 40 Characters including spaces	Introduction to Clinical Epidemiology
2. Faculty, School and Discipline:	Public Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	CEPI5100
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	Semester 1, Semester 2, <u>Intensive July</u>
7. Delivery mode: Refer to guidelines for list of available delivery modes	Normal day, Online, <u>Block mode</u>
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Doctor of Clinical Surgery, Graduate Certificate in Clinical Epidemiology, Graduate Certificate in Medicine (Clinical Neurophysiology), Graduate Certificate in Medicine (Critical Care Medicine), Graduate Certificate in Science in Medicine (Clinical Neurophysiology), Graduate Diploma in Clinical Epidemiology, Graduate Diploma in Medicine (Child and Adolescent Health), Graduate Diploma in Medicine (Clinical Neurophysiology), Graduate Diploma in Medicine (Critical Care Medicine), Graduate Diploma in Medicine (General Practice and Primary Health Care), Graduate Diploma in Medicine (Genomics and Precision Medicine), Graduate Diploma in Medicine (Internal Medicine), Graduate Diploma in Medicine (Metabolic Health), Graduate Diploma in Medicine (Pharmaceutical and Medical Device Development), Graduate Diploma in Medicine (Psychiatry), Graduate Diploma in Medicine (Sexual and Reproductive Health), Graduate Diploma in Medicine (Sleep Medicine), Graduate Diploma in Science in Medicine (Clinical Neurophysiology), Diploma in Science in Medicine (General Practice and Primary Health Care), Graduate Diploma in Science in Medicine (Pharmaceutical and Medical Device Development), Graduate Diploma in Science in Medicine (Sexual and Reproductive Health), Graduate Diploma in Science in Medicine (Sleep Medicine), Graduate Diploma in Surgery, Master of Medicine (Advanced) (Clinical Neurophysiology), Master of Medicine (Advanced) (Critical Care Medicine), Master of Medicine (Advanced) (General Practice and Primary Health Care), Master of Medicine (Advanced) (Genomics and Precision Medicine), Master of Medicine (Advanced) (Internal Medicine), Master of Medicine (Advanced) (Metabolic Health), Master of Medicine (Advanced) (Pharmaceutical and Medical Device Development), Master of Medicine (Advanced) (Psychiatry), Master of Medicine (Advanced) (Sexual and Adolescent Health), Master of Medicine (Clinical Epidemiology), Master of Medicine (Clinical Neurophysiology), Master of Medicine (Critical Care Medicine), Master of Medicine (General Practice and Primary Health Care), Master of Medicine (Genomics and Precision Medicine), Master of Medicine

	(Internal Medicine), Master of Medicine (Metabolic Health), Master of Medicine (Pharmaceutical and Medical Device Development), Master of Medicine (Psychiatry), Master of Medicine (Sexual and Reproductive Health), Master of Medicine (Sexual and Reproductive Health) and Master of Philosophy, Master of Medicine (Sleep Medicine), Master of Science in Medicine (Advanced) (Clinical Neurophysiology), Master of Science in Medicine (Advanced) (General Practice and Primary Health Care), Master of Science in Medicine (Pharmaceutical and Medical Device Development), Master of Science in Medicine (Advanced) (Sexual and Reproductive Health), Master of Science in Medicine (Advanced) (Sleep Medicine), Master of Science in Medicine (Clinical Epidemiology), Master of Science in Medicine (Clinical Neurophysiology), Master of Science in Medicine (General Practice and Primary Health Care), Master of Science in Medicine (Pharmaceutical and Medical Device Development), Master of Science in Medicine (Sexual and Reproductive Health), Master of Science in Medicine (Sexual and Reproductive Health) and Master of Philosophy, Master of Science in Medicine (Sleep Medicine), Master of Surgery
9. Description of Course for Handbook: No more than 200 words and no lists	This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.
10. Classes: All lowercase characters and very abbreviated, with no full stops	Offered online (no fixed-time webinars), ~~and~~ face-to-face (daytime tutorials), ~~and~~ block mode (5 day intensive)
11. Assessment: All lowercase characters and very abbreviated, with no full stops	Completion of ~~10~~ online quizzes (15%), tutorial participation (10%, <u>online students submit their answers online or attend intensive workshops or webinars</u>), assignment 1 (~~15~~ <u>10%</u> , 400 words, short answer questions), assignment 2 (~~20~~ <u>60%</u> , 1300 words, short answer questions), assignment 3 (45%, 2000 words, short answer questions)
11A. Assessment marking Schema: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	UOSM01
12. Unit Coordinator (s): Titles and names separated by commas and no full stops (for the handbook)	Fiona Stanaway
12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)	Fiona Stanaway
13. Textbooks: Please end with a full stop.	Online readings and resources to be provided on the eLearning website.

14. Prerequisite Unit of Study Code(s): Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	None.
15. Co-requisite Unit of Study Code(s): As for prerequisite units of study.	None
16. Prohibited Unit of Study Code(s): As for prerequisite units of study.	PUBH5010
17. Departmental permission required: if YES, provide a reason.	No
18. Additional information:	It is recommended that this is completed as soon as possible after enrolment into your <u>degree first unit of Study</u> .
19. Assumed knowledge:	None
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.	School of Public Health 100%.

Approvals

Head of School/Discipline or delegated authority: Name: Professor Joe I Negin Signature:  Date: 27th February 2020	SSPH Education Committee Name: Timothy Schlub Signature:  Date: 27/02/2020

Your details:

Name:	
Phone:	
Fax:	
Email:	

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form.)	
1. Unit of Study Name: Max 40 Characters including spaces	Diagnostic and Screening Tests (1 and 2)
2. Faculty, School and Discipline:	Public Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	CEPI5312
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	Semester 2
7. Delivery mode: Refer to guidelines for list of available delivery modes	Normal day and Online
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Graduate Certificate in Clinical Epidemiology, Graduate Certificate in Medicine (Genomics and Precision Medicine), Graduate Diploma in Clinical Epidemiology, Graduate Diploma in Medicine (Child and Adolescent Health), Graduate Diploma in Medicine (General Practice and Primary Health Care), Graduate Diploma in Medicine (Genomics and Precision Medicine), Graduate Diploma in Medicine (Internal Medicine), Graduate Diploma in Medicine (Pharmaceutical and Medical Device Development), Graduate Diploma in Science in Medicine (General Practice and Primary Health Care), Graduate Diploma in Science in Medicine (Pharmaceutical and Medical Device Development), Master of Medicine (Advanced) (General Practice and Primary Health Care), Master of Medicine (Advanced) (Genomics and Precision Medicine), Master of Medicine (Advanced) (Internal Medicine), Master of Medicine (Advanced) (Pharmaceutical and Medical Device Development), Master of Medicine (Child and Adolescent Health), Master of Medicine (Clinical Epidemiology), Master of Medicine (General Practice and Primary Health Care), Master of Medicine (Genomics and Precision Medicine), Master of Medicine (Internal Medicine), Master of Medicine (Pharmaceutical and Medical Device Development), Master of Public Health, Master of Science in Medicine (Advanced) (General Practice and Primary Health Care), Master of Science in Medicine (Advanced) (Pharmaceutical and Medical Device Development), Master of Science in Medicine (Clinical Epidemiology), Master of Science in Medicine (General Practice and Primary Health Care), Master of Science in Medicine (Pharmaceutical and Medical Device Development)
9. Description of Course for Handbook: No more than 200 words and no lists	This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening, and overdiagnosis. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with

	continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, and monitoring/surveillance. After completing this unit of study, the student should have a comprehensive understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.
10. Classes: All lowercase characters and very abbreviated, with no full stops	1 x 2 hour synchronous seminar or asynchronous online tutorial/week for 12 weeks
11. Assessment: All lowercase characters and very abbreviated, with no full stops	~~Class discussion/presentations (40%) and two written assignments (60%)~~ <u>11 class discussions (10%), 2x Oral presentations (15%x2=30%), 2x written assignments (30%x2=60%, 1000 words each, short answer questions)</u>
11A. Assessment marking Schema: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	UOSM01
12. Unit Coordinator (s): Titles and names separated by commas and no full stops (for the handbook)	Katy Bell
12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)	Katy Bell
13. Textbooks: Please end with a full stop.	Course readings will be provided.
14. Prerequisite Unit of Study Code(s): Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	PUBH5010 or CEPI5100
15. Co-requisite Unit of Study Code(s): As for prerequisite units of study.	None
16. Prohibited Unit of Study Code(s): As for prerequisite units of study.	PUBH5208, ~~or~~ CEPI5202, ~~or~~ CEPI5311
17. Departmental permission required: if YES, provide a reason.	~~No~~ <u>Yes. 75% or greater in either PUBH5010 or CEPI5100 is required to enrol in this unit of study. Students who received less than 75% in PUBH5010 or CEPI5100 can still enrol in CEPI5311 (Part 1, 2 credit points).</u>
18. Additional information:	None
19. Assumed knowledge:	None
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on	School of Public Health 100%

delivery and the % each department should get.

Approvals

Head of School/Discipline or delegated authority: SSPH Education Committee

Name: Professor Joel Negin

Signature: 

Date: 27th February 2020

Name: Timothy Schlub

Signature: 

Date: 27/02/2020

Your details:

Name:

Phone:

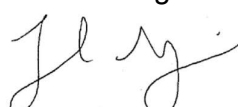
Fax:

Email:

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form.)	
1. Unit of Study Name: Max 40 Characters including spaces	Clinical Epidemiology Project
2. Faculty, School and Discipline:	Public Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	CEPI5507
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	Semester 1
7. Delivery mode: Refer to guidelines for list of available delivery modes	Supervision
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology, Master of Medicine (Clinical Epidemiology), Master of Science in Medicine (Clinical Epidemiology)
9. Description of Course for Handbook: No more than 200 words and no lists	The aim of this unit is to conduct a clinical epidemiology project and write a report on the project in the form of a paper suitable for publication. The project will involve: drafting and refining the project proposal; data collection; data analysis; and produce a report suitable for publication. At the end of the unit, the student will be proficient in conducting and writing a report of a clinical epidemiology project. The report should be suitable for publication in a peer reviewed journal. This project unit is a capstone unit and student driven. It is the responsibility of the student to identify a suitable project, in consultation with a local clinical supervisor and the unit coordinator, based upon area of interest to the student and local capacity to provide support to the student. Feasibility is a critical criterion for selection of the topic given the tight time frame. Supervision is flexible but will include face to face meetings, email and telephone support. A minimum of five meetings are required and to be organised by the student, including one at the beginning and one at the end of semester.
10. Classes: All lowercase characters and very abbreviated, with no full stops	student project under supervision - a minimum of five meetings with supervisor (face-to-face or distance)
11. Assessment: All lowercase characters and very abbreviated, with no full stops	3 presentations to the supervisor (10%), a written output equivalent to 5000 words or subject to the journal's word count limit (90%).
11A. Assessment marking Schema: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	UOSM01
12. Unit Coordinator (s):	Katy Bell Fiona Blyth

Titles and names separated by commas and no full stops (for the handbook)	
12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)	~~Katy Bell~~ <u>Fiona Blyth</u>
13. Textbooks: Please end with a full stop.	There are no essential readings for this unit.
14. Prerequisite Unit of Study Code(s): Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	(CEPI5100 or PUBH5010) and PUBH5018
15. Co-requisite Unit of Study Code(s): As for prerequisite units of study.	None
16. Prohibited Unit of Study Code(s): As for prerequisite units of study.	None
17. Departmental permission required: if YES, provide a reason.	<u>Yes. A WAM of 75% or greater is required to enrol in this unit of study.</u>
18. Additional information:	<u>Students need to propose a local research supervisor and a research project to the unit coordinator by email to seek approval to enroll.</u> ~~None~~
19. Assumed knowledge:	None
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.	School of Public Health 100%

Approvals

Head of School/Discipline or delegated authority:		SSPH Education Committee	
Name: Professor Joel Negin		Name: Timothy Schlub	
Signature: 		Signature: 	
Date: 27th February 2020		Date: 27/02/2020	
Your details:			
Name:			
Phone:			
Fax:			
Email:			

Faculty of Medicine and Health
Creation and Variation of Unit of Study Form
(Please refer to the Guidelines below for assistance in completing this form)

1. Unit of Study Name: Max 40 Characters including spaces	Global Health Systems and Delivery
2. Faculty, School and Discipline:	Sydney School of Public Health, Faculty of Medicine and Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	GLOH5135
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	061300
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	Semester 1
7. Delivery mode: Refer to guidelines for list of available delivery modes	ND, OL
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Master of Global Health (MAGLBHLT1000) Graduate Diploma in Global Health (GNGLBHLT1000) Master of Public Health (MAPUHEAL7000) Graduate Diploma in Public Health (GNPUHEAL3000)
9. Description of Course for Handbook: No more than 200 words and no lists	Health systems and the delivery of healthcare are complex and multi-faceted – even more so in resource-limited settings. Successful health systems and healthcare delivery require attention to political economy, governance, institutions, and local context. It is also important to be able to identify and prioritise cost-effective interventions, engage communities and equip health workers. This unit will cover health systems and healthcare delivery in low-income countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems and delivery perspective with an explicit focus on building effective primary health care. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. We will also explore healthcare delivery in a novel integrated course design to highlight the perspectives of both health administrators and policymakers as well as health workers, patients and communities. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects, knowledge translation and bringing interventions to scale.
10. Classes: All lowercase characters and very abbreviated, with no full stops	~~1x2hr interactive case-based learning sessions per week for 10 weeks; plus 2 full day workshops and 1x0.5day workshop~~ <u>1x2hr lecture per week for 9 weeks; plus 2 full day workshops and 1 half day workshop (workshops are offered to online students through e-learning site through recordings)</u>

11. Assessment:

All lowercase characters and very abbreviated, with no full stops

~~1x2000wd exploration of a health systems challenge (30%); 1x2500wd health systems solution proposal (40%); 1xhealth system case study presentation (15%); participation including in workshops (15%)~~

1x2000wd health systems essay (30%); 1x2500wd health systems solution proposal (40%); participation in online discussion boards (15%); presentation (15%)

11A. Assessment marking

Schema:

Will the assessment be presented as UOSG01 (grade only) or UOSM01 (mark and grade)

UOSM01

12. Unit Coordinator (s):

Titles and names separated by commas and no full stops (for the handbook)

Professor Joel Negin, Dr Seye Abimbola

12 A. Unit coordinator (1 x only)

Name and SID (for Sydney Student queries)

Professor Joel Negin

13. Textbooks:

Please end with a full stop.

Readings are available on the unit's eLearning site

14. Prerequisite Unit of Study

Code(s):

Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.

N/A

15. Co-requisite Unit of Study

Code(s):

As for prerequisite units of study.

N/A

16. Prohibited Unit of Study

Code(s):

As for prerequisite units of study.

MIPH5134, MIPH5135, HPOL5001

17. Departmental permission

required: if YES, provide a reason.

18. Additional information:

Assessment and Class information changed from previous submission.

19. Assumed knowledge:

20. Departmental Share:

Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.

Approvals

Head of School/Discipline or delegated authority:

Teaching and Learning (Curriculum and e-Learning):

Name: Professor Joel Negin

Name: Timothy Schlub

Signature:



Signature:



Date: 27th February 2020

Date: 27/02/2020

Your details:

Name:

Phone:

Fax:

Email:

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form.)	
1. Unit of Study Name: Max 40 Characters including spaces	International Field Placement
2. Faculty, School and Discipline:	School of Public Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	GLOH5303
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	061300
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	12
6. Session(s) Offered: Refer to guidelines for list of available sessions	S1C, S2C
7. Delivery mode: Refer to guidelines for list of available delivery modes	SU
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	Master of Global Health (MAGLBHLT1000)
9. Description of Course for Handbook: No more than 200 words and no lists	This international field placement unit will be completed during the last semester of the candidature. Eligible students will maintain a weighted average mark of at least 70% in their first 24 core credit points. Selection is a competitive process involving (1) an expression of interest, (2) interview and (3) based on academic performance including maintaining 70% WAM for 24 credit points in second semester. The field placement expects students to use skills they have learnt from GLOH core units and core electives. Depending on the project, a student will be expected to: formulate strategies / methods in the effective implementation of a program; develop and write training manuals, guidelines, proposals, reports or policy briefs; evaluate programs through collaborative work with the international partner institutions / organizations they have been matched. Students are also expected to have underpinning knowledge about global health and ethics prior to departure as well as critically reflect on professional development skills, global health practices, health service/ community engaged inter-professional learning and their experiences throughout the entire semester;; to evaluate their own creative processes, develop effective communication, problem solving and interpersonal skills. Students will be expected to attend all pre-departure workshops if in Sydney otherwise arrangements will be made to provide information online to distant students. Students should also arrange to meet regularly with their supervisors and placement coordinator and undertake 6- 12 weeks continuous work with an assigned host institution/organization. All assessment requirements are to be met and submitted for this unit. <u>This unit will be offered in Semester 1 only.</u>

10. Classes:

All lowercase characters and very abbreviated, with no full stops

Continuous supervision throughout the final semester by specific GLOH staff and an approved supervisor from host organization; regular meetings with placements unit coordinator; pre departure orientation, pre travel preparations, leadership, cultural competency, pre-departure and in country language workshops where applicable; 6-12 weeks in country placement; post placement debriefing and a seminar presentation

11. Assessment:

All lowercase characters and very abbreviated, with no full stops

1 reflective journal 2,000 words (15%)
This involves continuous reflection throughout the semester including early reflection activities during the pre-departure sessions designed to prepare students for their field placement as they engage and work with host partners and communities; in country reflection to analyze their observations regarding global health practices, ethical issues, community engagement, inter-professional and health service learning and what they are experiencing during their placements; culminating reflective experiences on how these experiences have impacted them. Students will also draw and reflect on their prior academic learning in previous semesters and consider how this apply to the field placement. Students will learn to examine and evaluate their own personal attitudes, implicit biases and how their backgrounds may impact the lens in which they view their field experiences as they work with host partners and diverse communities

1 supervisor of host institution/organization report (15%)

1 portfolio – consists of tasks/ deliverables/outputs in country as developed by host partners (20%) and a major written report on an identified field placement specific global health topic/project relevant to the work of the host partner(s) of 5000 words (30%) = 50%

1 oral presentation (20%)

11A. Assessment marking Schema:

Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)

UOSM01

12. Unit Coordinator (s):

Titles and names separated by commas and no full stops (for the handbook)

Dr Giselle Manalo, ~~Professor Marilyn Walton~~

12 A. Unit coordinator (1 x only)
Name and SID (for Sydney Student queries)

~~Mrs Priyanthi Abeyratne (SID 1031352)~~

13. Textbooks:

Please end with a full stop.

One Planet: One Health. Editor Marilyn Walton, Sydney University Press 2019. (free online)

14. Prerequisite Unit of Study Code(s):

Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.

Completed 48 credit points

15. Co-requisite Unit of Study Code(s):

As for prerequisite units of study.

n/a

16. Prohibited Unit of Study Code(s): As for prerequisite units of study.	n/a
17. Departmental permission required: if YES, provide a reason.	<u>No Yes, This is a competitive selection process with eligibility requirements.</u>
18. Additional information:	Name/code change
19. Assumed knowledge:	n/a
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.	n/a

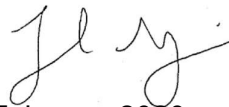
Approvals

Head of School/Discipline or delegated authority:		SSPH Education Committee	
Name: Professor Joel Negin		Name: Timothy Schlub	
Signature: 		Signature: 	
Date: 27th February 2020		Date: 27/02/2020	
Your details:			
Name:			
Phone:			
Fax:			
Email:			

Faculty of Medicine and Health Creation and Variation of Unit of Study Form (Please refer to the Guidelines below for assistance in completing this form.)	
1. Unit of Study Name: Max 40 Characters including spaces	MEDF5005
2. Faculty, School and Discipline:	Faculty of Medicine and Health, School of Public Health
3. Unit of Study Preferred Code: 4 letters + 4 numerals with no space, e.g. SLEE5002	MEDF5005
4. ASCED Code: List of codes available at: http://www.planning.usyd.edu.au/pubs.htm	
5. Credit Point Value: IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note.	6
6. Session(s) Offered: Refer to guidelines for list of available sessions	Semester 1
7. Delivery mode: Refer to guidelines for list of available delivery modes	Block Mode <u>and</u> Online Mode
8. Course(s) Associated With this Unit of Study: name the courses and indicate where in the specific diet the units will sit (please provide confirmation from the individual course coordinators)(for Sydney Student)	PUBH5018
9. Description of Course for Handbook: No more than 200 words and no lists	This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature. Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and when and how to apply for ethics approval. These fundamental skills promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.
10. Classes: All lowercase characters and very abbreviated, with no full stops	2 x compulsory interactive full day workshops (face-to-face or online option), 8 x compulsory 2 hr tutorials, 9 x online lectures and discussions, 2 x online elective module readings ~~2x compulsory in-person interactive full day workshops, 4x optional in person 3hr tutorials, 5x online lectures and discussions, 2x online elective module readings~~
11. Assessment: All lowercase characters and very abbreviated, with no full stops	Study types and biases assignment (15%), critical appraisal assignment (20%), ethics assignment (15%), statistics assignment (30%), online statistics exam (20%) ~~Study design and ethics assignment (40%), statistics assignment (20%), statistics exam (20%), online self-study elective task (10%), online quizzes (10%)~~
11A. Assessment marking Schema: Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade)	UOSM01 (mark and grade)

12. Unit Coordinator (s): Titles and names separated by commas and no full stops (for the handbook) 12 A. Unit coordinator (1 x only) Name and SID (for Sydney Student queries)	Dr, Christina Abdel Shaheed
13. Textbooks: Please end with a full stop.	
14. Prerequisite Unit of Study Code(s): Provide alphanumerical codes only, no names or commas. Use brackets to make ORs and ANDs unambiguous.	NA
15. Co-requisite Unit of Study Code(s): As for prerequisite units of study.	NA
16. Prohibited Unit of Study Code(s): As for prerequisite units of study.	NA
17. Departmental permission required: if YES, provide a reason.	NA
18. Additional information:	
19. Assumed knowledge:	
20. Departmental Share: Please list the disciplines or departments that will share the fee income, based on delivery and the % each department should get.	

Approvals

Head of School/Discipline or delegated authority:	SSPH Education Committee
Name: Professc r Joel Neg n Signature:  Date: 27th Februa y 2020	Name: Timothy Schlub Signature:  Date: 27/02/2020

Your details:	
Name:	
Phone:	
Fax:	
Email:	

Submission To	Graduate Studies Committee
Date	18 – 25 May 2020
Item No	1.0

Author	Professor Victoria Cogger, Associate Dean (Research Education), FMH
Reviewer/Approver	Associate Professor Tony Masters
Paper title	Introduction of a single Faculty of Medicine and Health MPhil
Purpose	The purpose of this proposal is to seek approval of the Academic Board, with effect from the 1 January 2021
Consultation Pipeline	FMH Education Committee 13/03/2020 → FMH Board 2/4/2020 → Graduate Studies Committee → Academic Board

RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board:

1. approve the proposal from the Faculty of Medicine and Health to introduce the Master of Philosophy (Medicine and Health) and the subsequent course resolutions arising from the proposal, with effect from 1 January 2021;
2. approve the suspension of intake and subsequent course deletion of the Master of Philosophy (Medicine) *2021 entry*, Master of Philosophy (Nursing) *2021 entry*, Master of Philosophy (Dentistry) *2021 entry*, Master of Philosophy (Pharmacy) *2021 entry*, and Master of Applied Science (Health Sciences) *2021 entry* from Research Period 1 2021, commencing on 1 January 2021; and
3. recommend that Senate approve the amendments to the Senate Resolutions arising from the proposal, with effect from 1 January 2021.

EXECUTIVE SUMMARY

With the formation of the Faculty of Medicine and Health (FMH) in April 2018 and further alignment of the Faculty of Health Sciences on 01 January 2020 there is a need to streamline our MPhil level award course from 5 individual courses, representing the five former faculties, into one MPhil that is administered by the FMH. We propose that this may be handled by a major course amendment and creation of MPhil (Medicine and Health), with an independent CRICOS code, as there will be no change to the governance structure; the HDR Rule; or the policies that govern the MPhil. In aligning this course offering I acknowledge the University Executive strategic initiative to reduce the overall number and proportion of MPhil enrolments at the University, in preference for increased quality PhD enrolments however this change is important to allow for flexibility in candidature management. This approval is urgent to allow for recruitment of new candidates into the single MPhil for 2021.

The single Faculty of Medicine and Health PhD was created in 2019 using the same process as we are proposing to utilise here. This pathway was determined following numerous discussions regarding the formation of single PhD and MPhil degrees for the Faculty with key members of the University Executive and leadership, including, Professor Pip Pattinson, DVC-E; Professor Tony Masters, Chair of the Academic Board; and Professor Ross Coleman, Director of Graduate Studies. Additionally, following from these discussions the Faculty of Arts and Social Sciences also successfully utilised this pathway when they formed their single PhD last year.

In FMH the single PhD has maintained commensurate enrolment numbers to the number of enrolments in the previous years across the 5 previous PhDs. It has enabled us to create a strong marketing message for an equitable and excellent experience in higher degrees by research in the Faculty. It has allowed us to have a single entry criteria and has simplified work for the student administrative services working alongside the Faculty. A single MPhil will enable us to further enhance these benefits.



Non-Confidential
CONSULTATION

Submission To	Graduate Studies Committee
Date	18 – 25 May 2020
Item No	1.0

The Chairs of UE CCPC have granted a waiver for the UE CCPC and UE stages of the full course proposal process. The Chairs of UE CCPC have confirmed they are happy to grant joint executive endorsement of the proposal, but are not prepared to provide a waiver for the UE stage of the approval process. This means that UE endorsement was required before submission to the Graduate Studies Committee. A was report subsequently submitted to UE for endorsement, which was provided by circulation on Monday, April 6th.

The proposal has been approved by the FMH Educational Committee during the 12 March, 2020 meeting.

The FMH Faculty Board approved the changes on 2 April 2020.

On 21 April 2020, the AB Graduate Studies Committee (GSC) resolved (Resolution AB-GSC-20/05-25) to recommend that the Faculty of Medicine and Health revise and resubmit the proposal to a future meeting of the Graduate Studies Committee following the completion of actions including completion of the course management template for the proposed new Master of Philosophy (Medicine and Health) course, inclusion of updated Senate Resolutions, and to ensure consistency in the references to suspended courses. All actions have been addressed, in consultation with the Education portfolio, and accounted for in the current submission for consideration at an out of session GSC meeting, prior to progression to the 9 June meeting of Academic Board.

In an out of session meeting of the Graduate Studies Committee, the GSC resolved to recommend that the Academic Board approve the proposal for implementation in 2021 on the subject of completion of AB-GSC-20/07-1 and AB-GSC-20/07-02 (provided below).

Action AB-GSC-20/07-01

The Faculty of Medicine and Health to make the following revisions:

1. amend clause 5 to remove reference to 'auxiliary supervisor' and amend to refer to "research supervisors";
2. update the policy reference to 'Higher Degree by Research Supervision Policy 2020'
3. amend clause 15 to state "A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule".

Action AB-GSC-20/07-02

The Secretariat to supply the Faculty of Medicine and Health recommended wording for the development of a separate set of faculty resolutions for research awards, to be published on the website before 1 January 2021.

Actions required from Action AB-GSC-20/07-01 are complete and included in the proposal within. Action AB-GSC-20/07-02 will be completed and implemented before 1 January 2021.

IMPLEMENTATION

No new students will be offered places or be able to enrol in the four previous MPhils from Research Period 1 2021, commencing on 1 January 2021. All applications for MPhil studies for 2021 within the codes listed above (in the recommendations) will be held until the new code is created. We are working with recruitment and admissions who will liaise with these candidates.

Currently enrolled students will remain in their established degrees until completion and will not be impacted by this change. Any student that suspends their current degree after 1 January 2021 for a period of 12 months or longer will be transitioned to the new degree for completion. These candidates will be informed of this proactively via communication from the Faculty of Medicine and Health.

Submission To	Graduate Studies Committee
Date	18 – 25 May 2020
Item No	1.0

COMMUNICATION

This change has been discussed at the Faculty of Medicine and Health Research Education and Education committee meetings. Once approved it will be communicated widely across the Faculty and to the recruitment teams working with the Faculty.

ATTACHMENTS

- Course Management Template
- Course Resolutions
- Resolutions of the Senate
- Library impact statement
- Financial viability analysis CCPC



THE UNIVERSITY OF
SYDNEY

Course management template

Use this template to:

- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at:
iap.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:
<http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd>

For all purposes, please complete these key details:

This submission relates to the following		
☒ New course	<i>New Resolutions are appended to this submission</i>	
☐ Amended course	<i>Amended Resolutions are appended to this submission</i>	
☐ Deletion of a course	<i>Amended Resolutions are appended to this submission</i>	
Name of course	Master of Philosophy (Medicine and Health)	
School/department	Faculty of Medicine and Health	
Managing faculty	Faculty of Medicine and Health	
Name of proponent	Victoria Cogger	
Telephone	02 8627 0858	
Email	Victoria.cogger@sydney.edu.au	
Version date	27/04/2020	
☐ Undergraduate	☐ Postgraduate coursework	☒ Postgraduate research
Signature		
Dean		Date 30/04/2020
Faculty Manager		Date 30/04/2020
Deputy Vice-Chancellor (Education)		Date 18/05/2020
Divisional Finance Director <i>Part 2</i>		Date
Executive Director, Student Recruitment & Admissions <i>Section 1.5</i>		Date
Director Student Operations		Date
Library Director <i>Appendix 4</i>		Date



Course management template

Use this template to:

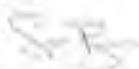
- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at:
jap.ccpcc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:
<http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd>

For all purposes, please complete these key details:

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☒ New course	New Resolutions are appended to this submission	
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Managing faculty	Faculty of Medicine and Health	
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Telephone	02 8627 0858	
Email	Victoria.cogger@sydney.edu.au	
Version date	27/04/2020	
☐ Undergraduate	☐ Postgraduate coursework	☒ Postgraduate research
Signature		
Dean		
	Date: 30/04/2020	
Faculty Manager		
	Date: 30/04/2020	
Deputy Vice-Chancellor (Education)	Date:	
Divisional Finance Director Part 2	Petrus Swemmer digitally signed by Petrus Swemmer DN: cn=Petrus Swemmer, o=The University of Sydney, email=petrus.swemmer@sydney.edu.au	Date:
Executive Director, Student Recruitment & Admissions Section 1.5		Date:
Director Student Operations		Date:
Library Director Appendix 4		Date:

Course management template

Use this template to:

- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

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☐ Deletion of a course	<i>Amended Resolutions are appended to this submission</i>

Name of course

School/department	Faculty of Medicine and Health
Managing faculty	Faculty of Medicine and Health
Name of proponent	Victoria Cogger
Telephone	02 8627 0858
Email	Victoria.cogger@sydney.edu.au
Version date	27/04/2020

☐ Undergraduate	☐ Postgraduate coursework	☒ Postgraduate research

Signature

Dean



Date 30/04/2020

Faculty Manager



Date 30/04/2020

Deputy Vice-Chancellor (Education)

Date:

Divisional Finance Director
Part 2

Date:

Executive Director, Student
Recruitment & Admissions
Section 1.5

Shane Griffin

Digitally signed by
Shane Griffin
Date: 2020.05.01
15:43:39 +10'00'

Date:

Director Student Operations

Date:

Library Director
Appendix 4

Date:

Course management template

Use this template to:

- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study



Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at:
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For all purposes, please complete these key details:

This submission relates to the following

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Managing faculty	Faculty of Medicine and Health
Name of proponent	Victoria Cogger
Telephone	02 8627 0858
Email	Victoria.cogger@sydney.edu.au
Version date	27/04/2020

☐ Undergraduate	☐ Postgraduate coursework	☒ Postgraduate research

Signature

Dean

Date 30/04/2020

Faculty Manager

Date 30/04/2020

Deputy Vice-Chancellor (Education)

Date

Divisional Finance Director
Part 2

Date

Executive Director, Student
Recruitment & Admissions
Section 1.5

Date

Director Student Operations

Date

Library Director
Appendix 4

Libby O'Reilly
Digitally signed by Libby O'Reilly
Date: 2020.05.04 09:50:13
+1000

Date

From: [Edwina Grose](#)
To: [Charlie Foxlee](#)
Cc: [Victoria Cogger](#); [Amy Dynan](#); [Rochelle Kim](#)
Subject: RE: MPhil submission to GSC Reserve
Date: Monday, 4 May 2020 4:30:07 PM

Dear Charlie

I can't actually sign it due to technology gaps 😞, but please accept this email as approval.

regards

Edwina

Edwina Grose
Director, Student Operations

THE UNIVERSITY OF SYDNEY
Office of the Vice Principal Operations
Level 6, Jane Foss Russell Building G02
The University of Sydney | NSW | 2006
T +612 8627 5834
E Edwina.Grose@sydney.edu.au | <http://sydney.edu.au>



For details on how information from COVID-19 disclosures is used, [refer to our privacy notice](#).

From: Charlie Foxlee <charlie.foxlee@sydney.edu.au>
Sent: Monday, 4 May 2020 12:56 PM
To: Edwina Grose <edwina.grose@sydney.edu.au>
Cc: Victoria Cogger <victoria.cogger@sydney.edu.au>; Amy Dynan <amy.dynan@sydney.edu.au>; Rochelle Kim <rochelle.kim@sydney.edu.au>
Subject: FW: MPhil submission to GSC Reserve

Hi Edwina,

Please find attached the updated proposal for the Master of Philosophy (Medicine and Health).

All of our recommendations below have been actioned. Transitional arrangements relating to students who suspend for more than 1 year after 1 January 2021 have been removed.

We recommend sign off of this proposal, if possible today.

Thank you,

Charlie

Charlie Foxlee | Manager, Academic Model
Student Administration Services| Office of the Vice Principal Operations
Level 6, Jane Foss Russell Building (G02)
THE UNIVERSITY OF SYDNEY

T: +61 2 9114 0726

Member | University of Sydney Pride Network



I acknowledge the traditional owners of the land on which I work, the Gadigal People, and pay my respects to Elders, past and present. I acknowledge that this land was never ceded.

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CRICOS 00026A

This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.

From: Victoria Cogger <victoria.cogger@sydney.edu.au>
Sent: Monday, 4 May 2020 12:43 PM
To: Charlie Foxlee <charlie.foxlee@sydney.edu.au>; Rochelle Kim <rochelle.kim@sydney.edu.au>
Cc: Edwina Grose <edwina.grose@sydney.edu.au>
Subject: RE: MPhil submission to GSC Reserve

Thanks Charlie, this last piece is now fixed.

Many thanks, Victoria

From: Charlie Foxlee <charlie.foxlee@sydney.edu.au>
Sent: Monday, 4 May 2020 12:36 PM
To: Victoria Cogger <victoria.cogger@sydney.edu.au>; Rochelle Kim <rochelle.kim@sydney.edu.au>
Cc: Edwina Grose <edwina.grose@sydney.edu.au>
Subject: RE: MPhil submission to GSC Reserve

Hi Victoria and Rochelle,

There is a reference in the coversheet still to suspended students (see below. Reference to this has been removed in section 7 and the resolutions as requested.

All other recommended amendments have been made.

If you can update this for us we should be able to get it signed off today.

Thank you,
Charlie

Implementation

Currently enrolled students will remain in their established degrees until completion and will not be impacted by this change. ~~Any student that suspends their current degree after 1 January 2021 for a period of 12 months or longer will be transitioned to the new degree for completion. These candidates will be informed~~

~~of this proactively
via communication from the Faculty of Medicine and Health.~~

Charlie Foxlee | Manager, Academic Model
Student Administration Services| Office of the Vice Principal Operations
Level 6, Jane Foss Russell Building (G02)
THE UNIVERSITY OF SYDNEY
T: +61 2 9114 0726

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From: Victoria Cogger <victoria.cogger@sydney.edu.au>
Sent: Monday, 4 May 2020 12:13 PM
To: Rochelle Kim <rochelle.kim@sydney.edu.au>; Charlie Foxlee <charlie.foxlee@sydney.edu.au>
Subject: MPhil submission to GSC Reserve

Dear Charlie and Rochelle, Please find the updated forms attached. Please let me know if there is any missing/incorrect information here.

Many thanks, Victoria

Professor Victoria Cogger | Associate Dean (Research Education)
The University of Sydney
Faculty of Medicine and Health
+61 2 8267 0858
victoria.cogger@sydney.edu.au | sydney.edu.au

Ageing and Alzheimers Institute and ANZAC Research Institute

Member of the Charles Perkins Centre



I acknowledge the traditional owners of the land on which I work, the Gadigal People, and pay my respects to Elders, past and present.

CRICOS 00026A

This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited.

If you receive this email in error, please delete it and any attachments.

Please think of our environment and only print this email if necessary.

About the course management template

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

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

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

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

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

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

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

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

Contents

PART	NAME	ADVICE CONTACT	NEW	AMEND	DELETE
1	Strategy and marketing analysis				
	1.1 Strategic purpose	IAP	Y	Y	
	1.2 Summary of internal consultation	IAP	Y	Y	Y
	1.3 Market analysis	MC/SRA	Y	Y	
	1.4 Recruitment strategy	SRA	Y	Y	
	1.5 Marketing and communications strategy	IAP/MC	Y	Y	
	1.6 Domestic and international competitors	IAP/Product team	Y	Y	
	1.7 Associate course closure(s)	IAP	Y	Y	
2	Financial viability analysis	FPA	Y	Y	Y
3	Course details				
	3.1 Course name	SAS	Y	Y	Y
	3.2 Course abbreviation	SAS	Y	Y	Y
	3.3 Start year and Start semester	SAS	Y	Y	Y
	3.4 Name of award	SAS	Y	Y	Y
	3.5 Combined degree?	SAS	Y	Y	Y
	3.6 Combined type	SAS	Y	Y	Y
	3.7 Honours offered?	SAS	Y	Y	Y
	3.8 Honours type	SAS	Y	Y	Y
	3.9 Course group	SAS	Y	Y	Y
	3.10 Field of Education (ASCED) code	IAP	Y	Y	
	3.11 Course AQF level	Academic Board	Y	Y	
	3.12 Short course description	MC	Y	Y	
	3.13 Full course description	MC	Y	Y	
	3.14 AHEGS content	SAS	Y	Y	
	3.15 Expected normal length of candidature	SAS	Y	Y	
	3.16 Minimum credit points for completion	SAS	Y	Y	
	3.17 Location/campus	SAS	Y	Y	
	3.18 Mode of delivery	SAS	Y	Y	
	3.19 Timetabling	SAS	Y	Y	
	3.20 Clinical and industrial placement or experience	SAS	Y	Y	
	3.21 Internships and overseas study	SAS	Y	Y	
	3.22 Other enrolment requirements	SAS	Y	Y	
	3.23 Professional accreditation	SRA	Y	Y	
	3.24 Prohibition	SRA	Y	Y	
	3.25 Articulation pathway	SAS	Y	Y	Y
	3.26 Proposed commencing year course fee per EFTSL	IAP	Y	Y	
	3.27 Incidental (ancillary) fees	IAP	Y	Y	
	3.28 Estimated commencing enrolments	IAP	Y	Y	
	3.29 Course deletion: continuing students	SAS / IAP			Y
	3.30 Course deletion: commencing students	SRA / IAP			Y
4	Admission details				
	4.1 Admission pathway	SRA	Y	Y	Y
	4.2 Areas of study	SRA/SAS	Y	Y	
	4.3 Assumed knowledge	SRA/SAS	Y	Y	
	4.4 Minimum education requirements	SRA/SAS	Y	Y	
	4.5 ATAR (<i>undergraduate only</i>)	SRA	Y	Y	
	4.6 Additional admission criteria	SRA	Y	Y	
	4.7 Application closing dates (<i>postgraduate only</i>)	SRA/SAS	Y	Y	Y
	4.8 Second semester admission	SRA/SAS	Y	Y	Y
	4.9 International student admission	SRA	Y	Y	Y
5	External registration codes		Y	Y	Y
	5.1 CRICOS code	Compliance Team	Y	Y	Y
	5.2 UAC code	SAS	Y	Y	Y
6	Academic purpose				
	6.1 Academic rationale		Y	Y	
	6.2 Academic aims and objectives		Y	Y	
	6.3 Statement of learning outcomes		Y	Y	
	6.4 Statement of generic attributes		Y	Y	
7	Learning and teaching				
	7.1 Course structure		Y	Y	
	7.2 Pedagogical approach		Y	Y	

	7.3	Assessment procedures		Y	Y	
	7.4	Assurance of learning		Y	Y	
	7.5	Quality assurance arrangements and course review		Y	Y	
	7.6	Student workload Academic advice, support and student representation	Student Services	Y	Y	
	7.7	Academic advice, support and student representation	SAS	Y	Y	
	7.8	Remediation of assessment	SAS	Y	Y	
	7.9	Combined degrees and inter-faculty arrangements		Y	Y	
	7.10	Influence of external accreditation or other professional requirements	SAS	Y	Y	
	7.11	Joint ventures with other universities		Y	Y	
	7.12	Resolutions	SAS	Y	Y	Y
8	Resources					
	8.1	Teaching and support staff		Y	Y	
	8.2	Teaching space and related facilities		Y	Y	
	8.3	IT requirements		Y	Y	
	8.4	Library resources	University Library	Y	Y	
<i>Appendix 1</i>	<i>Resolutions of the Senate</i>			Y	Y	Y
<i>Appendix 2</i>	<i>Resolutions of the Faculty</i>			Y	Y	Y
<i>Appendix 3</i>	<i>Course Resolutions</i>		DVC Education/SAS	Y	Y	Y
<i>Appendix 3A</i>	<i>Undergraduate courses</i>					
<i>Appendix 3B</i>	<i>Postgraduate courses</i>					
<i>Appendix 4</i>	<i>Library impact statement</i>		University Library	Y	Y	
<i>Appendix 5</i>	<i>Table A for degree and associated new components</i>		DVC Education/SAS	Y	Y	
<i>Appendix 6</i>	<i>Assessment Map</i>		DVC Education	Y	Y	
<i>Appendix 7</i>	<i>Reference: Session codes</i>		SAS			
<i>Appendix 8</i>	<i>Reference: Campus codes</i>		SAS			
<i>Appendix 9</i>	<i>AQF compliance</i>					

Abbreviations

FPA = Financial Planning and Analysis
 MC = Marketing and Communications (External Relations)
 IAP = Institutional Analytics and Planning (Provost and DVC)
 SAS = Student Administration Services
 SRA = Student Recruitment and Admissions (External Relations)
 Y = Yes, please complete this section

PART 1: Strategy and marketing analysis**1.1 Strategic purpose** *(use this space, to a maximum one page)*

With the formation of the Faculty of Medicine and Health (FMH) in April 2018 and further alignment of the Faculty of Health Sciences on 01 January 2020 there is a need to streamline our MPhil level award course from 4 individual MPhil courses and 1 Masters of applied sciences courses, representing the five former faculties, into one MPhil that is administered by the FMH.

In aligning this course offering we acknowledge the University Executive strategic initiative to reduce the overall number and proportion of MPhil enrolments at the University, in preference for increased quality PhD enrolments however this change is important to allow for flexibility in candidature management. This approval is urgent to allow for recruitment of new candidates into the single MPhil for 2021.

The single Faculty of Medicine and Health PhD was created in 2019. This pathway was determined following numerous discussions regarding the formation of single PhD and MPhil degrees for the Faculty with key members of the University Executive and leadership, including, Professor Pip Pattinson, DVC-E; Professor Tony Masters, Chair of the Academic Board; and Professor Ross Coleman, Director of Graduate Studies. Additionally, following from these discussions the Faculty of Arts and Social Sciences also successfully utilised this pathway when they formed their single PhD

last year.

In FMH the single PhD has maintained commensurate enrolment numbers to the number of enrolments in the previous years across the 5 previous PhDs. It has enabled us to create a strong marketing message for an equitable and excellent experience in higher degrees by research in the Faculty. It has allowed us to have a single entry criteria and has simplified work for the student administrative services working alongside the Faculty. A single MPhil will enable us to further enhance these benefits.

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

Date	Consultees	Method of consultation	Evidence of consultation*
May 2019	Profs Philippa Pattison, Tony Master, Ross Coleman	Verbal	
May 2019	Global Student recruitment	verbal	
May 2019	HDRAC	verbal	
12/03/2020	FMH Education Committee	meeting	Committee minutes
02/04/2020	FMH Faculty Board	meeting	Committee minutes
04/2020	Chairs of UE CCPC	meeting	Committee minutes
06/04/2020	UE	By meeting circulation	Committee minutes

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

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

The MPhil enrolments across the faculty currently account for approximately 10 % of our enrolled HDR cohort, we do not envisage this changing, but note the UE strategy to reduce overall MPhil enrolments at the University to approximately 4 % of the whole cohort. FMH would like to continue to offer the MPHIL for 3 purpose:

1. A stand alone degree for those who would not like to undertake an entire PhD
2. A step in degree for those who are contemplating a PhD but are not sure it is what they would like to do
3. A step down option for candidates that are not able to continue in PhDs

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

We will continue to recruit using current methods.

*The Executive Director, Student Recruitment & Admissions should sign on the front page, confirming that recruitment targets are achievable.

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

We have previously marketed through the University website, work of mouth, affiliated networks, research fairs etc. We anticipate this will continue, bearing in mind any covid impacts

1.6 Domestic and international competitors (if applicable)

Institution	Name of course offered by competitor	Domestic Fees/ EFTSL	International Fees/ EFTSL

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

CRICOS Code	Course Code	Publishing name	Start year of the course
052757B	RMAPPSCI-02	Master of Applied Science	2002
052757B	RMAPPSCI-03	Master of Applied Science (Health Sciences)	2021
057896F	RMPHLDNT-01	Master of Philosophy (Dentistry)	2007
057896F	RMPHLDNT-02	Master of Philosophy (Dentistry)	2021
057895G	RMPHLMED-01	Master of Philosophy (Medicine)	2007
057895G	RMPHLMED-02	Master of Philosophy (Medicine)	2021
026970B	RMPHLNUR-01	Master of Philosophy (Nursing)	1998
026970B	RMPHLNUR-02	Master of Philosophy (Nursing)	2021
057897E	RMPHLPHA-01	Master of Philosophy (Pharmacy)	2007
057897E	RMPHLPHA-02	Master of Philosophy (Pharmacy)	2021

At the same time, 5 of these (highlighted in green) can be deleted as they never had students applying/enrolled in them.

PART 2: Financial viability analysis

An analysis of financial viability should be undertaken and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.)

- The financial viability template can be found [\[here\]](#).

PART 3: Course details

3.1	Course name:	Master of Philosophy (Medicine and Health)		
3.2	Course abbreviation:	MPhil (Medicine and Health)		
3.3	Start year:	2021	Start semester:	Semester 1
3.4	Name of award:	Master of Philosophy (Medicine and Health)		
3.5	Combined or double degree?	☐ Yes ☒ No		
3.6	Combined/double type: (if applicable)	☐ Combined means a combination of two degree programs with a lower volume of learning.. ☐ Double means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting. ☐ Vertically Integrated Bachelors and Masters means a combination of a bachelor and master degree program with a lower volume of learning.		
3.7	Honours offered?	☐ Yes ☒ No		
3.8	Honours type: (if applicable)	☐ Appended (Additional 48 credit points program undertaken after students satisfy requirements for the award of a Bachelor (Pass) degree. Requires a separate application) ☐ Embedded (Program of study undertaken as part of the overall degree without extending the time for completion but requiring completion of a specific Honours units of study. May require an application. For example, combined Bachelor of Advanced Studies (Honours)) ☐ Integrated (Honours component undertaken as part of the overall degree without extending the time for completion and does not require the completion of specific		

		<i>units of study or a separate application. Honours award is based on achieving a specified weighted average mark. For example, Bachelor of Engineering (Honours))</i>		
3.9	Course group:	☐ Undergraduate ☐ Postgraduate coursework ☒ Postgraduate research		
3.10	Field of Education (ASCED) codes:	Primary code:	069999	Secondary code: (Combined courses only)
3.11	Course AQF Level <i>Click the link to view approved accreditation criteria before nominating a Level</i>	☐ Level 5: Diploma ☐ Level 6: Advanced diploma/Associate degree ☐ Level 7: Bachelor degree ☐ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma ☒ Level 9: Masters degree (research, coursework and extended) ☐ Level 10: Doctoral degree		
3.12	Short course description: <i>for the UAC Guide, Good Universities Guide</i>	<i>The Master of Philosophy (Medicine and Health) course is aimed at those who intend to pursue research careers in medicine and health and can be used as a foundation to commencing a Doctor of Philosophy (PhD).</i>		
3.13	Full course description: <i>for Sydney Courses</i>	<i>The Master of Philosophy (Medicine and Health) course is aimed at those who intend to pursue research careers in medicine and health and can be used as a foundation to commencing a Doctor of Philosophy (PhD).</i>		
3.14	Australian Higher Education Statement (AHEGS)	<i>Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal</i>		
	Detail	<i>The Master of Philosophy (Medicine and Health) is taught in English and requires the accumulation of six credit points and a written thesis.</i>		
	Outcomes	<i>Graduates have competed research from one of the fields in which the faculty has expertise in.</i>		
	Features	<i>The Master of Philosophy (Medicine and Health) is a postgraduate research award course and requires the completion of six credit points and a written thesis.</i>		
	Accreditation	<i>Not applicable</i>		
3.15	Expected normal length of candidature:	Full-time	Min: 1 year	Max: 2 years FTE
		Part-time	Min: 2 years	Max: 4 years FTE
3.16	Minimum credit points for completion:	6 CP		
3.17	Location/campus for student attendance:	☒ Camperdown and Darlington ☐ Camden ☐ Cumberland ☐ Conservatorium ☐ Mallett Street ☐ Fully online ☒ Westmead ☐ Offshore (please specify): ☐ Other (please specify): ☒ Hospital (Clinic) the various clinical locations associated with the faculty, such as but not limited to the SLHD, NLHD, WLHD etc		
3.18	Mode of delivery:	Face-to-face teaching	☒ Yes ☐ No _50%	
		Will international students be able to study in 'face-to-face' mode for at least 75% of the time each semester?	☒ Yes ☐ No	
		Distance education	☐ Yes ☒ No ____%	
		Offshore delivery	☐ Yes ☒ No ____%	
3.19	Will most units in this degree require timetabling?:	☐ Yes ☒ No		
3.20	Does the course involve clinical or industrial placement/experience?	☐ Yes ☒ No		
	<i>But during a student's candidature, they may have clinical experience in conducting their research</i>			
3.21	Does the course involve internships or overseas study?	☐ Yes ☒ No		
	<i>If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate internships/overseas study have been established</i>			
3.22	Other course enrolment requirements:	Criminal record check	☐ Yes ☒ No	
		Prohibited Employment Declaration	☐ Yes ☒ No	
		Health records and Privacy Information Declaration	☐ Yes ☒ No	
		Working with Children	☐ Yes ☒ No	
3.23	Is this a course which provides entry to a profession i.e. needs professional accreditation?	☐ Yes ☒ No		
	<i>Please provide name of agency or agencies and current accreditation status for each</i>			
3.24	Prohibition (if applicable)			

	<i>Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University's coursework policy or, at a course level, any pre-requisites or co-requisites)</i>								
3.25	Articulation pathway (if applicable):								
	Code	Course name						Credit given	
3.26	Proposed commencing year course fee per 1 EFTSL								
	Domestic fee-paying:	\$ 0			International fee-paying:	\$ 49 000			
	HECS (Student contribution)	\$ 0							
3.27	Incidental (ancillary) fees (if applicable): <i>The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.</i>								
	Description :	N/A					Cost:	\$	
3.28	Estimated commencing enrolments (match commencing enrolments with those in Part 2)								
	Proposed enrolments in first three years of the course								
		Year One		Year Two		Year Three		Max Quota	
	Student Type	S1	S2	S1	S2	S1	S2	S1	S2
	Commonwealth Supported Place (CSP)								
	Domestic fee paying (PG only)								
	International fee-paying (Onshore)	10	10	10	10	10	10	15	15
	International fee-paying (Offshore)								
	Research Training Scheme (RTS)	50	50	50	50	50	50	75	75
	Total	60	60	60	60	60	60	90	90
	<i>* PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Institutional Analytics and Planning at an early stage in the development of the proposal</i>								
3.29	Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.								
3.30	Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?								

PART 4: Admission details

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

4.1	Admission pathway:	☐ UAC ☒ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)			
4.2	Areas of study:	All areas across the Faculty of Medicine and Health			
4.3	Assumed knowledge:				
4.4	Minimum education requirements:				
	Year 12 (senior secondary certificate) or equivalent	☐		Graduate Certificate	☐
	Relevant employment or professional experience	☐		Graduate Diploma	☐
	Bachelor's (Pass)	☐		Master's – advanced learning	☐
	Bachelor's (Hons)	☒		Master's – professional	☒
	Additional information: Professional and or Resaerch experience will also be considered			Master's – research	☒
4.5	Estimated or target minimum ATAR (for UG only):	2xxx (e.g. 2021)		2xxx (e.g. 2023)	
		2xxx (e.g. 2022)		2xxx (e.g. 2024)	

4.6	Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): n/a	
4.7	If the proposal is for a postgraduate award course, please indicate the application closing date:	
	For domestic students, closing date for applications is:	dd/mm/yyyy
	For international students, closing date for applications is:	dd/mm/yyyy
4.8	Second semester admission	☒ Yes ☐ No
	<i>If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase</i>	
4.9	International student admission:	☒ Yes ☐ No
	Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?	☒ Yes ☐ No If yes, please indicate IELTS equivalent: 7 IELTS
	Other international student entry requirements:	

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1	CRICOS Code:	☒ Application required	☐ Not applicable

Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University (email: esos.compliance@sydney.edu.au). Courses that are not offered to international student visa holders do not require a CRICOS code. Courses with a delivery of more than 1/3 distance or online study cannot be registered.

*If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed:
changes to price, duration, location, mode of study; work component, qualification level and distinct course structure (specialist courses) where specialisation is included in the award title and on the testamur.*

5.2	UAC Code:	☐ Application required	☒ Not applicable

Student Administration Services will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

This statement will explain the reason for the course's existence or justify the amendment in academic terms. The statement should be concise and summary in nature, and should provide a broad indication of the intended cohort, the educational aim, in the context of a societal or educational need. It may include general statements about the standard to be attained in terms of accreditation or further study but in general the detail of these should be outlined in the aims and outcomes, 6.2 and 6.3, below.

In April 2018 the Faculty of Medicine and Health (FMH) was formed, with further changes taking effect on 01 January 2020 with alignment of the now School of Health Sciences. There is a relatively urgent need to streamline our Masters by Research level award course from 5 individual courses, representing the five former faculties, into one MPhil that is administered by the FMH on behalf of all the Schools. We propose that this may be handled by the creation of a new course with a new CRICOS code with the title of MPhil (Medicine and Health) as there will be no change to the governance structure; the HDR Rule; or the policies that govern the 4 MPhils and 1 MAppSci, which have already been aligned through previous work.

6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

In general terms, objectives are statements about what teachers intend a course do and will have a focus on content. The statement should clarify the aims of staff delivering the course, stating how the intended outcomes implicitly incorporate graduate attributes. The aims of the course should link its rationale with the faculty's and the University's educational strategy, for example, by identifying aspects of the education that will be distinctive in terms of quality, the faculty's approach and the student experience. The statement may also include general statements of what graduates will achieve, although the details of this should be left to the outcomes, 6.3, below. The aims should give additional focus to the course aspirations over and above the rationale for its existence, for example, a course may

aim to provide opportunities for disadvantaged students to achieve outstanding research outcomes through the provision of high levels of student support and mentoring, or it may aim to provide talented students with the highest levels of professional education to produce future leaders.

The MPhil is a research training degree that focusses on teaching students research skills to enable them to enter diverse careers with research skills in a particular discipline of field.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

Outcomes should distinguish the course from other courses offered by the faculty and the University. Relate these distinct outcomes to the outcomes given for the level at which the qualification is placed in the [Australian Qualifications Framework](#). Statements of outcomes describe what a student will be able to do as a result of the learning that takes place in the course. Achieving the outcomes should drive the course curriculum, content and assessment regime, and faculties should be able to demonstrate how the related knowledge, skills and attributes will be introduced, developed and assessed through the curriculum as a whole.

The learning outcomes are in line with the University of Sydney's graduate qualities framework for HDR students

6.4 Graduate Qualities and Learning Outcomes

University graduate qualities:

GQ1	Depth of disciplinary expertise
GQ2	Critical thinking and problem solving
GQ3	Communication (oral and written)
GQ4	Information/digital literacy
GQ5	Inventiveness
GQ6	Cultural competence
GQ7	Interdisciplinary effectiveness
GQ8	An integrated professional, ethical and personal identity
GQ9	Influence

Please refer to the *Learning and Teaching Policy 2015* (Part 2 Section 7) for explanations of the graduate qualities and their relationship to curriculum.

6.4.1 Undergraduate Courses

Please map the learning outcomes of the degree (as listed in 6.3) against the University graduate qualities. Please note that an undergraduate course must address all nine of the University graduate qualities (ie. at least one learning outcome must be mapped to each of the graduate qualities).

	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7	GQ8	GQ9
LO1:									
LO2:									
LO3:									
LO4:									
LO5:									

6.4.2 Postgraduate Courses

Postgraduate courses do not need to address all nine of the University graduate qualities. A postgraduate degree may also develop additional graduate qualities that are specific to the course.

Please list the graduate qualities that will be developed by the proposed course. Please indicate how the learning outcomes stated in 6.3 contribute to the development of the graduate qualities you have listed.

PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system's management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

Please provide a diagram of the course structure in a study plan format in the space below.

Please also complete a Table A for the course and any associated new curriculum components (see Appendix 5) and attach it to this proposal.

7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 8.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

The pedagogy of MPhil (Medicine and Health) remains aligned with the outcomes and goals of the DVC-E and Director of Graduate Studies. It is governed by the HDR Rule.

7.3 Assessment strategy

Please describe in brief narrative terms how the graduate qualities will be developed and assessed across the curriculum. Please also describe any assessment strategies particular to the discipline and, if applicable, the use of authentic assessments and any innovations in assessment and feedback. Details of assessment tasks may also be included.

Students are assessed through submission of a written thesis that is assessed in accordance with the HDR Rule and Thesis submission and Examination policy

Please complete the table below for the proposed assessment tasks to be used in the course.

<i>Proposed assessment task type</i>	<i>Approximate proportion of assessment regime (%)</i>	<i>Integrity risk mitigation strategy</i>
Completion of 6CP of coursework (Table R)		
Thesis		

7.4 Assessment tasks mapping

In a grid (see Appendix 6) or narrative form, indicate which units of study relate to the assessment of the graduate qualities.

For undergraduate courses, please map the units against the nine University graduate qualities.

Mapping is optional for postgraduate courses. If a mapping is provided it should be to the graduate qualities given above in 6.4.2.

7.5 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 36 – 48 hours work per week, including preparation time (in line with the Learning and Teaching Policy). It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<i>Attendance and participation type</i>	<i>Weekly workload</i>
Lectures	
Tutorials	
Practical experience	50 %
Independent study	25 %
Reading and work for assessment	25 %
Other (please specify):	

7.6 Workload for assessment tasks

Describe how the volume of assessments will be managed to prevent excessive and unduly stressful workload demands).

Candidates are expected to write and submit a Thesis for examination within 1.5 years (FTE). It is recognised Thesis writing is a stressful time.

7.7 Use of external examiners

If external examiners are used, please indicate how marking will be moderated to ensure consistency and alignment with University standards.

External examiners will be appointed in accordance with the Thesis submission and examination Policy

7.8 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

FMH has a network of Academic leaders and research education team, Additionally support will be provided through the DVC-E portfolio, HDRAC etc.

7.9 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

The HDR Examination Sub Committee determines opportunities for remediation and reassessment in line with the Thesis submission and examination Policy and HDR Rule.

7.10 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

• monitor, measure and achieve quality learning and teaching	UE R and Faculty RE committees monitor the quality of the HDR offerings at the university
• review content, delivery and Resolutions of the course	
• review and rationalise Units of Study for the course	

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

7.11 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

N/A

7.12 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the *University of Sydney Coursework Rule*, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

N/A

7.13 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

N/A

7.14 Resolutions

Senate, Faculty and Course Resolutions		
Attached		
7.14.1	Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? <i>If Yes, complete Appendix 1</i>	Yes
7.14.2	Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? <i>If Yes, complete Appendix 2</i>	Yes

7.14.3	Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? <i>If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses)</i>	Yes

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the DVC Education approves all aspects of academic dress and proposals must be made in accordance with the [Resolutions of the Senate relating to Academic Dress](#). The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Education) for approval

7.14.4	Will the introduction of the proposed new award course require a new or a change to the academic dress? <i>If Yes, you need to consider what the new academic dress will be early enough to ensure they can be ordered and produced on time. Please contact the Graduations office in Student Administration Services to discuss and provide evidence of consultation with the team.</i>	No

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

7.14.5	Last semester intake under existing Resolutions	Domestic	RP4 2020
		International	RP4 2020
7.14.6	Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?	n/a	
7.14.7	For course deletions , advise the last date for enrolments into the existing course	31 October 2020	
7.14.8	For course deletions , attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students		
7.14.9	For course deletions , outline the provisions in place for students enrolled under existing Resolutions	No new students will be offered places or be able to enrol in the 4 previous MPhils and 1 MAppSci from Research Period 1 2021, commencing on 1 January 2021. All applications for MPhil studies for 2021 within the codes listed above will be held until the new code is created. We are working with recruitment and admissions who will liaise with these candidates. Currently enrolled students will remain in their established degrees until completion and will not be impacted by this change.	

PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

9.1.1	Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. <i>(It is not necessary to provide detailed information on the names or qualifications of individual staff members)</i>
	The faculty research supervisors, academic leaders, associate dean (research education) and research education team.
9.1.2	What are the strengths of the department/school relevant to this proposal?
	The faculty of medicine and health is a research intensive faculty that is able to offer many varied research experiences
9.1.3	Please indicate whether use will be made of staff not on the University's formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.
	Research supervisors are all registered through the research supervisor register held by DVC-E

8.2 Teaching space and related facilities

9.2.1	Teaching rooms	
9.2.2	Lecture theatres	
9.2.3	Laboratories	As required
9.2.4	Staff offices	As required
9.2.5	Storage or other space required including any which needs to be rented externally	
9.2.6	Professional placement locations	

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

9.3.1	Computer technology	N/A
9.3.2	Other equipment	

8.4 Library resources

Faculties are required to consult with the relevant [Library liaison contact](#) at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete *Appendix4 Library Impact Statement* and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

N/A

Master of Philosophy (Medicine and Health)

Master of Philosophy (Medicine and Health)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:

- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and
- the Research Code of Conduct 2013; and the Research Data Management Policy 2014.

Additionally, the coursework components of this award course are subject to:

- the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
 - the Coursework Policy 2014;
 - the Academic Honesty in Coursework Policy 2015; and
 - the Academic Honesty Procedures 2016.
- Higher Degree by Research Supervision Policy 2020

The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course title
	Master of Philosophy (Medicine and Health)

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Head of School and Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
 - (a) ~~Bachelor's degree or qualifications demonstrating equivalence with a Bachelor's degree; or~~ a Bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or
 - (b) a Master's degree; and
 - (c) have a minimum of one year's relevant work or research experience.
- (2) The Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification qualifications that, in the opinion of the Faculty ~~Postgraduate~~ Research Education Committee, are equivalent to those prescribed in sub-clause (1).
- (3) The Associate Dean (Research Education) may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean (Research Education) considers appropriate..

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
 - (i) supports the applicant's research proposal; and
 - (ii) is willing to supervise the research.
 - (c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.
 - (d) a statement certifying the applicant's understanding that, subject to the *University of Sydney (Higher Degree by Research Rule) 2011*, if the candidature is successful, their thesis and record of design-based work will be lodged with the University Libraries and made available for immediate public use;
 - (e) Evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
 - (f) the contact details of two academic or practitioner referees.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

- (1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

- (1) The Associate Dean (Research Education) will appoint ~~a~~ research supervisors ~~and auxiliary supervisor~~ for each candidate in accordance with the HDR Rule and the ~~Supervision of Higher Degree by Research Students Policy 2013~~ *Higher Degree by Research Supervision Policy 2020*.

6 Control of candidature

- (1) The HDR Rule specifies the conditions for the control of candidature by the University.



7 Location of candidature and attendance

- (1) The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
- (a) complete any specified probationary requirements;
 - (b) complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement and any other studies, as required by the supervisor(s) of the research project;
 - (c) conduct research on the approved topic; and
 - (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean (Research Education). The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Education Committee, each candidate must:
- (a) meet any conditions set by the Faculty Postgraduate Research Education Committee; and
 - (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

- (1) A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

- (1) A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

- (1) A candidate may ~~suspend enrolment~~ take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

- (1) A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the *Progress Planning and Review of Higher Degree by Research Students Policy 2015*.

Part 6: Examination

17 Examination of the thesis

- (1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Master of Philosophy, which are set out in the *Thesis and Examination of Higher Degree by Research Policy 2015*.

18 Award of the degree

- (1) The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January 2021 and students who commenced their candidature prior to 1 January 2021 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2021 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

MEDICINE AND HEALTH POSTGRADUATE HANDBOOK 2

Added at request of GSC for use in comparing
new resolutions

You are here: Home / Medicine and Health PG / Research / Master of Applied Science

MASTER OF APPLIED SCIENCE

Master of Applied Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include the Resolutions of the Faculty of Medicine and Health (Higher Degree by Research) Rule 2011 (the HDR Rule); the Research Code of Conduct 2013; and the Research Data Management Policy 2014.

Additionally, the coursework components of this award course are subject to the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'); the Academic Honesty in Coursework Policy 2015; and the Academic Honesty Procedures 2016. The latest versions of documents are available from the Policy Register: <http://www.sydney.edu.au/policies>

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course title
RMAPPSCI-02	Master of Applied Science

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Associate Dean (Research Education), an applicant must hold or have completed the requirements for a bachelor's degree from the University of Sydney in an area of study relevant to that in which the applicant wishes to undertake the degree.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Education Committee, is equivalent to those prescribed in sub-clause (1).
- (3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Associate Dean considers appropriate.

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission; and
 - (b) written evidence confirming that an academic within the Faculty, with an academic background appropriate to the candidate's proposed research:
 - (i) supports the applicant's research proposal; and
 - (ii) is willing to supervise the research.
 - (c) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the Faculty.
 - (d) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
 - (e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and
 - (f) the contact details of two academic or practitioner referees.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Associate Dean Research Students will appoint a research supervisor and auxiliary supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements**8 Degree requirements**

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements and conditions of candidature;
 - (b) take units of study as specified in the relevant Faculty milestones statement and any other studies as required by the supervisor(s) the research project. If commencing during or after 2021, complete within the first year (full-time equivalency) of candidature a minimum of 6 credit points of study from Table R as determined in the relevant Faculty milestones statement, and any other studies required by the supervisor(s) of the research project.
 - (c) conduct research on the approved topic; and
 - (d) write a thesis embodying the results of the research that passes the examination.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will have an upper limit of 50,000 words including footnotes that may be exceeded by no more than 10,000 words with the permission of the Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression**10 Probation**

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Research Education Committee, a candidate must:
 - (a) meet any conditions set by the Faculty Research Education Committee; and
 - (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule and the Progress Planning and Review of Higher Degree by Research Students Policy 2015.

Part 6: Examination**17 Examination of the thesis**

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Masters by Research. The standards are set out in the Thesis and Examination of Higher Degree by Research Policy 2015.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other**19 Transitional provisions**

- (1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Resolutions of the Senate Faculty of Medicine and Health

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney Faculty of Medicine and Health

- (1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine and Health. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2021. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the School at the time.

2 Degrees

Code	Course title and streams	Abbreviation	Credit points
RHDENSCI-01	Doctor of Dental Science	DDSc	Published Work
RHMEDSCI-01	Doctor of Medical Science	DMedSc	Published work
RPPHMDH-01	Doctor of Philosophy	PhD	Research
	<u>Master of Philosophy</u>	<u>MPhil</u>	<u>Research</u>
RMPHLDNT-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil	Research
RMPHLMED-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil	Research
RMPHLNUR-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil	Research
RMPHLPHA-01	Master of Philosophy (<i>admission suspended from 2021</i>)	MPhil	Research
RMAPPSCI-02	Master of Applied Science (<i>admission suspended from 2021</i>)	MAppSc	Research
TCCLDORD-01	Doctor of Clinical Dentistry (Orthodontics)	DClinDent	144
TCCLDORM-01	Doctor of Clinical Dentistry (Oral Medicine)	DClinDent	144
TCCLDORS-01	Doctor of Clinical Dentistry (Oral Surgery)	DClinDent	144
TCCLDPAD-01	Doctor of Clinical Dentistry (Paediatric Dentistry)	DClinDent	144
TCCLDPER-01	Doctor of Clinical Dentistry (Periodontics)	DClinDent	144
TCCLDPRO-01	Doctor of Clinical Dentistry (Prosthodontics)	DClinDent	144
TCCLDSND-01	Doctor of Clinical Dentistry (Special Needs Dentistry)	DClinDent	144
TCCLISUR-01	Doctor of Clinical Surgery	DClinSurg	144
MADNTLMD-01	Doctor of Dental Medicine	DMD	192
MAMEDICI-06	Doctor of Medicine	MD	192
MAADNUPR-01	Master of Advanced Nursing Practice	MAdvNP	60
MAADVSR-01	Master of Advanced Surgery		
	<i>Breast Surgery</i>	MAdvSurg(BreastSurg)	48
	<i>Uro-Oncology</i>	MAdvSurg(Uro-Oncology)	48
MABIOETI-02	Master of Bioethics	MBEth	48
	Master of Biomedical Science		
	<i>Advanced Diagnostics and Prognostics</i>	MBiomedSci(AdvDiagnosticsPrognostics)	48
	<i>Cancer</i>	MBiomedSci(Cancer)	48
	<i>Genomics and Precision Medicine</i>	MBiomedSci(GenomicsPrecisionMed)	48
	<i>Infection and Immunity</i>	MBiomedSci(InfectionImmunity)	48
MABIOSTA-01	Master of Biostatistics	MBiostat	72
	Master of Biomedical Science		
	- Advanced Diagnostics and Prognostics	MBiomedSci(AdvDiagnosticsPrognostics)	48
	- Cancer	MBiomedSci(Cancer)	48
	- Genomics and Precision Medicine	MBiomedSci(GenomicsPrecisionMed)	48



Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
	- Infection and Immunity	MBiomedSci(InfectionImmunity)	48
MABRMISC-01	Master of Brain and Mind Sciences	MBMSc	48
MACAHANU-01	Master of Cancer and Haematology Nursing	MCaHaemN	60
MACLITRR-01	Master of Clinical Trials Research	MClinTRes	48
	Master of Dental Public Health	MDentPH	48
MADIARAD-01	Master of Diagnostic Radiography	MDR	96
MAEMENUR-02	Master of Emergency Nursing	MEmergN	60
MAEXPHYS-02	Master of Exercise Physiology	MExPhys	72
MAGLBHLT-01	Master of Global Health	M.Glob.Hlth	72
MAHEAPOL-01	Master of Health Policy	MHPol	48
MAHEASTU-01	Master of Health Studies (<i>exit qualification only</i>)	MHS	96
MAINCNUR-02	Master of Intensive Care Nursing	MIntCareN	60
MAINTOPH-01	Master of International Ophthalmology		48
	<i>Community Ophthalmology</i>	MIOphth(CommOphth)	48
	<i>Post Vocational Ophthalmology</i>	MIOphth(PostVocOphth)	48
MAMDIMG-01	Master of Medical Imaging Science	MMIS	72
MAMEDADV-01	Master of Medicine (Advanced)		
	<i>Clinical Neurophysiology</i>	MMed(Adv)(ClinNeuroPhysiol)	60
	<i>Critical Care Medicine</i>	MMed(Adv)(CritCare)	60
	<i>General Practice and Primary Health Care</i>	MMed(Adv)(GP/PHC)	60
	<i>Genomics and Precision Medicine</i>	MMed(Adv)(GenomicsPrecisionMed)	48
	<i>Internal Medicine</i>	MMed(Adv)(InternalMedicine)	60
	<i>Metabolic Health</i>	MMed(Adv)(MetabHlth)	60
	<i>Pharmaceutical and Medical Device Development</i>	MMed(Adv)(PharmDev)	60
	<i>Psychiatry</i>	MMed(Adv)(Psychiatry)	60
	<i>Sexual and Reproductive Health</i>	MMed(Adv)(SRH)	60
	<i>Sleep Medicine</i>	MMed(Adv)(SleepMedicine)	60
	<i>Trauma-Informed Psychotherapy</i>	MMed(Adv)(Trauma-Informed Psychotherapy)	60
MAMEDICI-04	Master of Medicine		
	<i>Child and Adolescent Health</i>	MMed(ChildAdolHealth)	48
	<i>Clinical Neurophysiology</i>	MMed(ClinNeuroPhysiol)	48
	<i>Critical Care Medicine</i>	MMed(CritCare)	48
	<i>General Practice and Primary Health Care</i>	MMed(GP/PHC)	48
	<i>Genomics and Precision Medicine</i>	MMed(GenomicsPrecisionMed)	48
	<i>Internal Medicine</i>	MMed(InternalMedicine)	48
	<i>Metabolic Health</i>	MMed(MetabHlth)	48
	<i>Pharmaceutical and Medical Device Development</i>	MMed(PharmDev)	48
	<i>Psychiatry</i>	MMed(Psychiatry)	48
	<i>Sexual and Reproductive Health</i>	MMed(SRH)	48
	<i>Sleep Medicine</i>	MMed(SleepMedicine)	48
	<i>Trauma Informed Psychotherapy</i>	MMed (Trauma-Informed Psychotherapy)	48
MAMECARS-01	Master of Medicine (Cataract and Refractive Surgery)	MMed(RefCatSurg)	48
MAMECLEP-03	Master of Medicine (Clinical Epidemiology)	MMed(ClinEpi)	48
MAMEHNUR-02	Master of Mental Health Nursing	MMHlthN	60
MAMEINIM-01	Master of Medicine (Infection and Immunity)	MMed(InfImm)	48
MAMEOPSC-01	Master of Medicine (Ophthalmic Science)	MMed(OphthSc)	48
	<i>Oculoplastic Surgery</i>	MMed(OphthSc-OcPlasSurg)	48
MAMEPAMA-02	Master of Medicine (Pain Management)	MMed(PainMgt)	48
MANURSNG-09	Master of Nursing	MN	96
MANUNUPR-02	Master of Nursing (Nurse Practitioner)	MN(NP)	72
MAOCTHE-02	Master of Occupational Therapy	MOT	96
MAPHARMA-01	Master of Pharmacy	MPharm	96
MAPHYSIO-01	Master of Physiotherapy	MPhty	96
MAPRHECA-01	Master of Primary Health Care Nursing	MPHC	60

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MAPUHEAL-07	Master of Public Health	MPH	72
MAREHCOU-03	Master of Rehabilitation Counselling	MRehabCng	96
MASCMEAD-01	Master of Science in Medicine (Advanced)		
	<i>Clinical Neurophysiology</i>	MScMed(Adv)(ClinNeuroPhysiol)	60
	<i>General Practice and Primary Health Care</i>	MScMed(Adv)(GP/PHC)	60
	<i>Metabolic Health</i>	MScMed(Adv)(MetabHlth)	60
	<i>Pharmaceutical and Medical Device Development</i>	MScMed(Adv)(PharmDev)	60
	<i>Sleep Medicine</i>	MScMed(Adv)(SleepMedicine)	60
	<i>Sexual and Reproductive Health</i>	MScMed(Adv)(SRH)	60
	<i>Trauma Informed Psychotherapy</i>	MScMed(Adv)(Trauma-Informed Psychotherapy)	60
MASCMEI-01	Master of Science in Medicine		
	<i>Clinical Neurophysiology</i>	MScMed(ClinNeuroPhysiol)	48
	<i>General Practice and Primary Health Care</i>	MScMed(GP/PHC)	48
	<i>Metabolic Health</i>	MScMed(MetabHlth)	48
	<i>Pharmaceutical and Medical Device Development</i>	MScMed(PharmDev)	48
	<i>Sleep Medicine</i>	MScMed(SleepMedicine)	48
	<i>Sexual and Reproductive Health</i>	MScMed(SRH)	48
	<i>Trauma Informed Psychotherapy</i>	MScMed (Trauma-Informed Psychotherapy)	48
MASMCLEP-03	Master of Science in Medicine (Clinical Epidemiology)	MScMed(ClinEpi)	48
MASMINIM-01	Master of Science in Medicine (Infection and Immunity) (<i>admission suspended from 2021</i>)	MScMed(InfImm)	48
MASMOPSC-01	Master of Science in Medicine (Ophthalmic Science)	MScMed(OphthSc)	48
MASMPAMA-02	Master of Science in Medicine (Pain Management)	MScM(PainMgt)	48
MASPLAPA-01	Master of Speech Language Pathology	MSLP	96
MASURGER-03	Master of Surgery	MSurg	48
BPASEXP-02	Bachelor of Applied Science (Exercise Physiology)	BAppSc(ExPhys)	192
BPASESSC-03	Bachelor of Applied Science (Exercise and Sport Science) *	BAppSc(Ex&SpSc)	144
BPASDRAD-01	Bachelor of Applied Science (Diagnostic Radiography) [^]	BAppSc(DR)	192
BPASOCTE-05	Bachelor of Applied Science (Occupational Therapy) [^]	BAppSc(OT)	192
BPASPHYS-06	Bachelor of Applied Science (Physiotherapy) [^]	BAppSc(Phty)	192
BPASSPPA-06	Bachelor of Applied Science (Speech Pathology) [^]	BAppSc(SpPath)	192
BUNUPORE-01	Bachelor of Nursing Post-registration (on-shore)	BN	144
BUNUPORE-02	Bachelor of Nursing Post-Registration (off-shore)	BN	144
BPNUADS-01	Bachelor of Nursing (Advanced Studies)	BN(Advanced Studies)	144
BHNURSIH-02	Bachelor of Nursing (Honours)(on-shore)	BN(Hons)	48
BHNURSIH-03	Bachelor of Nursing (Honours)(off-shore)	BN(Hons)	48
BUORAHEA-01	Bachelor of Oral Health	BOH	144
BUPHARMA-01	Bachelor of Pharmacy [^]	BPharm	192
BUPHAMGT-01	Bachelor of Pharmacy and Management [^]	BPharmMgt	240

Note: *may be awarded with honours following a further year of study

[^] May be awarded with honours in an integrated program.

Note: Italicised items below degree names are streams within that degree.

3 Double degrees

Code	Course title and streams	Abbreviation	Credit points
MAMEDPHL-01	Master of Medicine / Master of Philosophy		
	<i>Sexual and Reproductive Health</i>	MMed(SRH)/MPhil	96

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
MASCMPL-01	Master of Science in Medicine / Master of Philosophy		
	<i>Sexual and Reproductive Health</i>	MScMed(SRH)/MPhil	96
BPARTMED-01	Bachelor of Arts/Doctor of Medicine	BA/MD	336
	Dalyell		
BPSCIMED-01	Bachelor of Science/Doctor of Medicine	BSc/MD	336
	Dalyell		
	Medical Science	BSc(MedSci)/MD	
BPSCIDMD-01	Bachelor of Science/ Doctor of Dental Medicine	BSc/DMD	336

* May be awarded with honours following a further year of study.

Note: Italicised items below degree names are streams within that degree.

4 Combined degrees

Code	Course title and streams	Abbreviation	Credit points
MAGHEPHL-01	Master of Global Health and Master of Philosophy	MGlobHlth/MPhil	96
MAHPOPHL-01	Master of Health Policy and Master of Philosophy	MHPol/MPhil	96
MAPHEPHL-01	Master of Public Health and Master of Philosophy	MPH/MPhil	96
BPASEAVS-01	Bachelor of Applied Science and Bachelor of Advanced Studies (Exercise and Sport Science) ^	BAppSc/BAdvStudies(Ex&SpSc)	192
BPARTNUR-01	Bachelor of Arts and Master of Nursing	BA/MN	192
	Dalyell		
BPSCINUR-01	Bachelor of Science and Master of Nursing	BSc/MN	192
	Dalyell		
	Health	BSc(Hlth)/MN	

^ May be awarded with honours in an integrated program.

* May be awarded with honours following a further year of study.

Note: Italicised items below degree names are streams within that degree.

5 Graduate diplomas

CODE	Course title and streams	Abbreviation	Credit points
GNADNUPR-01	Graduate Diploma in Advanced Nursing Practice	GradDipAdvNP	48
GNADVSUR-01	Graduate Diploma in Advanced Surgery		
	<i>Breast Surgery</i>	GradDipAdvSurg(BreastSurg)	36
	<i>Uro-Oncology</i>	GradDipAdvSurg(Uro-Oncology)	36
GNBIOETI-02	Graduate Diploma in Bioethics	GradDipBioethics	36
	Graduate Diploma in Biomedical Science		
	- <i>Advanced Diagnostics and Prognostics</i>	GradDipBiomedSci(AdvDiagnosticsPrognostics)	36
	- <i>Cancer</i>	GradDipBiomedSci(Cancer)	36
	- <i>Genomics and Precision Medicine</i>	GradDipBiomedSci(GenomicsPrecisionMed)	36
	- <i>Infection and Immunity</i>	GradDipBiomedSci(InfectionImmunity)	36
GNBIOSTA-01	Graduate Diploma in Biostatistics	GradDipBiostat	48
GNBRMISC-01	Graduate Diploma in Brain and Mind Sciences	GradDipBMSc	36
GNCAHANU-01	Graduate Diploma in Cancer and Haematology Nursing	GradDipCaHaemN	48
GNCAREFS-01	Graduate Diploma in Cataract and Refractive Surgery	GradDipRefCatSurg	36
GNCLDARE-01	Graduate Diploma in Clinical Dentistry (Advanced Restorative)	GradDipClinDent	48
GNCLDCHH-01	Graduate Diploma in Clinical Dentistry (Child Health)	GradDipClinDent	48
GNCLDCSP-01	Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)	GradDipClinDent	48
GNCLDHOD-01	Graduate Diploma in Clinical Dentistry (Hospital Dentistry)	GradDipClinDent	48
GNCLDOBI-01	Graduate Diploma in Clinical Dentistry (Oral Biology)	GradDipClinDent	48
GNCLDOIM-01	Graduate Diploma in Clinical Dentistry (Oral Implants)	GradDipClinDent	48

Resolutions of the Senate Faculty of Medicine and Health

CODE	Course title and streams	Abbreviation	Credit points
GNCLDSUD-01	Graduate Diploma in Clinical Dentistry (Surgical Dentistry)	GradDipClinDent	48
GNCLDTOM-01	Graduate Diploma in Clinical Dentistry (Tooth Mechanics)	GradDipClinDent	48
GNCLIEPI-01	Graduate Diploma in Clinical Epidemiology	GradDipClinEpi	36
GNCLITRR-01	Graduate Diploma in Clinical Trials Research	GradDipClinTRes	36
GNCOMMDI-02	Graduate Diploma in Communication Disorders (<i>exit only</i>)	GradDipCommDis	48
GNEMENUR-02	Graduate Diploma in Emergency Nursing	GradDipEmergN	48
GNHEAPOL-01	Graduate Diploma in Health Policy	GradDipHPol	36
GNINHEPR-02	Graduate Diploma in Indigenous Health Promotion	GradDipIndigHProm	36
GNINFIMM-01	Graduate Diploma in Infection and Immunity	GradDipInfnImm	36
GNMDIMGS-01	Graduate Diploma in Medical Imaging Science	GradDipMIS	48
GNREHCOU-02	Graduate Diploma in Rehabilitation Counselling	GradDipRehabCIng	48
GNINCNUR-02	Graduate Diploma in Intensive Care Nursing	GradDipIntCareN	48
GNINTOPH-01	Graduate Diploma in International Ophthalmology	GradDipLOphth	36
GNMEDICI-02	Graduate Diploma in Medicine		
	<i>Child and Adolescent Health</i>	GradDipMed(ChildAdolHealth)	36
	<i>Clinical Neurophysiology</i>	GradDipMed(ClinNeuroPhysiol)	36
	<i>Critical Care Medicine</i>	GradDipMed(CritCare)	36
	<i>General Practice and Primary Health Care</i>	GradDipMed(GP/PHC)	36
	<i>Genomics and Precision Medicine</i>	GradDipMed(GenomicsPrecisionMed)	36
	<i>Internal Medicine</i>	GradDipMed(InternalMedicine)	36
	<i>Metabolic Health</i>	GradDipMed(MetabHlth)	36
	<i>Pharmaceutical and Medical Device Development</i>	GradDipMed(PharmDev)	36
	<i>Psychiatry</i>	GradDipMed(Psychiatry)	36
	<i>Sexual and Reproductive Health</i>	GradDipMed(SRH)	36
	<i>Sleep Medicine</i>	GradDipMed(SleepMedicine)	36
	<i>Trauma-Informed Psychotherapy</i>	GradDipMed(Trauma-Informed Psychotherapy)	36
GNMEHNUR-02	Graduate Diploma in Mental Health Nursing	GradDipMHlthN	48
GNOPHTSC-01	Graduate Diploma in Ophthalmic Science	GradDipOphthSc	36
	<i>Oculoplastic Surgery</i>	GradDipOphthSc(OcPlasSurg)	36
GNPAIMGT-01	Graduate Diploma in Pain Management	GradDipPainMgt	36
GNPRHECA-01	Graduate Diploma in Primary Health Care Nursing	GradDipPHC	48
GNPUHEAL-03	Graduate Diploma in Public Health	GradDipPH	48
GNSCMEDI-01	Graduate Diploma in Science in Medicine		
	<i>Clinical Neurophysiology</i>	GradDipScMed(ClinNeuroPhysiol)	36
	<i>General Practice and Primary Health Care</i>	GradDipScMed(GP/PHC)	36
	<i>Metabolic Health</i>	GradDipScMed(MetabHlth)	36
	<i>Pharmaceutical & Medical Device Development</i>	GradDipScMed(PharmDev)	36
	<i>Sexual and Reproductive Health</i>	GradDipScMed(SRH)	36
	<i>Sleep Medicine</i>	GradDipScMed(SleepMedicine)	36
	<i>Trauma-Informed Psychotherapy</i>	GradDipScMed(Trauma-Informed Psychotherapy)	36
GNSURGER-02	Graduate Diploma in Surgery	GradDipSurg	36

Note: Italicised items below degree names are streams within that degree.

6 Graduate certificates

Code	Course title and streams	Abbreviation	Credit points
GCADCLSK-01	Graduate Certificate in Advanced Clinical Skills		
	<i>Surgical Anatomy</i>	GradCertAdvClinSkills(SurgAnat)	24

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
GCADVSUR-01	Graduate Certificate in Advanced Surgery		
	<i>Breast Surgery</i>	GradCertAdvSurg(BreastSurg)	24
	<i>Uro-Oncology</i>	GradCertAdvSurg(Uro-Oncology)	24
GC BIOETI-02	Graduate Certificate in Bioethics	GradCertBEth	24
GC BIOSTA-01	Graduate Certificate in Biostatistics	GradCertBiostat	24
GC BRMISC-01	Graduate Certificate in Brain and Mind Sciences	GradCertBMSc	24
GC CAHANU-01	Graduate Certificate in Cancer and Haematology Nursing	GradCertCaHaemN	24
GC CLDARE-01	Graduate Certificate in Clinical Dentistry (Advanced Restorative)	GradCertClinDent	24
GC CLDCHH-01	Graduate Certificate in Clinical Dentistry (Child Health)	GradCertClinDent	24
GC CLDHOD-01	Graduate Certificate in Clinical Dentistry (Hospital Dentistry)	GradCertClinDent	24
GC CLDOBI-01	Graduate Certificate in Clinical Dentistry (Oral Biology)	GradCertClinDent	24
GC CLDSUD-01	Graduate Certificate in Clinical Dentistry (Surgical Dentistry)	GradCertClinDent	24
GC CLDTOM-01	Graduate Certificate in Clinical Dentistry (Tooth Mechanics)	GradCertClinDent	24
	Graduate Certificate in Biomedical Science		
	- <i>Advanced Diagnostics and Prognostics</i>	GradCertBiomedSci(AdvDiagnosticsPrognostics)	24
	- <i>Cancer</i>	GradCertBiomedSci(Cancer)	24
	- <i>Genomics and Precision Medicine</i>	GradCertBiomedSci(GenomicsPrecisionMed)	24
	- <i>Infection and Immunity</i>	GradCertBiomedSci(InfectionImmunity)	24
GC CLIEPI-01	Graduate Certificate in Clinical Epidemiology	GradCertClinEpi	24
GC CLINUR	Graduate Certificate in Clinical Nursing	GradCertClinN	24
GC CLITRR-01	Graduate Certificate in Clinical Trials Research	GradCertClinTRes	24
GC EMENUR-02	Graduate Certificate in Emergency Nursing	GradCertEmergN	24
GC EVBSCM-01	Graduate Certificate in Evidence-Based Complementary Medicines	GCCompMed(Evidence-Based)	24
GC HEAPOL-01	Graduate Certificate in Health Policy	GradCertHPol	24
GC INFIMM-01	Graduate Certificate in Infection and Immunity	GradCertInfnImm	24
GC INCNUR-02	Graduate Certificate in Intensive Care Nursing	GradCertIntCareN	24
GC MDIMGS-01	Graduate Certificate in Medical Imaging Science	GradCertMIS	24
GC MEDICI-02	Graduate Certificate in Medicine		
	<i>General Practice and Primary Health Care</i>	GradCertMed(GP/PHC)	24
	<i>Child and Adolescent Health</i>	GradCertMed(ChildAdolHealth)	24
	<i>Clinical Neurophysiology</i>	GradCertMed(ClinNeuroPhysiol)	24
	<i>Critical Care Medicine</i>	GradCertMed(CritCare)	24
	<i>Genomics and Precision Medicine</i>	GradCertMed(GenomicsPrecisionMed)	24
	<i>Internal Medicine</i>	GradCertMed(InternalMedicine)	24
	<i>Metabolic Health</i>	GradCertMed(MetabHlth)	24
	<i>Pharmaceutical and Medical Device Development</i>	GradCertMed(PharmDev)	24
	<i>Psychiatry</i>	GradCertMed(Psychiatry)	24
	<i>Sexual and Reproductive Health</i>	GradCertMed(SRH)	24
	<i>Sleep Medicine</i>	GradCertMed(SleepMedicine)	24
	<i>Trauma-Informed Psychotherapy</i>	GradCertMed(Trauma-Informed Psychotherapy)	24
GC MEHNUR-02	Graduate Certificate in Mental Health Nursing	GradCertMHlthN	24
GC PAIMGT-02	Graduate Certificate in Pain Management	GradCertPainMgt	24
GC PHAPRA-01	Graduate Certificate in Pharmacy Practice	GradCertPharmPrac	24
GC PRHECA-01	Graduate Certificate in Primary Health Care Nursing	GradCertPHC	24
GC SCMEDI-01	Graduate Certificate in Science in Medicine		

Resolutions of the Senate Faculty of Medicine and Health

Code	Course title and streams	Abbreviation	Credit points
	<i>Clinical Neurophysiology</i>	GradCertScMed(ClinNeuroPhysiol)	
	<i>General Practice and Primary Health Care</i>	GradCertScMed(GP/PHC)	24
	<i>Metabolic Health</i>	GradCertScMed(MetabHlth)	24
	<i>Pharmaceutical & Medical Device Development</i>	GradCertScMed(PharmDev)	24
	<i>Sexual and Reproductive Health</i>	GradCertScMed(SRH)	24
	<i>Sleep Medicine</i>	GradCertScMed(SleepMedicine)	24
	<i>Trauma-Informed Psychotherapy</i>	GradCertSciMed(Trauma-Informed Psychotherapy)	24
GCSURGER-02	Graduate Certificate in Surgery	GradCertSurg	24
GCSURGSC-01	Graduate Certificate in Surgical Sciences	GradCertSurgSc	24

Note: Italicised items below degree names are streams within that degree.

APPENDIX 4: LIBRARY IMPACT STATEMENT

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See <http://www.library.usyd.edu.au/contacts/subjectcontacts.html>.

The Library Director should sign on the front page of this course proposal, as confirmation that:

- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

1.	Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?	☐ Yes ☐ No
2.	Do you require an online reading list of high demand / required readings to be created through the library's eReadings service? <i>Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.</i>	☐ Yes ☐ No
3.	List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.	
	<i>This course comprises existing units of study and no new library resources are required.</i>	

This section to be completed by library staff

Library resources required

Does the Library already collect resources in this area?	☒ Yes ☐ No
The Library subscribes to several key biomedical science databases that can be used in teaching and research, and provides access to an extensive range of essential journals and books (both online and in print format). Lists of relevant databases can be accessed via the Medicine and Public Health database list.	

Initial costs of acquiring basic resources (digital and non-digital)	\$AUD
Monographs (including multimedia resources, reading list items and multiple copies)	0
New journal titles (including back-runs)	0
Additional databases / digital resources	0
Initial resources costs	0

Ongoing costs of resources	\$AUD
Annual costs of maintain new subscriptions (journals and databases)	0
Ongoing information resources costs	0

Additional resource requirements

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

The Faculty of Medicine and health is supported by a team of dedicated Academic Liaison Librarians who assist academics, students, and researchers. This team ensures that any requirements for additional resources or information literacy programs can be promptly responded to where possible.

Unit of Study readings for the Faculty of Medicine and Health are currently managed and shared using the Library's eReserve system. This ensures that the University complies with its copyright obligations and provides students with a consistent user experience.

Comments

Specify opportunities for developing research and learning resources.

The Library would welcome opportunities to develop relevant and sustainable learning resources for this program and provide students with face-to-face information literacy support.

Specify oppo

Implications

Include issues regarding staff / time to develop and deliver the programs and other support materials.

The Library has existing staff and resources in place to support the Master of Philosophy (Medicine and Health).

Estimated number of hours

N/A

Library Director's comments*

** The Library Director should sign on the front page.*

Introduction of a single Faculty of Medicine and Health MPhil

Master of Philosophy (Medicine and Health) – CCPC

PART 2: Financial viability analysis

1. The PGR student enrolments are expected to be circa 1,500 as advised by Associate Dean Research – FMH Victoria Cogger. Hence will not have a material impact on student fees.
2. In the proposal it “states strategic initiative to reduce the overall number and proportion of MPhil enrolments at the University” this can be seen from 2017 with enrolments at 275 down to 2020 209 enrolments. Steady state has been met and expected total enrolments from PGR is circa 1,500. Another element of reduction is students has come from increasing the entry requirements hence improving the quality of students that it enrolls.
3. With the change plan taking in effect in 2019 for FMH – there is a dedicated team to HDR student support across the Faculty hence there is no more additional resources required to handle the changes from 5 courses into 1. There maybe a future state where there is potential savings, but this will be immaterial.

Course	International				Domestic				Total			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Master of Philosophy	18	26	25	25	257	253	223	184	275	279	248	209
Other PGR	218	189	161	153	1213	1200	1152	1114	1431	1389	1313	1267
Grand Total	236	215	186	178	1470	1453	1375	1298	1706	1668	1561	1476



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.20

Reviewers/Approvers	Professor Pip Pattison, Deputy Vice Chancellor (Education) Professor Ross Coleman, Director – Graduate Research
Paper title	Academic quality assurance process for reviewing Table R
Recommendation	That the Graduate Studies Committee <i>provides feedback</i> and <i>notes</i> the academic quality review template to be used to formally review the effectiveness of the Table R diet for HDR coursework
Consultation Pipeline	UE-REC → AB-GSC → AB-AQC → AB
Resource Implications	Implementation will require resources within the DVC Education portfolio to prepare for and manage the review process. These resources reside currently with the University Quality Manager and the Director - Graduate Research.

Executive Summary

From Research Period 1 2021, all Higher Degree by Research (HDR) students will be required to complete coursework units as part of their candidature. These units are found in a new unit of study table which is open to all HDR candidates. This table is known as 'Table R'. PhD students will be required to take 12 credit points (cp) of study within their first two years and master's by research candidates will take 6cp in their first year. The current table is comprised of 5000-level Open Learning Environment (OLE) units (2cp only) and a collection of existing postgraduate coursework units.

The Graduate Studies Committee of the Academic Board (AB-GSC) has responsibility for approving all units of study proposed for inclusion in the shared table. Accordingly, the 'Table R Guidelines' document for approving units for Table R was endorsed at the 18 June 2019 meeting of the GSC (see **attachment 1**) and subsequently approved by the Academic Board on 23 July 2019 (AB2019/4-34). These Guidelines recommend that Table R should be subject to a triennial, academic quality review process - to assess the capacity of the HDR curriculum to support research students with skills development opportunities during candidature. Specifically, clause 8 of the Guidelines proposes that:

From 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years, to provide assurance to the academic community that the units contained in Table R meet the intent of the program.

To facilitate the review process, the University Quality Manager, the Chair of the Academic Board's Academic Quality Committee and the Director - Graduate Research, produced a 'Table R Review Template' (see **attachment 2**) and this quality assurance process was endorsed by the University Executive Research Education Committee (UE-REC) on Tuesday 25 March 2020. This paper seeks further *feedback* from the AB-GSC concerning the content of the review template and also asks the Committee to *note* it as the mechanism for formal reviews of the HDR coursework curriculum. The first review of the effectiveness of Table R is due for submission to the AB-AQC in 2024.

Author	Julian Miller, Policy and Project Officer, DVC (Education) Portfolio
Attachments	Attachment 1: Table R Guidelines Attachment 2: Table R Review Template
Requests for further information	Requests for further information may be directed to Professor Ross Coleman, Director – Graduate Research, DVC (Education)



TABLE R GUIDELINES

Issued by: Chair, Graduate Studies Committee

Guidelines for approving Table R units of study

- (1) Units of study proposed for inclusion in Table R must:
 - (a) contain distinctive, identified learning outcomes;
 - (b) contain formal assessment and delineated learning outcomes to meet the University's requirements for a unit of study at AQF level 9 or above;
 - (c) draw on the best available expertise in the University; and
 - (d) assist in advancing the candidate's research.
- (2) From 2021, no new six credit point units may be included unless a research gap in provision can be identified that cannot be met with two credit point units.
- (3) All new units of study offered by a faculty must be approved by the relevant faculty or university school board.
- (4) All Open Learning Environment units of study must be approved for inclusion in Table O by a process determined and managed by the Board of Interdisciplinary Studies before they are recommended for inclusion in Table R.
- (5) Shell units must not be included in Table R, unless the unit:
 - (a) involves an internship or industry engagement experience;
 - (b) an essential component for practice-based research;
 - (c) involves a mobility or exchange experience; or
 - (d) is a shell unit used for enrolling in language units that have learning outcomes at a 5000-level or above.
- (6) All enrolled higher degree by research candidates have access to units in Table R, however the following requirements may be placed on units:
 - (a) assumed knowledge;
 - (b) prerequisites;
 - (c) corequisites; and
 - (d) prohibitions on enrolment in the unit.
- (7) Faculties may assign units as faculty milestones subject to approval by the University Executive Research Education Committee.
- (8) From 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years, to provide assurance to the academic community that the units contained in Table R meet the intent of the programme.
- (9) Where appropriate, units provided as part of Table R must survey participants on their experience via the Unit of Study Survey (USS).



Table R Review Template

Rationale

Table R is a set of approximately 270 coursework units available for higher degree by research (HDR) students. Some units are dedicated HDR coursework units and some are postgraduate coursework units that HDR students may take.

The purpose of Table R units is to enable HDR students to fulfil their research goals and to promote attainment of the graduate qualities.

Review

The purpose of the review of Table R is to ensure that the set of units offered is academically rigorous and relevant to student needs.

Table R is owned by the Graduate Studies Committee of the Academic Board. The review of Table R is conducted within the DVC (Education) Portfolio and is submitted to the Academic Quality Committee for approval.

The review will be conducted every three years.

Data collected

Data	Purpose	Source
Unit of Study outlines	Ensure workload and assessment are appropriate	Faculty
Results	Identify anomalies Compare HDR student results with coursework student results	IAP
HDR enrolments	Identify whether HDR students use the unit	IAP
USS data	HDR student feedback (if distinguishable from coursework students in the same unit)	DVCE - Evaluations & Analytics
SREQ	HDR student feedback	DVCE - Evaluations & Analytics

Review panel

The review will be chaired by the Director, Graduate Research, supported by a DVC(E) Policy and Project Officer.

Data collection will be the responsibility of the University Quality Manager (UQM). The UQM will also conduct the recommendation follow up.

Timeline

The first year of the review will be 2023.

Data collection: Nov 2023
Review conducted: Dec 2023 – Jan 2024
Report to AQC: Feb 2024

Follow up on recommendations – three months after AQC approves.



PART 1: REVIEW DETAILS

1.1 REVIEW MEMBERSHIP

Position	Name
Director, Graduate Research	
Policy and Projects Officer, DVC(E)	
University Quality Manager	
Academic nominated by UE-RE	
Academic nominated by UE-RE	
Academic nominated by AB-GSC	
Academic nominated by PVC Education Innovation	

1.2 SUMMARY OF DATA REVIEWED

Report	Source	Notes



PART 2: CONTEXT

2.1 STRATEGIC AND ACADEMIC RATIONALE

Explain the purpose and value of Table R and describe its alignment with University and faculty strategy.

2.2 ACADEMIC OBJECTIVES AND LEARNING OUTCOMES

Describe the overall academic aims of Table R. Relate these aims to the University's Researcher Graduate Qualities for the PhD.

2.3 TABLE R HISTORY

Describe any major changes to Table R since the previous review.



2.4 DEVELOPMENTS IN FIELD OF EDUCATION

Describe recent or emerging developments in the field of research education associated with coursework to support candidate development.



PART 3. STUDENT COHORT

3.1 STUDENT PROFILE

3.2 STUDENT DEMAND

Describe any significant trends or changes in student demand, noting units with zero/very low levels of HDR participation and units that are predominantly ($\geq 75\%$) utilised by HDR students.



PART 4. LEARNING AND TEACHING

4.1 WORKLOAD AND ASSESSMENT

Identify any units of study in which the time commitment and/or number of assessments is disproportionate to the credit points. Give reasons.

Unit of Study	Assessment load	Notes



PART 5. STUDENT OUTCOMES

5.1 STUDENT SUCCESS AND COMPLETION

Are success (unit of study pass rates) and completion rates (percentage of students who complete unit requirements) satisfactory? Are there any specific areas of concern regarding student success or completion? Describe any plans or current initiatives designed to improve student success and completion rates (if applicable).

5.2 STUDENT FEEDBACK

Analyse student feedback from USS and SREQ data.

PART 6: OUTCOMES OF REVIEW

6.1 SUMMARY

Summarise the overall findings/conclusions and recommendations of the Table R review.



6.2 STRENGTHS AND OPPORTUNITIES

Identify the major strengths of Table R, and specify whether any opportunities for development or improvement have been identified.

6.3 RECOMMENDATIONS

List of the recommendations of the in order of priority, where “1” is the most important.

6.4 IMPLEMENTATION PLAN

Provide an action plan specifying how each recommendation will be implemented, who is responsible, the due date and how it will be reviewed. The Director, Graduate Research should report to the Academic Quality Committee on the progress of the implementation of recommendations on an annual basis, with the first update due 12 months after the submission of this initial review report.

Recommendation	Responsibility	Date	KPI / measure of success

6.5 REVIEW SCHEDULE

Table R must be reviewed every three years.

Date of next review (month/year)



Non-Confidential

Submission To	Graduate Studies Committee
Date	21 April 2020
Item No	3.21

Reviewers/Approvers	Professor Pip Pattison, Deputy Vice Chancellor (Education) Professor Ross Coleman, Director – Graduate Research
Paper title	2020 HDR coursework unit inclusions for Table R, effective January 2021
Recommendation	That the Graduate Studies Committee <i>endorses</i> the final inclusion of the recommended units of study in Table R - with effect from January 2021 for HDR coursework enrolments.
Consultation Pipeline	AB-GSC → UE-REC → AB
Resource Implications	Project implementation is currently in progress with resources provided by multiple stakeholders, including, Academic Model Team, Admissions, Institutional Analytics and Planning, Marketing and Communications, Student Operations, Sydney Student and the DVC (Education) Portfolio.

Executive Summary

From 2021, all Higher Degree by Research (HDR) students enrolled in the Doctor of Philosophy (PhD) program, other research Doctorates, and Master by Research degrees will be required to complete coursework units as part of their candidature. These units will form a new unit of study table - open to and shared by all HDR candidates and known as 'Table R'. Doctoral students will be required to take 12 credit points of study within two years and Master by Research students will take six credit points of study in their first year of study.

The Graduate Studies Committee (GSC) has the responsibility for approving all units of study proposed for inclusion in the shared table for research students. To this end, the GSC endorsed on 18 June 2019 the creation of new HDR degree codes for all faculties and University schools - to ensure that these degree codes are linked to Table R (GSC2019/4-20). The Committee then approved (i) the guidelines for determining the inclusion of HDR coursework units of study and (ii) the provisional collection of recommended units of study for HDR coursework, gathered from all faculties and schools (GSC2019/4-21). This first version of Table R was a 'single diet', comprised of units from areas such as: advanced numerical analysis; research methods, communication and presentation; external engagement; ethics; languages and cultural contexts; project management; quantitative analysis; qualitative analysis; and specialist discipline content from all faculties and schools.

The new HDR curriculum was subsequently approved by the Academic Board on 23 July 2019 (AB2019/4-34) and this endorsement underwrote the Academic Model and Sydney Student teams' initiation of the technical work required to link Table R to the new research degrees in the system for 2021 HDR coursework enrolments. The systems work required to create an HDR coursework enrolment process in the Sydney Student database will be near to completion by quarter four, 2020 and as such, faculties and schools have modified the unit selections from the 2019 instance of Table R to provide the final list as at April 2020, ahead of HDR coursework implementation in January 2021. These unit insertions into and deletions from the 2019 table are found in *Table 1* below - for endorsement by the GSC as the final collection of recommended units - with effect from January 2021. All new unit inclusions and amendments to existing units in Table R have been approved at Faculty Boards and/or the Board of Interdisciplinary Studies, prior to April 2020 GSC submission.

Context

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities for all research students to develop research skills over the course of their candidature. To satisfy the coursework requirement, doctoral students commencing their studies in 2021 will be required to complete a minimum of 12 credit points of coursework, and each master by research student will



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complete a minimum of 6 credit points. To complete the HDR coursework requirement, students will be able to select any combination of units from Table R, contingent upon the academic advice of their supervisors.

The current table is comprised of 5000-level Open Learning Environment (OLE) units (2cp only) and a collection of existing postgraduate coursework units (also at 5000 level or above), including units with discipline specific, specialist content. The units included in the table are approved by the Graduate Studies Committee of the Academic Board following faculty board approval (and in the case of OLE units, Board of Interdisciplinary Studies approval). Units of study that are available through Table R will be eligible to be funded on a \$100 per credit point (per HDR student) basis.

From 2021, the HDR coursework curriculum will be formally reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years to provide assurance to academic communities at the University that the units contained in Table R meet the intent of the HDR coursework initiative.

Inclusion of recommended units of study for 2021

The changes made by faculties and University schools to the 2019 version of Table R are found in *Table 1* below - for endorsement by the GSC to confirm the final collection of recommended units, with effect from January 2021. *Table 1* records the deletion of units now deemed unready or unsuitable for HDR students in 2021 and also notes the new, additional units. All new unit inclusions and amendments to existing units in Table R have been approved at Faculty Boards and/or the Board of Interdisciplinary Studies, prior to April 2020 GSC submission. Neither Business nor Law made any changes to their 2019 offerings. The units previously offered under 'Health Sciences' in 2019 have now been moved under 'Medicine and Health'.

Table 1 – Inclusions and deletions to Table R proposed units of study, effective January 2021.

2020 changes to Table R proposed units of study			
The units of study are listed below			
<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition M: Milestone</i>	<i>Research Period / Session</i>
Architecture			
5000-level units of study			
New OLE inclusions			
OLET5702 Complex problem-solving	2	N/A	S2CIJL
OLET5704 Creative thinking and innovation	2	N/A	S1CIJN
OLET5706 Collaboration in complex environments	2	N/A	S2CIJL
Arts and Social Sciences			
5000-level units of study			
New inclusions			
ARHT5000 Visual and Cultural Research Methods	6		TBC
ARHT5001 Presenting Visual and Cultural Research	6		TBC
WRIT5001 Writing a Thesis 1: Starting a Thesis	6		S2C



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WRIT5003 Writing a Thesis 3: Completing a thesis	6		S2C
Amended credit point values (changed from 6cp to 2cp)			
GCST5001 Beginning Qualitative Cultural Research Proposal	~~6~~ 2		S1C
GCST5002 Representing Cultural Research Proposal	~~6~~ 2		S1C
2020 confirmed OLE code			
OLET5120 Understanding and Using ABS Data	2	N/A	S1CIAP
New OLE inclusion			
OLET5122 Cultural Competence for HDR Students	2	N/A	S1CIAP, S1CIAU
6000-level units of study			
New inclusions			
ARCO6001 Analytics	6	N: OLEs on the same procedure	S1C
ARCO6002 Approaches to Deep Time	6		S1C
ARCO6003 Fieldwork Experience	6		S1C
ARCO6004 Morphometrics	6		S1C
SSPS6004 Social Research Ethics	6	N: SCLG6902, SCLG3003	S1C
WRIT6000 Professional Writing	6		S2C
WRIT6001 Professional Editing	6		S1C
Deletion			
SCLG6902 The Ethics of Social Research	6	N: SCLG3003	S1C
7000-level units of study			
New inclusions			
CART7006 Art as Research	6		S1C, S2CRA
HSTY7003 Becoming a Historian	6		S1C
Deletion			
CART7005 Art as Research	6		TBC
Conservatorium of Music			
5000-level units of study			
Amendments to units previously endorsed for Table R			
MCGY5111 Creative Work Seminar 1	6	M: MMus(Comp) M: ~~and~~ MMus(Perf) M: DMA Restrict: Available only to students enrolled at USCM	S1C, S2C
MCGY5112 Creative Work Seminar 2	6	M: MMus(Comp) M: ~~and~~ MMus(Perf) M: DMA	S1C, S2C



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		Restrict: Available only to students enrolled at USCM	
MCGY5602 Opera and Society **	6	~~Not on offer in 2020 (offered every two years)~~	S1C
MCGY5603 Music as Social Science **	6	~~Not on offer in 2020 (offered every two years)~~	S1C
MCGY5605 Methods of Music Analysis **	6	~~Not on offer in 2020 (offered every two years)~~ A: good basic comprehension of the norms of tonal composition	S1C
PERF5600 Graduate Research Methods	6	N: MCGY5111, MCGY5112 Restrict: Available only to students enrolled at USCM	S1C, S2C
VSAO5022 Principles of Studio Pedagogy **	6	~~Not on offer in 2020 (offered every two years)~~	S2C
Note: ** = unit offered in odd years			
Deletion			
CMPN5013 Graduate Independent Arts Professional	6		S1C
Engineering			
New inclusions			
AERO8200 Advanced Aerodynamics	6	A: BE in the area of Aerospace Engineering or related Engineering field with assumed knowledge in Aerodynamics. N: AERO5200 Note: Department permission required for enrolment	S2C
AERO8750 Unmanned Air Vehicle Systems	6	A: BE in the area of Aerospace Engineering or related Engineering field N: AERO5750	S2C
AMME8101 Energy and the Environment (new unit to be created)	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer N: AMME5101	S1C
AMME8510	6	A: BE with background knowledge in Mechanics	S2C



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Vibration and Acoustics (new unit to be created)		of Solids, Fluids, Dynamics and Control N: AMME5510	
AMME8510 Vibration and Acoustics (new unit to be created)	6	A: BE with background knowledge in Mechanics of Solids, Fluids, Dynamics and Control N: AMME5510	S2C
AMME8520 Advanced Control and Optimisation	6	A: Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. N: AMME5520	S1C
AMME9450 Design and Production (new unit for 2021)	6	N: AMME2450	S1C
MECH8265 Combustion (new unit to be created)	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. N: MECH5265	TBC
MECH8720 Sensors and Signals	6	A: Strong MATLAB skills, and assumed knowledge and strong interest in RADAR and SONAR systems and signal processing N: MECH4720 OR MECH5720	S2C
MTRX8700 Experimental Robotics	6	A: A demonstrated programming ability, familiarity with concepts in sensing and control systems and a background in either CS, Mechatronics or Electrical/Electronic Engineering. N: MTRX5700	S1C
BMET5911 Advanced Instrumentation for Nanotechnology (new unit for 2021)	6	A: calculus, linear differential equations, basic mechanics and electromagnetism	S1C
BMET5933 Biomedical Image Analysis (new unit for 2021)	6	A: An understanding of junior biology (1000-level), experience with programming	S1C



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		(BMET2922 OR BMET9922).	
BMET5944 Bioinspired Materials: Design and Fabrication (new unit for 2021)	6	A: 1000 level of materials science and mechanics.	S2C
BMET5953 Rehabilitation Engineering (new unit for 2021)	6	A: 1000 level mathematics and biology	S1C
BMET5957 Bioelectronic Medicine Circuits and Systems (new unit for 2021)	6	A: ELEC2104 AND BMET2922	S1C
BMET8790 Introduction to Biomechatronics (new unit for 2021)	6	A: Knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability: MATLAB, C, C++, software tools used by engineers including CAD and EDA packages. N: AMME4790 OR AMME5790 OR BMET5790	S2C
BMET9802 Biomedical Instrumentation	6	A: ELEC2004 or ELEC2104 A knowledge of basic electrical engineering is required: Ohm's law, Thevenin and Nortons' theorems, basic circuit theory involving linear resistors, capacitors and inductors, a basic knowledge of bipolar and field effect transistor theory, simplified theoretical mechanism of operation of transformers.	S2C
BMET9921 Biomedical Engineering Technology	6	A: 1000-level biology, 1000- level materials science and some engineering design N: MECH3921 OR BMET3921 OR AMME5921	S1C, S2C
BMET9925 Introduction to AI, Data and Society in Health	6	A: Familiarity with general mathematical and statistical concepts	S1C



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(new unit for 2021)			
CIVL5351 Geoenvironmental Engineering	6		S2C
CIVL5458 Numerical Methods in Civil Engineering	6		S1C
CIVL5460 Particle Mechanics for Geotechnics	6	A: (CIVL2410 OR CIVL9410) AND (CIVL3411 OR CIVL9411)	S1C
CIVL5999 Advanced Research and Analysis	6	A: (CIVL2201 OR CIVL9201) AND (CIVL2611 OR CIVL9611) AND (CIVL2410 OR CIVL9410)	S1C
CIVL5701 Transport Networks, Geography, and Land Use	6	A: CIVL2700 OR CIVL9700	S2C
ELEC5507 Error Control Coding	6	A: Fundamental mathematics including probability theory and linear algebra. Basic knowledge on digital communications. Basic MATLAB programming skills is desired.	S1C
ELEC5509 Mobile Networks	6	A: ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.	S1C
ELEC5510 Satellite Communication Systems	6	A: Knowledge of error probabilities, analog and digital modulation techniques and error performance evaluation studied in ELEC3505 Communications and ELEC4505 Digital Communication Systems, is assumed.	S2C
ELEC5511 Optical Communication Systems	6	A: (ELEC3405 OR ELEC9405) AND (ELEC3505 OR	S1C



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		ELEC9505). Basic knowledge of communications, electronics and photonics	
ELEC5512 Optical Networks	6	A: Knowledge of digital communications, wave propagation, and fundamental optics	S2C
ELEC5514 Networked Embedded Systems	6	A: ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508	S2C
ELEC5516 Computer and Network Security	6	A: Math Ext 1, fundamental concepts of signal and systems, fundamental electrical circuit theory and analysis	S1C
ELEC8608 Computer Architecture (new unit to be created)	6	A: ELEC9607 and ELEC9602. Knowledge of microprocessor systems (embedded systems architecture, design methodology, interfacing and programming) is required. Knowledge of digital logic (logic operations, theorems and Boolean algebra, number systems, combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, design of a simple computer, and using hardware description languages such as VHDL or Verilog) is required. N: ELEC3608	S2C
ELEC8803 Bioelectronics (new unit to be created)	6	A: ELEC2104 OR ELEC2602.	S2C
ELEC9405 Communications Electronics and Photonics	6	A: A background in basic electronics and circuit theory is assumed. N: ELEC5738	S2C
ELEC9505 Communications	6	A: ELEC9302 N: ELEC5739	S1C
ELEC9506 Data	6	N: ELEC5740	S2C



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Communications and the Internet			
ELEC9515 Digital Communication Systems	6	N: ELEC5744	S1C
ELEC9607 Embedded Systems	6	A: Logic operations, theorems and Boolean algebra, data representation, number operations (binary, hex, integers and floating point), combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, simple CAD tools for logic design, basic computer organisation, the CPU, peripheral devices, software organisation, machine language, assembly language, operating systems, data communications and computer networks. N: ELEC5741	S1C
Deletions			
AERO5200 Advanced Aerodynamics	6	A: BE in the area of Aerospace Engineering or related Engineering field. P: AERO9260 or AERO8260 or AERO3260 <i>Note: Department permission required for enrolment</i>	S2C
AERO5400 Advanced Aircraft Design Analysis	6	A: Undergraduate level 1, 2 and 3 or Foundation Masters units in Aerospace Design are expected to have been completed before undertaking this unit. P: AERO3460 or AERO9460 or AERO8460 N: AERO4491	S2C
AERO5500 Flight Mechanics Test and Evaluation Adv	6	A: BE in area of Aerospace Engineering or related Engineering Field.	S1C



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		P: AERO5510 OR AERO9560 OR AERO3560 <i>Note: Department permission required for enrolment</i>	
AERO5700 Space Engineering (Advanced)	6	P: (AERO3760 AND AERO4701) OR AERO9760 <i>Note: Department permission required for enrolment</i>	S1C, S2C
AERO5750 Unmanned Air Vehicle Systems	6	A: AERO1560, AERO1400, AMME2700, AERO3460, AERO3560, AERO3260, AERO3261 and AERO4460. P: (AERO3260 OR AERO9260) AND (AERO3460 OR AERO9460) AND (AERO3360 OR AERO9360) AND (AERO3560 OR AERO9560)	S2C
AMME5101 Energy and the Environment	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer P: MECH3260 OR MECH9260 or MECH8260 OR AERO3261 OR AERO9261 or AERO8261	S1C
AMME5510 Vibration and Acoustics	6	P: (AMME2301 OR AMME9301) AND (AMME2200 OR AMME2261 OR AMME9261) AND (AMME2500 OR AMME9500)	S2C
AMME5520 Advanced Control and Optimisation	6	A: Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain.	S1C



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		P: AMME3500 OR AMME9501 or AMME8501	
AMME5790 Introduction to Biomechatronics	6	A: Knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability: MATLAB, C, C++, software tools used by engineers including CAD and EDA packages. P: (MECH3921 OR BMET3921) OR MTRX3700 OR (AMME5921 OR BMET5921) N: AMME4790 <i>AMME5790 is the last in a series of practical Mechatronic and Electrical courses taken over three years. It takes these engineering concepts, along with the associated mathematical, electronic and mechanical theory and applies this knowledge to a series of practical, albeit specialised biomechatronic applications that will be encountered by Mechatronic Engineers who enter this broad field on graduation.</i>	S2C
AMME5902 Computer Aided Manufacturing	6	<i>Note: Department permission required for enrolment</i>	S2C
AMME5912 Crash Analysis and Design	6	A: Computer Aided Drafting, Basic FEA principles and Solid Mechanics <i>Note: Department permission required for enrolment</i>	S1C
MECH5255 Air Conditioning and Refrigeration	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid	S2C



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		mechanics and heat transfer. P: MECH3260 OR MECH9260 or MECH8260 N: MECH4255	
MECH5265 Combustion	6	A: Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P: (MECH3260 AND MECH3261) OR MECH9260 or MECH8260	S2C
MECH5275 Renewable Energy	6	A: The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis. P: (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH9260 AND MECH9261) OR (MECH8260 and MECH8261) OR (AERO9260 AND AERO9261) OR (AERO8260 and AERO8261). Students claiming to have prerequisite knowledge based on study at other institutions must contact	S2C



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		the unit of study coordinator before enrolling in this unit and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and skills to undertake this advanced level unit. <i>Note: Department permission required for enrolment</i>	
MECH5304 Materials Failure	6	A: Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (MECH9361 OR MECH3361 or MECH8361) AND (MECH9362 or MECH8362 OR MECH3362)	S2C
MECH5305 Smart Materials	6	A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P: (AMME9301 OR AMME2301) AND (AMME9302 OR AMME2302 OR AMME1362)	S2C
MECH5310 Advanced Engineering Materials	6	P: MECH3362 OR MECH9362 or MECH8362 N: MECH4310	S1C
MECH5416 Advanced Design and Analysis	6	A: ENGG1802 - Eng Mechanics, balance of forces and moments; AMME2301 - Mechanics of Solids, 2 and 3 dimensional stress and strain; AMME2500 -	S1C



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		Engineering Dynamics – dynamic forces and moments; MECH2400 - Mechanical Design 1, approach to design problems and report writing, and preparation of engineering drawing; MECH3460 - Mechanical design 2, means of applying fatigue analysis to a wide range of machine components P: (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400) N: MECH4460	
MECH5720 Sensors and Signals	6	A: Strong MATLAB skills P: MTRX3700 N: MECH4720	S2C
MTRX5700 Experimental Robotics	6	A: Knowledge of statics and dynamics, rotation matrices, programming and some electronic and mechanical design experience is assumed. P: (AMME3500 OR AMME9501 or AMME8501) AND MTRX3700	S1C
BMET5921 Biomedical Engineering Technology 2	6	A: 1000-level biology, 1000-level materials science and some engineering design N: MECH3921 OR BMET3921 OR AMME5921	S2C
COMP5328 Advanced Machine Learning	6	A: COMP5318	S2C
COMP5329 Deep Learning	6	A: COMP5318	S1C
Medicine and Health			
5000-level units of study			
Amendment to unit name previously endorsed for Table R			
BETH5202 ~~Human and Animal~~ Research Ethics	6		S2C
2020 confirmed OLE code			
OLET5502 Pharma Insights: A Global Perspective	2		TBC
Deletions			



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OLET5404 Implementation science (pending approval)	2		S1 CIAP S2CINO
OLET5405 Standards for data reporting (pending approval)	2		S1 CIAP S2CINO
BACH5068 Statistics for Clinical Research	6		S1C, S2C
MEDF5000 Introduction to Research Methods	6		TBC

Science**5000-level units of study****New inclusions**

AFNR5502 Remote Sensing, GIS and Land Management	6	A: ENVX3001 and SOIL3004	S2C
AFNR5511 Soil Processes, Assessment and Management	6		S1C
ENVI5904 Methods in Applied Ecology	6		S2C
SUST5002 Food and Water Security	6	This unit of study involves essay and blog writing and group work. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.	S2C

Amendments to units previously endorsed for Table R

CHEM5101 ~~CHEM5XX1~~ Special Topics in Chemistry 1	6		S1C
CHEM5102 ~~CHEM5XX2~~ Special Topics in Chemistry 1	6		S2C

Deletions

AFNR5901 Research Review	6		
AFNR5904 Research Proposal and Approach	6		
AFNR5905 Research Paper	6		
AFNR5906 Research Communication	6		

Author	Julian Miller, Policy and Project Officer, DVC (Education) Portfolio
Requests for further information	Requests for further information may be directed to Professor Ross Coleman, Director – Graduate Research, DVC (Education)

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Proposal title	Thesis and Examination of Higher Degrees by Research Policy 2015
Recommendation	That the Graduate Studies Committee discuss the changes to the <i>Thesis and Examination of Higher Degrees by Research Policy 2015</i> . That the Graduate Studies Committee discuss the <i>Thesis and Examination of Higher Degrees by Research Procedures 2020</i> .
Proposal presenter	Prof Ross Coleman, Director, Graduate Research
Consultation Pipeline	HDR Examinations Subcommittee → Graduate Studies Committee → Academic Standards and Policy Committee → Academic Board

Executive Summary

The paper [Reforming the PhD Examination](#) reviewed the PhD examination at Sydney against the practices in the Group of Eight research-intensive universities in Australia, as well as with international norms, in the context of the academic literature considering the pedagogy of PhD examinations. The paper set out the educational and administrative values of oral examinations for the PhD and their role in protecting against integrity risks. The present paper proposes a suite of changes to the policy to facilitate greater use of oral examinations.

The [Thesis and Examination of Higher Degrees by Research Policy 2015](#) has been amended to accommodate the proposed changes, in particular to the modes of examination: oral, exhibition and thesis-only.

The Sydney Operating Model – HDR Support Project has considered the whole of the HDR life-cycle at the University and has recommended that the HDR examination process would be better supported through a technology solution. The Sydney Operating Model project presents another opportunity to transform the HDR examination process for all stakeholders leading to a much better experience with quicker processing, and with fewer opportunities for human error.

The *Thesis and Examination of Higher Degrees by Research Procedures* have been reviewed and extensively rewritten to accommodate changes in the processing of examinations, and to align with the proposed changes to the accompanying policy.

Background / Context

- The paper [Reforming the PhD Examination](#) reviewed the PhD examination at Sydney against the practices in the Group of Eight research-intensive universities in Australia, as well as with international norms, in the context of the academic literature considering the pedagogy of PhD examinations. The paper was endorsed by the University Executive Research Education Committee in December 2018 (Resolution UE-RE 18/10-6), and the Academic Quality Committee in October 2018 (Resolution AQC 18/6-11), with subsequent approval by the Academic Board on 27 November 2018.

The paper set out the educational and administrative values of oral examinations for the PhD and their role in protecting against integrity risks. The present paper proposes a suite of changes to the policy to facilitate greater use of oral examinations. There were two key ensuing actions from this review:

- To reduce the number of examiners used in oral examination of the PhD from three to two.
- To simplify the policy, as some of the language and actions around oral examinations was not clear. For example the role of 'chair of examination' and 'convenor' was not clear and was also inconsistent between the [Thesis and Examination of Higher Degrees by Research Policy 2015](#) and the [Thesis and Examination of Higher Degrees by Research Procedures 2015](#).



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2. The proposal to reduce the number of examiners for a doctoral student utilising an oral examination was presented to the HDR Examinations Subcommittee on 26 November 2019, and the Academic Quality Committee in January 2020. This was approved by Academic Board in March 2020.
3. The Sydney Operating Model – HDR Support Project has considered the whole of the HDR life-cycle at the University. The project has made a number of recommendations, not least of which is that the examination process would be better supported through a technology solution, using processes identical to those used in academic journal publishing. This proposition has been previously approved and designed through the Student Administration Services Project in 2016, but was removed from the priority list.

The Sydney Operating Model project presents another opportunity to transform the HDR examination process for all stakeholders leading to a much better experience with quicker processing, and with fewer opportunities for human error. The relevant policy needs to be updated to enable this change to take place.

Consultation

The proposed changes to the policy documents were made in consultation with the Chair of the HDR Examinations Subcommittee, the Associate Deans (Research Education) and the HDR Administration Centre.

The proposed changes were also discussed at meetings of the HDR Examinations Subcommittee (21 April 2020) and the University Executive Research Education Committee (22 April 2020).

Implementation

The following changes in relevant policy documents to accommodate changes relating to oral examinations in particular, and the examination process in general are proposed:

[Thesis and Examination of Higher Degrees by Research Policy 2015](#)

Clause 10: Oral examinations has been replaced with **Clause 10: Mode of examination**. Whereas the current policy confines this clause to the conduct of oral examinations, the revision proposes three different modes of examination, which are chosen by the student and supervisor when a notice of intention to submit is provided. The three modes of examination which are proposed are:

1. Oral examination where the examiners consider the thesis, then meet with the student to discuss the thesis. The examination considers points of clarification of principles or detail in the thesis and assesses the contribution of the student to the content and presentation of the thesis.
2. Exhibition examination where the student presents a piece of creative art in either a gallery or performance setting to examiners; after which the examiners conduct an oral examination is conducted.
3. Thesis-only examination where each of the examiners provides a detailed report on the thesis; and the examination is based on the synthesis of these reports alone.

Clause 12: Thesis with publications. Two subclauses have been added. The first states that students and supervisors may publish research findings from a research candidature when it is appropriate to do so; the second that the award of the degree arises from the successful examination of the thesis and that prior publication of material is not a requirement for examination.

Clause 14: Notice of intention to submit has a new subclause around the documentation required with a notice of intention to submit. The student is required to nominate the mode of examination which must be endorsed by the lead supervisor. If the student and supervisor cannot agree on a mode of examination then the postgraduate coordinator must provide the final recommendation.



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Clause 14A: Nominating examiners and mode of examination. This is a new clause which prescribes the process for nominating examiners. Examiners must have sufficient international standing to evaluate the contribution of the thesis to the field of research to which it pertains; examiners must be free of any perceived or actual conflict of interest; the lead supervisor must have sought agreement from the examiners regarding the mode of examination; and an additional examiner may be proposed as a reserve.

Clause 16: Approving examiners. Amendments to this clause prescribe the minimum number of examiners for each higher degree by research, and the ratio of external to internal examiners. It also prescribes the qualifications for internal examiners: current member of staff; current affiliate; or who have ceased employment or affiliation less than two years prior to the scheduled date of the examination.

Further amendments have been made to align the policy with the [Dual and Joint Degree Policy 2019](#), and the [Higher Degree by Research Supervision Policy 2020](#) which replaces the current [Supervision of Higher Degree by Research Students Policy 2013](#) in July 2020

Thesis and Examination of Higher Degrees by Research Procedures 2020

The current [Thesis and Examination of Higher Degrees by Research Procedures 2015](#) undertook a complete review as part of the SOM HDR Project. This document is therefore considered to be a completely new document, and is dated 2020.

Significant differences between the existing procedures and the proposed new procedures include, but are not limited to the following clauses or part thereof:

Clause 4: Administration of the examination. This clause addresses the administration of the examination through the Research Education Candidature System (RECS).

Clause 6: Thesis examination process. This clause addresses the progress of the thesis examination. RECS will display the current stage of the examination and the date on which the examination entered that stage. All the stages are listed in subclauses.

Clause 13: Considering examiners' reports. New subclauses clarify processes around referral for further investigation, and the appointment of an examiner-as-assessor in cases where the committee is unable to form an intention in respect of award or non-award.

Clause 20: Requesting an oral examination This clause outlines the process that are taken if an oral examination is requested: students may request in their notice of intention to submit; supervisors may request when nominating examiners; examiners must agree to an oral examination; the postgraduate coordinator must have agreed to cover financial support for oral examiners; and the nominated examiners must have agreed to the way in which the examination is delivered i.e. either face to face or through electronic conferencing,

Clause 21: Conduct of oral examinations generally. This clause sets out the conditions for conducting an oral examination, and the reporting of results resulting from the examination. Examinations will be conducted in three phases: initial consensus; examination phase; and final consensus.

Communication

Once the policy documents have been endorsed by the Academic Board and registered on the University Policy Register, the following lines of communication will be used to inform all University staff, students and affiliates, particularly those involved in the examination of higher degrees by research, about the changes to the examination process:

- Staff news
- Student news
- SUPRA
- HDR Yammer Groups
- Included in Educational Innovation supervisor training program



Non-Confidential

- DVC Education HDR intranet site

Submission To	Graduate Studies Committee
Date	12 May 2020
Item No	3.6

Attachments

Attachment 1 - Thesis and Examination of Higher Degrees by Research Policy 2015 (in **Item 7.1**)

Attachment 2 - Thesis and Examination of Higher Degrees by Research Procedures 2020 (in **Item 7.1**)

Author	Prof Ross Coleman, Director Graduate Research Rachel Symons, Senior Policy and Projects Officer, DVC Education Portfolio
Requests for further information	Requests for further information may be directed to Prof Ross Coleman, Director, Graduate Research



THE UNIVERSITY OF
SYDNEY

Submission To	Academic Board
Date	9 June 2020
Item No	10

Non-Confidential

Proposal Title	Report from the Academic Quality Committee
Recommendation	That the Academic Board note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 28 April 2020 and: 1. approve the amended HDR Examinations Subcommittee terms of reference, as set out in Attachment 1.
Proposal Presenter	Associate Professor Wendy Davis (Chair, Academic Quality Committee)
Consultation Pipeline	AB Academic Quality Committee → Academic Board

EXECUTIVE SUMMARY

This report summarises the business of the meeting of the Academic Quality Committee held on Tuesday 28 April 2020 for the Academic Board.

ITEMS FOR APPROVAL

Item

10.1 Terms of Reference – HDR Examinations Subcommittee

The Academic Quality Committee endorsed the amended Terms of Reference – HDR Examinations Subcommittee for Academic Board approval.

ITEMS FOR NOTING

Item

10.2 Course Review – Bachelor of Education

The Academic Quality Committee resolved to approve the following course reviews from the Faculty of Arts and Social Sciences for the Bachelor of Education:

1. Education (Secondary: Humanities and Social Sciences) and Arts;
2. Education (Secondary Education: Mathematics) and Science;
3. Education (Secondary Education: Science) and Science;
4. Education (Primary); and
5. Bachelor of Education (Health and Physical Education).

10.3 Request for delay the review of the Master of Business Administration (MBA) (and embedded courses)

The Academic Board Academic Quality Committee resolved to:

1. approve the deferral of Faculty of Medicine and Health (FMH) Course Reviews due to the impact of COVID-19;
2. approve the proposed projective schedule for FMH course review and accreditation alignment; and
3. approve the use of recently completed accreditation reports as course reviews for 2020.



Submission To	Academic Board
Date	9 June 2020
Item No	10

Non-Confidential

10.4 Updating the Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020

The Academic Quality Committee resolved to endorse:

1. the changes to the Thesis and Examination of Higher Degrees by Research Policy 2015; and
2. the Thesis and Examination of Higher Degrees by Research Procedures 2020.

The Academic Quality Committee also noted:

- the Report of the HDR Examinations Subcommittee; and
- the update on the 2020 Thematic Review and the anticipated review delivery date of July.

FURTHER INFORMATION

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

Approver	Associate Professor Wendy Davis (Chair, Academic Quality Committee)
Proposal Sponsor	Associate Professor Wendy Davis (Chair, Academic Quality Committee)

ATTACHMENTS

- Attachment 1** [Terms of Reference – HDR Examination Subcommittee](#)
- Attachment 2** [Request for delay to review Master of Business Administration \(MBA\) and embedded courses\)](#)
- Attachment 3** [Updating the Thesis and Examination of Higher Degrees by Research Policy 2015 and the Thesis and Examination of Higher Degrees by Research Procedures 2020](#)



Non-Confidential

Submission To	Academic Quality Committee
Date	28 April 2020
Item No	2.3

TERMS OF REFERENCE

COMMITTEE	HIGHER DEGREE BY RESEARCH EXAMINATIONS SUBCOMMITTEE
PURPOSE	The HDR Examinations Subcommittee advises the Academic Quality Committee about resolutions, policy and procedures relating to the award of the degree of Doctor of Philosophy and other higher degrees by research and takes decisions in accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015 , the Thesis and Examination of Higher Degrees by Research Procedures 2015 , resolutions of the Senate and the Academic Board relating to the examination processes for higher degrees by research.
TERMS OF REFERENCE	The purpose of HDR Examinations Subcommittee is to: - advise the Academic Quality Committee on resolutions, policy and procedures relating to the award of the degree of Doctor of Philosophy and other higher degrees by research - take decisions in accordance with the Resolutions of the Senate and the Academic Board relating to the examination and award of the degree of Doctor of Philosophy and other higher degrees by research at the University of Sydney - advise on the development of processes for the effective implementation of resolutions, policy and procedures relating to the examination and award of the degree of Doctor of Philosophy and other higher degrees by research - provide academic oversight in relation to domains 1.4.5, 1.4.6, 1.4.7 and 4.2.1 (d) and (e), of the Higher Education Standards Framework (Threshold Standards) 2015 - provide regular reports on its activities under its terms of reference to the Academic Quality Committee - consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor or the Academic Quality Committee.
CHAIR	Associate Professor Kathleen Nelson
MEMBERSHIP	<i>Ex officio members</i> Nominee of the Chair of the Academic Quality Committee (Chair). <i>Appointed members</i> Six academic staff members appointed biennially by the Chair of the Academic Board on the nomination of the Chair of the Academic Quality Committee. The Subcommittee shall appoint a Deputy Chair from among its appointed and co-opted members. The Deputy Chair shall act as Chair in the absence of the Chair, when the Chair declares a conflict of interest in a matter considered by the Subcommittee, or under such other circumstances as agreed by the Chair and the Subcommittee. <i>Co-opted members</i> The Subcommittee may co-opt up to two members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Subcommittee but



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Submission To	Academic Quality Committee
Date	28 April 2020
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	must have an interest and/or experience in issues considered by the Subcommittee. The term of office of members co-opted by the Subcommittee shall be specified at the time of co-option and such members shall have all rights and privileges of other members. Members may nominate a standing alternate to attend meetings on their behalf if they are unable to attend.
QUORUM	A Chair plus three members will constitute a quorum
SECRETARIAT	University Secretariat
MEETINGS	Monthly
REPORTING	The HDR Examinations Subcommittee reports to the Academic Quality Committee.
MINUTES	Available on SharePoint



Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.2

Confidential

Proposal Title	Deferral of FMH 2020 course reviews due to COVID-19, proposal of a 5-year schedule aligning faculty course reviews with accreditation cycles and the use of recently submitted accreditations as course reviews for 2020
Recommendation	That the Academic Quality Committee (AQC): 1. recommend for Academic Board approval the deferral of Faculty of Medicine and Health (FMH) Course Reviews due to the impact of COVID-19; 2. approve the proposed projective schedule for FMH course review and accreditation alignment; and 3. approve the use of recently submitted accreditations as course reviews for 2020.
Proposal Presenter	Professor Mary Collins (Faculty of Medicine and Health AQC representative)
Consultation Pipeline	FMH EdCT 7 May 2020 (for noting) → FMH Faculty Board 21 May 2020 (for noting) → AB Academic Quality Committee (AQC) 28 April 2020 → Academic Board

EXECUTIVE SUMMARY

Due to the impact of COVID-19 and the move of the curriculum and assessments to online and placements being affected, the Faculty of Medicine and Health (FMH) proposes to defer course reviews for 2020 to 2021, and as such, appropriately relieve academic staff of the workload-heavy course review process while they focus on online teaching. This is in line with the University Quality Community of Practice objectives, as set out by Deputy Vice-Chancellor (Education) Portfolio. Furthermore, the proposed deferral of course reviews to 2021 presents an opportunity to align course reviews with upcoming accreditations and streamline internal faculty processes.

With the formation of the new Faculty of Medicine and Health (FMH) the FMH Curriculum and Quality team was created to manage and facilitate course review and accreditation processes faculty wide. There is a need to streamline processes to better manage the volume and quality of course reviews and accreditations across the faculty, processes that were previously being conducted at a school level. We propose that this may be handled with a projective 5-year schedule effective 2021 that aligns course review deadlines with accreditation cycles.

The objective of the present paper is therefore threefold, namely:

1. Defer 2020 FMH course reviews to 2021 due to the impact of COVID-19
2. Re-schedule the course reviews from 2021 and beyond to align with accreditations
3. Use recently completed and submitted accreditations as course reviews for 2020, rendering their respective, subsequent course review deadline postponed to the next accreditation deadline.

Attachment 1 and **Attachment 2** work to incorporate the aforementioned objectives, in the form of 2 clearly outlined schedules. The proposal poses no implications to quality. Rather, it aims to improve the monitoring of quality and efficacy, as well as relieving academic staff of the duplication of work, allowing them to focus on the core components of their teaching roles.



Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.2

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Approver	Professor Mary Collins (Deputy Executive Dean Academic, Faculty of Medicine and Health)
Faculty/Proposal Sponsor	Professor Mary Collins (Deputy Executive Dean Academic, Faculty of Medicine and Health)
Proposal Author(s)	Ms Pieta Joy (Senior Manager, Curriculum and Quality FMH) Ms Felicia Lim (Quality and Accreditation Officer, Curriculum and Quality FMH) Ms Stella Wang (Quality and Accreditation Officer, Curriculum and Quality FMH) Ms Amy Dynan (Quality and Accreditation Officer, Curriculum and Quality FMH)

ATTACHMENTS

Attachment 1 [FMH Proposed course review 2020 deferral](#)

Attachment 2 [FMH Proposed course review schedule 2021 and beyond](#)



Confidential

Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.2

FMH Proposed course review 2020 deferral

Course level	Course Names	Last reviewed	Next review due	Proposed next review due	Comments
UG	Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science (Exercise and Sport Science) Honours	2015	2020	2021	Request to defer due to covid-19
PG	Master of International Ophthalmology (Post Vocational Ophthalmology)	2017	2020	2021	Request to defer due to covid-19
PG	Master of Primary Health Care Nursing; Graduate Diploma in Primary Health Care Nursing; Graduate Certificate in Primary Health Care Nursing	2013	2020	2021	Request to defer due to covid-19
PG	Master of Biostatistics; Graduate Diploma in Biostatistics; Graduate Certificate in Biostatistics	2013	2020	2021	Request to defer due to covid-19
UG	Bachelor of Applied Science (Exercise Physiology); Bachelor of Applied Science (Exercise Physiology) Honours	2015	2020	2022	Request to defer to the same year as accreditation
PG	Master of Exercise Physiology	2015	2020	2025	Request to use accreditation as Course Review documentation for 2020 and then postpone next Course Review to 2025 with next accreditation
UG & PG	Master of Nursing; Bachelor of Arts and Master of Nursing; Bachelor of Health Sciences and Master of Nursing; Bachelor of Science and Master of Nursing	2014	2020	2025	Request to use accreditation as Course Review documentation for 2020 and then postpone next Course Review to 2025 with next accreditation
UG & PG	Bachelor of Arts and Master of Nursing; Bachelor of Health Sciences and Master of Nursing; Bachelor of Science and Master of Nursing	2014	2020	2025	Request to use accreditation as Course Review documentation for 2020 and then postpone next Course Review to 2025 with next accreditation
UG	Bachelor of Nursing (Advanced Studies); Bachelor of Nursing (Honours)	2014	2020	2025	Request to use accreditation as Course Review documentation for 2020 and then postpone next Course Review to 2025 with next accreditation



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Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.2

FMH Proposed course review schedule 2021 and beyond

Course level	Course Names	Last reviewed	Next review due	Proposed next review due	Comments
UG	Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science (Exercise and Sport Science) Honours	2015	2020	2021	Deferred due to covid-19; same as accreditation year
UG	Bachelor of Applied Science (Occupational Therapy); Bachelor of Applied Science (Occupational Therapy) Honours	2012	2021	2021	Same as accreditation year
UG	Bachelor of Pharmacy (including with Honours)	2018	2021	2021	Same as accreditation year
UG	Bachelor of Pharmacy and Management (including with Honours)	2018		2021	Same as accreditation year
PG	Master of Rehabilitation Counselling; Graduate Diploma in Rehabilitation Counselling	2016	2019	2021	Same as accreditation year
PG	Master of Biostatistics; Graduate Diploma in Biostatistics; Graduate Certificate in Biostatistics	2013	2020	2021	Deferred due to covid-19
PG	Master of Primary Health Care Nursing; Graduate Diploma in Primary Health Care Nursing; Graduate Certificate in Primary Health Care Nursing	2013	2020	2021	Deferred due to covid-19
PG	Master of International Ophthalmology (Post Vocational Ophthalmology)	2017	2020	2021	Deferred due to covid-19
PG	Master of Medicine (Clinical Epidemiology); Master of Science in Medicine (Clinical Epidemiology); Graduate Diploma in Clinical Epidemiology; Graduate Certificate in Clinical Epidemiology	2014	2021	2021	Internal 7-year cycle
PG	Master of Pharmacy	2015	2019	2021	Same as accreditation year
PG	Graduate Certificate in Pharmacy Practice	2018	2021	2021	Same as accreditation year
PG	Master of Occupational Therapy	2012	2022	2021	Same as accreditation year
PG	Master of Medicine (Psychiatry)		2023	2021	Same as accreditation year
UG	Bachelor of Applied Science (Exercise Physiology); Bachelor of Applied Science (Exercise Physiology) Honours	2015	2020	2022	Same as accreditation year
UG	Bachelor of Oral Health	2017	2022	2022	
PG	Master of Surgery (Colorectal; Head and Neck; Neurosurgery; Orthopaedic; Plastic/Reconstruct; Surgical Oncology; Upper Gastro Surgery; Urology; Hand Surgery; Otorhinolaryngology; Paediatric Surgery; Transplant Surgery; Cardiothoracic Surgery; Endocrine Surgery; Breast Surgery; Surgical Outcomes; Vascular/Endovascular; Surgical Sciences; Surgical Anatomy; Trauma Surgery; Surgical Skills); Graduate Certificate in Surgery Breast Surgery	2015	2022	2022	Internal 7-year cycle



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Submission To	Academic Quality Committee
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Course level	Course Names	Last reviewed	Next review due	Proposed next review due	Comments
PG	Master of Medicine (Sleep Medicine); Master of Science in Medicine (Sleep Medicine)	2015	2022	2022	Internal 7-year cycle
PG	Master of Health Policy; Graduate Diploma in Health Policy; Graduate Certificate in Health Policy	2015	2022	2022	Internal 7-year cycle
PG	Master of Medicine (Metabolic Health); Master of Science in Medicine (Metabolic Health) ; Graduate Diploma in Medicine (Metabolic Health); Graduate Certificate in Medicine (Metabolic Health); Graduate Certificate in Science in Medicine (Metabolic Health)		2022	2022	
PG	Master of Medicine (Critical Care); Graduate Diploma in Medicine (Critical Care); Graduate Certificate in Medicine (Critical Care)		2022	2022	
PG	Doctor of Dental Medicine	2017	2022	2023	Same as accreditation year
PG	Graduate Diploma in Indigenous Health Promotion	2016	2023	2023	Internal 7-year cycle
PG	Master of Bioethics; Graduate Diploma in Bioethics; Graduate Certificate in Bioethics	2016	2023	2023	Internal 7-year cycle
PG	Master of International Public Health; Graduate Diploma in International Public Health	2016	2023	2023	Internal 7-year cycle
PG	Master of Public Health (Professional Practice)	2016	2023	2023	Internal 7-year cycle
PG	Master of Public Health; Graduate Diploma in Public Health	2016	2023	2023	Internal 7-year cycle
PG	Master of Qualitative Health Research	2016	2023	2023	Internal 7-year cycle
PG	Master of Medicine (Clinical Neurophysiology); Master of Science in Medicine (Clinical Neurophysiology); Graduate Diploma in Science in Medicine (Clinical Neurophysiology); Graduate Certificate in Medicine (Clinical Neurophysiology); Graduate Certificate in Science in Medicine (Clinical Neurophysiology)		2023	2023	
UG	Bachelor of Applied Science (Speech Pathology); Bachelor of Applied Science (Speech Pathology) Honours	2014	2018	2024	Same as accreditation year
UG	Bachelor of Nursing Post Registration	2014	2019	2024	Same as accreditation year
UG	Bachelor of Medicine and Bachelor of Surgery; Doctor of Medicine	2015		2024	Same as accreditation year
PG	Graduate Certificate in Evidence-based Complementary Medicines	2017		2024	Internal 7-year cycle
PG	Master of Speech Language Pathology	2016	2018	2024	Same as accreditation year
PG	Master of Emergency Nursing; Graduate Diploma in Emergency Nursing; Graduate Certificate in Emergency Nursing	2017	2023	2024	Internal 7-year cycle



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Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.2

Course level	Course Names	Last reviewed	Next review due	Proposed next review due	Comments
PG	Master of Mental Health Nursing; Graduate Diploma in Mental Health Nursing; Graduate Certificate in Mental Health Nursing	2017	2024	2024	Internal 7-year cycle
PG	Master of Intensive Care Nursing; Graduate Diploma in Intensive Care Nursing; Graduate Certificate in Intensive Care Nursing	2017	2024	2024	Internal 7-year cycle
PG	Master of Cancer and Haematology Nursing; Graduate Diploma in Cancer and Haematology Nursing; Graduate Certificate in Cancer and Haematology Nursing	2018	2024	2024	Internal 7-year cycle
PG	Master of Medicine; Master of Science in Medicine; Graduate Diploma in Medicine; Graduate Diploma in Science in Medicine; Graduate Certificate in Medicine; Graduate Certificate in Science in Medicine		2024	2024	
UG & PG	Master of Nursing; Bachelor of Arts and Master of Nursing; Bachelor of Health Sciences and Master of Nursing; Bachelor of Science and Master of Nursing	2014	2020	2025	Same as accreditation year
UG & PG	Bachelor of Arts and Master of Nursing; Bachelor of Health Sciences and Master of Nursing; Bachelor of Science and Master of Nursing	2014	2020	2025	Same as accreditation year
UG	Bachelor of Nursing (Advanced Studies); Bachelor of Nursing (Honours)	2014	2020	2025	Same as accreditation year
PG	Master of Nursing (Nurse Practitioner)	2014	2019	2025	Same as accreditation year
PG	Master of Exercise Physiology	2015	2020	2025	Same as accreditation year
PG	Graduate Diploma in Clinical Dentistry (Oral Implants)	2015	2022	2025	Same as accreditation year
PG	Doctor of Clinical Dentistry (Orthodontics)		2022	2025	Same as accreditation year
PG	Doctor of Clinical Dentistry (Paediatric Dentistry)		2022	2025	Same as accreditation year
PG	Doctor of Clinical Dentistry (Periodontics)		2022	2025	Same as accreditation year
PG	Doctor of Clinical Dentistry (Prosthodontics)		2022	2025	Same as accreditation year
PG	Doctor of Clinical Dentistry (Special Care Dentistry)		2022	2025	Same as accreditation year
PG	Graduate Diploma in Clinical Dentistry (Advanced Restorative); Graduate Certificate in Clinical Dentistry (Advanced Restorative)		2022	2025	Same as accreditation year
PG	Graduate Diploma in Clinical Dentistry (Conscious Sedation & Pain Control)		2022	2025	Same as accreditation year
PG	Graduate Diploma in Clinical Dentistry (Surgical Dentistry)		2022	2025	Same as accreditation year



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Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.3

Proposal title	Thesis and Examination of Higher Degrees by Research Policy 2015
Recommendation	That the Academic Quality Committee: 1. endorse the changes to the <i>Thesis and Examination of Higher Degrees by Research Policy 2015</i>. 2. That the Academic Quality Committee endorse the <i>Thesis and Examination of Higher Degrees by Research Procedures 2020</i>.
Proposal presenter	Prof Ross Coleman, Director, Graduate Research
Consultation Pipeline	HDR Examinations Subcommittee → Academic Quality Committee → Academic Standards and Policy Committee → Academic Board

Executive Summary

The paper [Reforming the PhD Examination](#) reviewed the PhD examination at Sydney against the practices in the Group of Eight research-intensive universities in Australia, as well as with international norms, in the context of the academic literature considering the pedagogy of PhD examinations. The paper set out the educational and administrative values of oral examinations for the PhD and their role in protecting against integrity risks. The present paper proposes a suite of changes to the policy to facilitate greater use of oral examinations.

The [Thesis and Examination of Higher Degrees by Research Policy 2015](#) has been amended to accommodate the proposed changes, in particular to the modes of examination: oral, exhibition and thesis-only.

The Sydney Operating Model – HDR Support Project has considered the whole of the HDR life-cycle at the University and has recommended that the HDR examination process would be better supported through a technology solution. The Sydney Operating Model project presents another opportunity to transform the HDR examination process for all stakeholders leading to a much better experience with quicker processing, and with fewer opportunities for human error.

The *Thesis and Examination of Higher Degrees by Research Procedures* have been reviewed and extensively rewritten to accommodate changes in the processing of examinations, and to align with the proposed changes to the accompanying policy.

Background / Context

1. The paper [Reforming the PhD Examination](#) reviewed the PhD examination at Sydney against the practices in the Group of Eight research-intensive universities in Australia, as well as with international norms, in the context of the academic literature considering the pedagogy of PhD examinations. The paper was endorsed by the University Executive Research Education Committee in December 2018 (Resolution UE-RE 18/10-6), and the Academic Quality Committee in October 2018 (Resolution AQC 18/6-11), with subsequent approval by the Academic Board on 27 November 2018.

The paper set out the educational and administrative values of oral examinations for the PhD and their role in protecting against integrity risks. The present paper proposes a suite of changes to the policy to facilitate greater use of oral examinations. There were two key ensuing actions from this review:

- a) To reduce the number of examiners used in oral examination of the PhD from three to two.



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- b) To simplify the policy, as some of the language and actions around oral examinations was not clear. For example the role of 'chair of examination' and 'convenor' was not clear and was also inconsistent between the [Thesis and Examination of Higher Degrees by Research Policy 2015](#) and the [Thesis and Examination of Higher Degrees by Research Procedures 2015](#).
2. The proposal to reduce the number of examiners for a doctoral student utilising an oral examination was presented to the HDR Examinations Subcommittee on 26 November 2019, and the Academic Quality Committee in January 2020. This was approved by Academic Board in March 2020.
3. The Sydney Operating Model – HDR Support Project has considered the whole of the HDR life-cycle at the University. The project has made a number of recommendations, not least of which is that the examination process would be better supported through a technology solution, using processes identical to those used in academic journal publishing. This proposition has been previously approved and designed through the Student Administration Services Project in 2016, but was removed from the priority list.

The Sydney Operating Model project presents another opportunity to transform the HDR examination process for all stakeholders leading to a much better experience with quicker processing, and with fewer opportunities for human error. The relevant policy needs to be updated to enable this change to take place.

Consultation

The proposed changes to the policy documents were made in consultation with the Chair of the HDR Examinations Subcommittee, the Associate Deans (Research Education) and the HDR Administration Centre.

The proposed changes were also discussed at meetings of the HDR Examinations Subcommittee (21 April 2020) and the University Executive Research Education Committee (22 April 2020).

Implementation

The following changes in relevant policy documents to accommodate changes relating to oral examinations in particular, and the examination process in general are proposed:

[Thesis and Examination of Higher Degrees by Research Policy 2015](#)

Clause 10: Oral examinations has been replaced with **Clause 10: Mode of examination**. Whereas the current policy confines this clause to the conduct of oral examinations, the revision proposes three different modes of examination, which are chosen by the student and supervisor when a notice of intention to submit is provided. The three modes of examination which are proposed are:

1. Oral examination where the examiners consider the thesis, then meet with the student to discuss the thesis. The examination considers points of clarification of principles or detail in the thesis and assesses the contribution of the student to the content and presentation of the thesis.
2. Exhibition examination where the student presents a piece of creative art in either a gallery or performance setting to examiners; after which the examiners conduct an oral examination is conducted.
3. Thesis-only examination where each of the examiners provides a detailed report on the thesis; and the examination is based on the synthesis of these reports alone.



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Clause 12: Thesis with publications. Two subclauses have been added. The first states that students and supervisors may publish research findings from a research candidature when it is appropriate to do so; the second that the award of the degree arises from the successful examination of the thesis and that prior publication of material is not a requirement for examination.

Clause 14: Notice of intention to submit has a new subclause around the documentation required with a notice of intention to submit. The student is required to nominate the mode of examination which must be endorsed by the lead supervisor. If the student and supervisor cannot agree on a mode of examination then the postgraduate coordinator must provide the final recommendation.

Clause 14A: Nominating examiners and mode of examination. This is a new clause which prescribes the process for nominating examiners. Examiners must have sufficient international standing to evaluate the contribution of the thesis to the field of research to which it pertains; examiners must be free of any perceived or actual conflict of interest; the lead supervisor must have sought agreement from the examiners regarding the mode of examination; and an additional examiner may be proposed as a reserve.

Clause 16: Approving examiners. Amendments to this clause prescribe the minimum number of examiners for each higher degree by research, and the ratio of external to internal examiners. It also prescribes the qualifications for internal examiners: current member of staff; current affiliate; or who have ceased employment or affiliation less than two years prior to the scheduled date of the examination.

Further amendments have been made to align the policy with the [Dual and Joint Degree Policy 2019](#), and the [Higher Degree by Research Supervision Policy 2020](#) which replaces the current [Supervision of Higher Degree by Research Students Policy 2013](#) in July 2020

Thesis and Examination of Higher Degrees by Research Procedures 2020

The current [Thesis and Examination of Higher Degrees by Research Procedures 2015](#) undertook a complete review as part of the SOM HDR Project. This document is therefore considered to be a completely new document, and is dated 2020.

Significant differences between the existing procedures and the proposed new procedures include, but are not limited to the following clauses or part thereof:

Clause 4: Administration of the examination. This clause addresses the administration of the examination through the Research Education Candidature System (RECS).

Clause 6: Thesis examination process. This clause addresses the progress of the thesis examination. RECS will display the current stage of the examination and the date on which the examination entered that stage. All the stages are listed in subclauses.

Clause 13: Considering examiners' reports. New subclauses clarify processes around referral for further investigation, and the appointment of an examiner-as-assessor in cases where the committee is unable to form an intention in respect of award or non-award.

Clause 20: Requesting an oral examination This clause outlines the process that are taken if an oral examination is requested: students may request in their notice of intention to submit; supervisors may request when nominating examiners; examiners must agree to an oral examination; the postgraduate coordinator must have agreed to cover financial support for oral examiners; and the nominated examiners must have agreed to the way in which the examination is delivered i.e. either face to face or through electronic conferencing,

Clause 21: Conduct of oral examinations generally. This clause sets out the conditions for conducting an oral examination, and the reporting of results resulting from the examination. Examinations will be conducted in three phases: initial consensus; examination phase; and final consensus.



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Submission To	Academic Quality Committee
Date	28 April 2020
Item No	3.3

Communication

Once the policy documents have been endorsed by the Academic Board and registered on the University Policy Register, the following lines of communication will be used to inform all University staff, students and affiliates, particularly those involved in the examination of higher degrees by research, about the changes to the examination process:

- Staff news
- Student news
- SUPRA
- HDR Yammer Groups
- Included in Educational Innovation supervisor training program
- DVC Education HDR intranet site

Attachments

[*Attachment 1 - Thesis and Examination of Higher Degrees by Research Policy 2015*](#)

[*Attachment 2 - Thesis and Examination of Higher Degrees by Research Procedures 2020*](#)

Author	Prof Ross Coleman, Director Graduate Research Rachel Symons, Senior Policy and Projects Officer, DVC Education Portfolio
Requests for further information	Requests for further information may be directed to Prof Ross Coleman, Director, Graduate Research



THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH POLICY 2015

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

Dated: 12 November 2014

Last amended: **INSERT DATE**

Signature:

Position: Chair, Academic Board

CONTENTS

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1 Name of policy

This is the Thesis and Examination of Higher Degrees by Research Policy 2015.



2 Commencement

This policy commences on 1 January 2015.

3 Policy is binding

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

4 Statement of intent

This policy:

- (a) describes the nature of the thesis for a higher degree by research; and
- (b) prescribes the requirements for the examination of a higher degree by research.

5 Application

- (1) This policy applies to the thesis for, and examination of, all higher degrees by research, including:
 - (a) masters degrees by research;
 - (b) the Doctor of Philosophy; and
 - (c) doctorates by research other than the Doctor of Philosophy.
- (2) This policy does not apply to higher doctorates as defined in section 5 of the [*University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)*](#).

6 Definitions and interpretation

- (1) In this policy:

AQF	means the Australian Qualifications Framework (see http://www.aqf.edu.au/)
administrative unit	means the central University administrative unit responsible for the processes of candidature management
associate dean	~~means the Associate Dean of a faculty with authority for matters relating to higher degrees by research within the faculty, or the Deputy Chairperson of a Board of Studies, or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the faculty.~~ means the associate dean with authority for overseeing higher degrees by research in the relevant faculty.
chair of examination	means the person appointed by the associate dean to co-ordinate the examination, as defined in clause 15A of this policy.



cotutelle agreement	~~means an agreement between the University and another university or institution that permits joint candidature in the Doctor of Philosophy consistently with the <u>Cotutelle Scheme Policy</u>. has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (amended) which at the date of this policy is:~~ <u>an agreement between the University and another university or institution that:</u> <u>(a) permits joint candidature in the Doctor of Philosophy; and</u> <u>(b) allows a candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made.</u>
course resolutions	means resolutions made by the Academic Board in accordance with sections 2.1 and 3.1 of the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) .
dean	Means <u>as appropriate, any of:</u> <u>the Executive Dean and Pro Vic-Chancellor of the Faculty of Medicine and Health;</u> <u>the Dean-dean of a faculty; or</u> <u>the Head of School and Dean (of a University school) of a University school or the chairperson of a board of studies.</u>
doctorate by research	includes the PhD and all faculty doctorates and has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) which at the date of this policy is: a degree with the word 'Doctor' in the title comprising a minimum of two-thirds research that is approved by the Academic Board. Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework at AQF level 10.
examination	means the examination of a thesis as the basis for the award of a higher degree by research.
examiner	means a person appointed to examine a higher degree by research thesis. An examiner may be an internal or an external examiner.
external examiner	means a suitably qualified person who is neither an employee or an honorary title holder (as defined by the Honorary Titles Policy 2013) of the University. Persons who have previously been employed by the University, and who have not been involved in the candidature, may be approved as external examiners.
faculty	<u>Includes references to a University school. In this policy it refers to the means the faculty or University School in which the a student is enrolled.</u>
faculty committee	means the committee that is responsible for the examination of a higher degree by research student for the faculty in which the student is enrolled. This may be a faculty, University school or other relevant committee or board.



HDR Examinations Subcommittee	means the HDR Examinations Subcommittee of the ~~Graduate Studies~~<u>Academic Quality</u> Committee of the Academic Board. Note: The terms of reference of these committees are available from the ~~Graduate Studies Committee website~~<u>Academic Quality Committee website</u>.
internal examiner	means a suitably qualified person who is an employee or honorary title holder (as defined by the <u>Honorary Titles Policy 2013</u>) of the University.
joint ~~award~~ PhD	means an agreement between the University and another university or institution pursuant to an agreement that permits such awards. Note: See also ~~Cotutelle Scheme Policy~~<u>Dual and Joint Award Policy 2019</u>
masters degree by research	has the meaning provided in the <u>University of Sydney (Higher Degree by Research) Rule 2011 (as amended)</u> which at the date of this policy is: a degree with the word 'Master' in the title comprising a minimum of two thirds research that is approved by the Academic Board. Note: The Academic Board will not approve a masters degree by research unless it complies with the Australian Qualifications Framework at AQF Level 9.
outcome	means the outcome of an examination for a higher degree by research as defined in clause 23 of this policy.
plagiarism	has the meaning provided in the <u>Academic Honesty in Coursework Policy 2015</u> which at the date of this policy is presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.
postgraduate co-ordinator	means the <u>academic staff</u> member ~~of academic staff within a school with~~ <u>overall</u> responsibility for ~~matters relating to the planning and coordination of~~ higher degrees ~~by research students within a faculty by research.~~ Note: <u>In the Faculty of Medicine and Health, this role is performed by the Research Education academic director.</u>
relevant committee	means the committee deciding the outcome of the examination. ~~as defined in~~Note: <u>See subclause 23(1) of this policy.</u>
<u>Research Education Candidature System (RECS)</u>	<u>means the software system provided by the University to support higher degree by research students, and enhance the capacity of the University to provide a rich and fulfilling research education experience.</u>



school	means the academic unit or disciplinary grouping (however named) within a faculty primarily responsible for the teaching and examining of higher degree by research students. If a faculty does not have an internal school structure, a reference to a school is a reference to the faculty.
student	has the meaning provided in the University of Sydney By-law 1999 (as amended) which at the date of this policy is: a person who is currently admitted to candidature in an award course at the University.
submission check	means a review of a higher degree by research thesis undertaken at the point of submission by the central University administrative unit responsible for the processes of candidature management, as specified in subclause 13(1). Note: See also Thesis and Examination of Higher Degree by Research Procedures 2015 and Academic Honesty Procedures 2016.
supervisor	has the meaning ~~provided for co-ordinating supervisor~~ in the Supervision of Higher Degree by Research Students Policy 2013 Higher Degree by Research Supervision Policy 2020 which at the date of this policy is: ~~means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clauses 13 and 15. the research supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.~~
thesis	means the whole of the assessable work submitted for examination. This may include previously published material, creative or artistic components, software, codes, models, and appendices.

~~(2) — Subject to the requirements of the applicable faculty constitution, an action to be undertaken by a faculty pursuant to this policy may be undertaken by a staff member, academic or professional, to whom the Dean has allocated responsibility for the relevant activity.~~

7 Roles of thesis and examination

- (1) The thesis is the complete body of assessable work submitted by a student for examination for a higher degree by research.
- (2) The examination of the thesis is the basis for the award of a higher degree by research (subject to the completion of coursework where required by degree resolutions).

Note: Some masters degrees by research and doctorates may include coursework requirements.
- (3) The examination determines whether a higher degree by research is awarded or not awarded.
- (4) Subject to Section 6 of the [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#), a candidate for a higher degree by research will not be



permitted to undertake a program of advanced study and research that is likely to result in the lodgement in the University Library of a thesis that cannot be made available for public use.

8 The thesis

- (1) The thesis must:
 - (a) be the student's own work;
 - (b) embody the results of the work undertaken by the student during candidature;
 - (c) form a substantially original contribution to the area of knowledge concerned;
 - (d) afford evidence of originality by the:
 - (i) discovery of new knowledge; and
 - (ii) exercise of independent critical ability;
 - (e) form a cohesive and unified whole;
 - (f) include a substantial amount of material that may be suitable for publication;
 - (g) satisfactorily demonstrate that the student is able to identify, access, organise and communicate new and established knowledge;
 - (h) be written to a standard generally acceptable to the discipline; and
 - (i) be written in English except where permitted under the [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#).
- (2) The thesis must clearly document, generally in the preface, or in the notes, or elsewhere as appropriate:
 - (a) the animal and human ethics approval obtained;
 - (b) the sources from which the information in the thesis is derived;
 - (c) the nature of collaborations, or assistance, with the work described in the thesis, including:
 - (i) any assistance provided during the research phase; and
 - (ii) any editorial assistance in the writing of the thesis.

Note: In relation to editorial assistance see clause ~~3-5~~ of the [Thesis and Examination of Higher Degrees by Research Procedures 2015-2020](#)
- (3) The thesis must contain a written component generally in the form of one or more critical hypotheses that investigate the subject of the thesis in the relevant body of knowledge.
- (4) The thesis may contain:
 - (a) artistic or creative works, software, computer code, or models which must be documented or recorded in a way sufficient for the purpose of assessment;
 - (b) material that has been published during candidature with the student as either sole or joint author, provided that the supervisor or corresponding author submits evidence identifying the student's contribution to the published material;
 - (c) appendices.



- (5) The role of an appendix is to provide a place for the inclusion of supplementary material that is related to the research but not directly relevant to the argument of the thesis.
 - (a) Material in appendices is assessable except where written entirely by authors other than the candidate.
 - (b) Appendices may include:
 - (i) data sets; or
 - (ii) software code; or
 - (iii) examples of surveys or instruments used to gather research data; or
 - (iv) handbooks and manuals; or
 - (v) publications arising from the research but not directly relevant to the arguments included in the thesis; or
 - (vi) documentary recordings of exhibitions or installations mounted during the candidature but not part of the thesis; or
 - (vii) archival and primary texts; or
 - (viii) other material as deemed necessary by the student and supervisor.
- (6) The required length of the thesis depends on the degree for which it is submitted.
 - (a) For doctoral degrees:
 - (i) the total upper limit is 80,000 words which may be exceeded by no more than 20,000 words with the written permission of the Dean, Associate Dean, or the Chair of the faculty committee;
 - (ii) subject to clause 8(6)(a)(i), a shorter required length may be specified by course resolutions, or in the case of the PhD, by local provisions;
 - (iii) this word limit does not include appendices.
 - (b) For masters degrees by research:
 - (i) The total upper limit is 50,000 words which may be exceeded by no more than 10,000 words with the written permission of the Dean, Associate Dean, or the Chair of the faculty committee.
 - (ii) Subject to Clause 8(6)(b)(i), a shorter required length may be specified in course resolutions.
 - (iii) The word limit does not include appendices.

9 The examination generally

- (1) The examination is an assessment of the total thesis presented.
- (2) The examination process proceeds on the basis that:
 - (a) the thesis consists of advanced research which makes an original contribution to knowledge; and
 - (b) the awarded thesis will be lodged in the University library in electronic format.

Note: See also [University of Sydney \(Higher Degree by Research\) Rule 2011](#) (as amended) and [Thesis and Examination of Higher Degrees by Research Procedures 2020](#).



- (3) The outcome of the examination is an academic decision by the relevant committee based on a body of evidence which includes:
- (a) mandatory items:
- (i) the thesis;
 - (ii) examiners' reports specified in clause 21 of this policy;
 - (iii) a recommendation from the relevant chair of examination, which is based on the examiners' reports; and
 - (iv) where applicable, any reports of investigations under the [Academic Honesty Procedures 2016](#) or its related policies;
- Note:** See [Academic Honesty in Coursework Policy 2015](#) and [Research Code of Conduct 2013/2019](#).
- and
- (b) as deemed necessary by the relevant committee:
- (i) reports from supervisor(s), postgraduate co-ordinator, head of school and the Associate Dean;
 - (ii) comments from the student; or
 - (iii) any other information deemed necessary.
- Note:** See also clauses ~~5-8~~ – ~~14-15-19~~ of the [Thesis and Examination of Higher Degrees by Research Procedures 2015/2020](#).

9A Administration of examinations

- (1) The management and processing of thesis examinations will be delivered and supported through RECS.

10 Oral examinations

- ~~(1) Oral examinations may be:~~
- ~~(a) recommended by the chair of examination; or~~
 - ~~(b) requested by a student, except in relation to a resubmitted thesis.~~
- ~~**Note:** See also clauses 15 – 16 of the [Thesis and Examination of Higher Degrees by Research Procedures 2015](#).~~
- ~~(2) Oral examinations will only be undertaken if approved by the chair of examination.~~
- ~~(3) Oral examinations may be conducted:~~
- ~~(a) as an integral part of the whole examination process; or~~
 - ~~(b) as an in-person consultation with the student at the conclusion of the standard examination.~~
- ~~(4) The purpose of an oral examination is to:~~
- ~~(a) reduce the potential length of the examination process;~~
 - ~~(b) fit the convention of the discipline;~~
 - ~~(c) test the student's understanding of the knowledge described within the thesis;~~
 - ~~(d) clarify points of principle or detail within the thesis; or~~



- ~~(e) assess the contribution made by the student to the content and presentation of the thesis.~~
- ~~(5) Oral examinations may only examine material that would be examined under a thesis only examination i.e. the complete thesis as specified in clause 8 of this policy.~~

10 Mode of examination

- (1) Students must select a mode of examination. This choice is made when the student provides a notice of intent to submit (see clause 14).
- (2) The modes of examination are:
- (a) an oral examination where:
- (i) after having considered the submitted thesis, there is a meeting of examiners with the student;
- (ii) at the examination meeting, examiners consider points of clarification of principle or detail in the thesis; and
- (iii) examiners assess the contribution of the student to the content and presentation of the thesis.
- (b) an exhibition examination where:
- (i) the student presents a one or more pieces of creative art as part of the thesis, as specified in subclause 8(4)(a), in a gallery or exhibition setting to examiners; and
- (ii) the examiners subsequently conduct an oral examination in accordance with subclause 10(2)(a)
- (c) a thesis only examination where:
- (i) each of the examiners provides a detailed report on the thesis; and
- (ii) the examination is based on the synthesis of these reports alone.

11 Examination of ~~cotutelle and joint award~~ PhD degrees

- (1) For joint ~~degrees~~ PhD degrees, including cotutelle degrees, the examination processes to be used must be specified in the individual student agreement at the beginning of the candidature.
- (2) The examination of such degrees must be conducted:
- (a) by the University, in accordance with this policy; or
- (b) by the partner institution, consistently with the terms of the applicable individual student agreement.
- (3) If the examination is to be conducted by the partner institution:
- (a) the proposed examination process must be approved before the agreement is executed, by one of:
- ~~(i) the Chair of the Graduate Studies Committee of the Academic Board;~~
~~or~~
- (i) the HDR Examinations Subcommittee of the ~~Graduate Studies~~ Academic Quality Committee of the Academic Board; ~~and/or~~



- (ii) the Chair of the Academic Quality Committee of the Academic Board; and
- (b) the relevant individual student agreement should require consistency with the following clauses of this policy:
 - (i) the qualifications of examiners (clause 15)
 - (ii) the examiners' reports (clause 21); and
 - (iii) the outcome of the award (clause 23).

Note: See also ~~Cotutelle Scheme Policy~~ Dual and Joint Degrees Policy 2019 and clause ~~48-19~~ of the Thesis and Examination of Higher Degrees by Research Procedures 2015/2020.

12 Thesis with publications

- (1) Students and supervisors may publish research findings from a research candidature whenever it is appropriate to do so and consistent with the norms of the discipline or field of research.
- (2) The award of a research degree arises from the successful examination of a thesis. Prior publication of included material is not a requirement for examination of the thesis.
 - (a) Students and supervisors must not prioritise publications over submission of a thesis.
- ~~(4)~~(3) The University will accept for examination a thesis which contains previously published material provided that:
 - (a) the thesis makes an original and substantial contribution to the field of knowledge;
 - (b) the thesis forms a consistent, coherent and unified whole;
 - (c) the previously published material relates to research undertaken during the candidature and was published during the candidature; and
 - (d) in addition to the published material, the student provides, at the minimum:
 - (i) an introduction which argues for the aim(s) of the thesis and contextualises the research problems it purports to address; and
 - (ii) a conclusion which draws together the findings of the studies in the context of the stated aims of the thesis.
- ~~(5)~~(4) The student may also provide other separate chapters to supplement the published papers such as a literature review, background information, or description of the methodology used.
- ~~(6)~~(5) Acceptable publications (including material already published, accepted for publication, or submitted for publication) include:
 - (a) papers in refereed journals;
 - (b) book chapters;
 - (c) conference papers;
 - (d) a documentary record of an exhibition or installation mounted during candidature which is not part of the creative or artistic component of a thesis.
- ~~(7)~~(6) A blog is not an acceptable publication.



- ~~(8)~~(7) A collection of disparate publications, no matter what their quality, must not be approved for the award of a higher degree by research if they do not meet the criteria for the award.
- ~~(9)~~(8) A thesis containing published material must be examined using the same criteria, and by the same process, as one which does not.

13 Form of thesis for examination

- (1) The student must submit their thesis for examination as an electronic document.
 - (a) A thesis in paper format may be accepted in addition to the electronic document, with the prior approval of the head of the administrative unit.
 - (b) If an examiner expresses a preference for examining a paper copy of the thesis, then this must be supplied by the administrative unit.
 - (c) The administrative unit must conduct the submission check, including applying similarity detecting software and making other appropriate checks to all theses submitted for examination.
- (2) The following information must appear on the title page:
 - (a) the full title of the thesis;
 - (b) the student's name;
 - (c) the words "A thesis submitted in fulfilment [or "partial fulfilment", if determined by the degree resolutions] of the requirements for the degree of [degree name, e.g. Doctor of Philosophy]";
 - (d) the faculty in which the student is enrolled;
 - (e) the name of the University of Sydney.
- (3) If a thesis includes an artistic or creative component such as an exhibition, performance, model, software or data, a documentary record of this component of sufficient quality for assessment must be included as part of the submitted thesis.
- (4) The thesis must be accompanied by an abstract in the format prescribed by the Academic Board. Some faculties may require the abstract in advance of submission of the thesis for examination.

Note: All information on thesis preparation, submission and lodgement is available through the HDRAC / current students website. <http://sydney.edu.au/students/prepare-your-thesis.html> and <http://sydney.edu.au/students/thesis-submission.html>. See also clause 23-29 of the [Thesis and Examination of Higher Degrees by Research Procedures 2015/2020](#).

- (5) Students must submit a statement with the thesis certifying their understanding that, if their candidature is successful, their thesis will be lodged with the ~~Director of University Libraries~~University Librarian and made available for immediate use.

Note: See also [University of Sydney \(Higher Degree by Research\) Rule 2011](#) (as amended) for requirements for lodging theses.

- (6) The thesis must be accompanied by a statement from the supervisor stating whether, in the supervisor's opinion, the thesis:
 - (a) is sufficiently well presented to be examined; and
 - (b) does not exceed the prescribed word limit or any extended word limit for which prior approval has been granted.



- (7) If a thesis is submitted for examination without the supervisor's statement, the ~~faculty committee~~Associate Dean will decide whether it will be accepted for examination.
- (8) The ~~faculty committee~~Associate Dean may decline to examine a thesis if:
 - (a) the supervisor does not certify that it is ready for examination;
 - (b) it exceeds the prescribed word limits without prior approval to do so;
 - (c) suitable examiners, as determined by the faculty committee, cannot be found;
 - (d) the student requests withdrawal from the examination and the faculty committee determines there is good reason to do so;
 - (e) the student has not successfully completed required research training activities, including any required units of study;
 - (f) there is a finding of inappropriate academic practice, research misconduct or a breach of the Research Code of Conduct 2013~~2019~~.

Note: See Academic Honesty in Coursework Policy 2015; Research Code of Conduct 2013~~Research Code of Conduct 2019~~ and Academic Honesty Procedures 2016

 - (g) it is not compliant with ethics approvals; or
 - (h) it breaches any of:
 - (i) the Research Data Management Policy 2014;
 - (ii) the Research Data Management Procedures 2015;
 - (iii) ~~the~~ Code of Conduct for Students~~Student Charter 2020~~;
 - (iv) the Academic Honesty in Coursework Policy 2015; or
 - (v) any applicable faculty local provisions relating to research data management.
- (9) When ~~a faculty committee~~the Associate Dean declines ~~to examine a thesis~~send a thesis to examination, they must:
 - (a) report the circumstances and reasons for the decision to the HDR Examinations Subcommittee;
 - (b) document in writing:
 - (i) the reasons for declining to examine the thesis;
 - (ii) any changes necessary to make the thesis acceptable for examination; and
 - (iii) any other actions required to be completed prior to examination.
 - ~~(c) — recommend to the Associate Dean that the student be either:~~
 - ~~(i) — permitted to re-enrol in order to complete the necessary actions and changes and resubmit the thesis; or~~
 - ~~(ii) — asked to show good cause why they should be permitted to re-enrol.~~
 - ~~(d)~~(c) ~~The Associate Dean will~~ decide whether the student will be permitted to re-enrol or required to show good cause.
- (10) When the Associate Dean has made a decision in accordance with 9(~~dc~~) to permit the student to re-enrol, the student will be informed of writing of:
 - (i) the reasons for declining to examine the thesis;



- (ii) any changes necessary to make the thesis acceptable for examination;
 - (iii) any other actions required to be completed prior to examination;
 - (iv) the date by which the student must re-enrol or apply for suspension of candidature.
- (11) When the Associate Dean has made a decision in accordance with 9(d) to require the student to show cause, the student will be informed of writing of:
- (i) the reasons for declining to examine the thesis; and
 - (ii) the show cause notice in accordance with the requirements of the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#).

Note: The show good cause process is specified in the [University of Sydney \(Higher Degree by Research\) Rule 2011 clauses 2.13, 3.13 and 4.12](#).

14 Notice of intention to submit

- (1) The student must provide written notice of their intention to submit a thesis for examination prior to the final submission date.

Note: See the [University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)

- (2) Notice ~~should~~**must** be given at least three months prior to the intended submission date to allow sufficient time for:

- (a) the appointment of the chair of examination;
- (b) the appointment of examiners; and
- (c) the organisation of other examination requirements such as oral examinations, exhibitions or performances.

- (3) The notice of intention to submit must include certification by the student that they have complied with:

- (a) any ethics approvals given; ~~and~~
- ~~(b)~~ their research data management plan and report to their supervisor;
- ~~(c)~~ documentation of the student's choice for the mode of examination. The choice must be:
 - ~~(i)~~ endorsed by the supervisor; or
 - ~~(ii)~~ if the student and the lead supervisor cannot agree on the mode of examination then the chair of examinations must, after consulting with the supervisor and student, determine the appropriate mode of examination.

Note: See also [Research Data Management Policy 2014](#), [Research Data Management Procedures 2015](#) and any relevant faculty local provisions.

- (4) The supervisor, ~~head of school, or postgraduate coordinator~~ should discuss with the student:
- (a) the possibility of an oral examination; and
 - (b) the selection of a chair of examination and possible examiners, noting that students:
 - (i) may advise the supervisor, in writing, of the names of individuals that they consider appropriate to be appointed as examiners; and



- (ii) may advise the supervisor, in writing, of the names of individuals that they would prefer not to be appointed as examiners; and
- (iii) are not permitted to communicate with examiners regarding the examination during the examination.

(5) Students are allowed to update their intention to submit for the following reasons:

- (a) changing the mode of examination from oral to standard;
- (b) changing the intended submission date.

Note: the mode of examination cannot be changed from standard to oral.

14A Nominating examiners and mode of examination

- (1) The lead supervisor must propose examiners with sufficient international standing to evaluate the contribution of the thesis to a field of research to which it pertains.
- (2) The lead supervisor must only consider examiners that are either free of any perceived or actual conflict of interest or where such conflicts of interest can easily be managed.
- (3) The lead supervisor must have sought agreement from proposed examiners, regarding the mode of examination, before their nomination.
- (4) The lead supervisor should propose an additional examiner to act as a reserve should any commissioned examiner need replacing.

15 Qualifications of examiners

(1) Examiners must:

- (a) have international standing in the field of research;
- (b) be independent of the conduct of the research;
- (c) be competent to undertake the assessment; and
- (d) not have a conflict of interest.

(5)(2) Nominated examiners must be approved by the chair of examinations on the advice of the supervisor, then:

- (a) for doctoral degrees, by the HDR Examinations Sub-Committee;
- (b) for masters degrees by research, by the faculty committee.

(6)(3) Examiners should be active in research or scholarship. A research active examiner is understood to be someone who pursues research on an ongoing basis, as a major focus of their academic activity.

(7)(4) Examiners should have the following qualifications appropriate to the discipline, and as determined by the faculty committee or HDR Examinations Sub-Committee:

- (a) a qualification equivalent to the level being examined; or
- (b) equivalent professional or research experience.

(8)(5) Examiners should have experience of, or be familiar with, the supervision and examination of research theses for the University or other local and international educational institutions, as determined by the faculty committee or HDR Examinations Subcommittee.

(9)(6) The University should take all reasonable steps to ensure that examiners are :



- (a) free from bias for or against the student or the supervisor; and
- (b) free from actual, potential or perceived conflicts of interests.

~~(10)~~(7) A person must not be an examiner if they:

- (a) have been involved in the student's research;
- (b) are a co-author on any part of the work;
- (c) have a past or current close personal relationship with the student or supervisor;
- (d) have had substantial contact with the student or supervisor in any other circumstances which might jeopardise the independence, or the perceived independence, of the examination;
- (e) have been a research student of the supervisor within the last ten years; or
- (f) have supervised the student at any time.

Note: See also [External Interests Policy 2010](#)

~~(11)~~(8) Subject to this clause 15, a person from another institution, who has held the role of supervisor for other higher degree by research students at the University of Sydney, may be appointed as an external examiner.

~~(12)~~(9) Former research students of the supervisor must not be appointed as examiners for at least ten years after graduation, except with the specific approval of the [Chair of the HDR Examinations Subcommittee](#) and [only](#) in exceptional circumstances.

15A Appointment of chair of examination

- (1) The Associate Dean must appoint a chair of examination to co-ordinate the examination.
- (2) The chair of examination will:

~~(a) usually be the Associate Dean (Research Education) but could also be an experienced Head of School or Postgraduate Co-ordinator, or another; or~~

~~(a)~~(b) [a senior academic in the school with substantial experience in HDR supervision and examinations; and](#)

~~(c) not be a current or previous research or auxiliary supervisor of the student for the candidature have had any supervisory responsibility in respect of the student's candidature; and.~~

~~(b)~~(d) [have relevant experience or knowledge in the mode of examination.](#)

16 Approving examiners

- (1) The chair of examination must make recommendations regarding the appointment of examiners, as follows:

(a) for a doctorate by research, a minimum of ~~three~~[two](#) examiners, [both of whom must be external](#); and

~~(b)~~ for a masters degrees by research, a minimum of two examiners-

Note: [See TEQSA Higher Education Standards Framework](#)

- (2) [An examiner is considered to be internal if:](#)

~~(a) the proposed examiner is a current member of staff;~~



- (b) the proposed examiner is a current affiliate;
- (c) the proposed examiner ceased employment with the University less than two years prior to the scheduled date of the examination; or
- (d) the proposed examiner's affiliation with the University ceased less than two years prior to the scheduled date of the examination.
- (2)(3) The chair of examination should inform the ~~faculty committee or HDR Examinations Sub-Committee~~ relevant committee of any preferences regarding examiners received from the student.
- (3)(4) Each group of examiners approved to examine a thesis should include:
 - (a) no more than one from any given university or institution; and
 - ~~(b)~~ at least one examiner affiliated with a university or degree granting institution; ~~and~~
 - ~~(c)~~ (b) no more than one internal examiner.
- (4)(5) The chair of examination may recommend one or more additional individuals who are qualified to examine to be held in reserve and commissioned, consistently with clause 17 of this policy, as required.
- (5)(6) Once the ~~faculty committee or HDR Examinations Sub-Committee~~ relevant committee has received recommendations from the chair of examination regarding the examiners it may consult with the supervisor, associate dean, head of school or postgraduate co-ordinator as required.
- (6)(7) The ~~faculty committee or HDR Examinations Sub-Committee~~ relevant committee may:
 - (a) approve any of the examiners as recommended; or
 - (b) approve different examiners after consultation with the chair of examination, supervisor, associate dean, head of school or postgraduate co-ordinator.
- (7)(8) The supervisor ~~should~~ must ensure that examiners are nominated at least four weeks before the submission of the thesis.
- (8)(9) If the student does not submit the thesis for examination within three months following the approval of examiners, the administrative unit must:
 - (a) request a revised submission date from the student and the supervisor; and
 - (b) write to each examiner:
 - (i) to inform them of the delay; and
 - (ii) ask if they are still willing to conduct the examination of the thesis at a future date.

17 Commissioning of examiners

- (1) Once approved, examiners must be commissioned by the administrative unit in the manner provided in the [Thesis and Examination of Higher Degrees by Research Procedures 20152020](#).
- Note:** See Clause ~~6-9~~ of those procedures.
- (2) At least the minimum number of approved examiners for the degree must be commissioned.
 - (3) Approved examiners who are not initially commissioned may be used at a later stage as replacement or additional examiners.



- (4) At the time of commissioning, the administrative unit must ensure that examiners are informed that:
 - (a) the contents of the thesis, including any intellectual property rights contained in the thesis, remain strictly confidential;
 - (b) the thesis can only be used for the purposes of performing the examination;
 - (c) their names may be released to the student during or after the examination; and
 - (d) their reports may be released to the student during or after the examination.

Note: Students have the right to access information about themselves, including their examinations. See the ~~Privacy Policy 2013~~[Privacy Policy 2013](#)~~Privacy Policy 2013~~[Privacy Policy 2013](#)~~Privacy Policy 2013~~[Privacy Policy 2017](#) and [Privacy Procedures 2018](#) the [Privacy Management Plan](#).

18 Approving and commissioning of additional examiners

- (1) Additional approved examiners may be commissioned to examine a thesis if:
 - (a) an original examiner is unable to examine subsequent to appointment; or
 - (b) an original examiner does not complete their examination within the required time frame

Note: see clause 20 below

or

- (c) as required by the faculty committee or the HDR Examinations Subcommittee.
- (2) An internal examiner may only replace an original internal examiner.
- (3) Any additional examiners must be approved consistently with clause 16 of this policy. This may include examiners approved, but not commissioned, at the time of submission.

19 Appointing examiner-as-assessor

- (1) Where the relevant committee is unable to form an intention regarding the award, the relevant committee may appoint an examiner-as-assessor to examine the thesis and act as an assessor of the original examiners' reports.
- (2) Previous approval as an examiner is not sufficient to act as examiner-as-assessor.
- (3) Examiners appointed as assessors must:
 - (a) be an external appointment;
 - (b) have the qualifications required in Clause 15 of the policy;
 - (c) possess very high [international](#) standing in the subject of the thesis; and
 - (d) be approved by the [Chair of the](#) HDR Examinations Sub-~~C~~committee.

20 Replacing examiners

- (1) Replacement examiners must be appointed when:
 - (a) a report has not been received from an original examiner within ten weeks of the twelve weeks of the receipt of the thesis; or



- (b) an examiner is unable to examine subsequent to appointment.
- (2) The faculty committee must:
 - (a) inform the original examiner that their services are no longer required; and
 - (b) commission a previously approved examiner; or
 - (c) ~~approve~~ seek a new examiner in accordance with clause ~~16.9~~ of this policy.
- (3) Once commissioned, the new examiner must examine the thesis consistently with clause 9 of this policy.
- (4) If the original examiner returns a report after the replacement examiner has been sent a copy of the thesis, the original examiner's report will not form part of the body of evidence used to determine the award of the degree.

21 Examiners reports

- (1) Within six weeks of the receipt of the thesis, each examiner must:
 - (a) complete the examination; and
 - (b) submit a report to the administrative unit.
- (2) Each examiner must submit an independent report, which will remain confidential until:
 - (a) all reports have been received; or
 - (b) the Associate Dean considers that special circumstances exist which warrant its earlier release.
- (3) Examiner's reports must be in English, except where the language of the thesis is in a language other than English.

Note: See the [University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)](#).

 - (a) If the thesis is in a language other than English, the preferred language of the examiner's report is English, but the examiner's report may be provided in the same language as the thesis.
 - (b) An examiner who provides a report in a language other than English must also submit a summary of their report in English. This summary must be sufficient for:
 - (i) the relevant committee to review the examination as necessary; and
 - (ii) reviewers to understand the key aspects of the report.
- (4) Examiners' reports must
 - (a) state whether, in the opinion of the examiner, the thesis fulfils the criteria in clause 8 of this policy; and
 - (b) include any other material required by the [Thesis and Examination of Higher Degrees by Research Procedures 2015-2020](#)

22 Communication during examination process

- (1) Between examiners
 - (a) The names of examiners must not be disclosed to other examiners until a determination has been made about the awarding of the degree, except if required:



- (i) by the use of an oral examination; or
 - (ii) during the examination of a creative or artistic component of a thesis.
 - (b) Examiners must not correspond or communicate with other examiners regarding the examination or the thesis, except in discussion:
 - (i) at an oral examination; or
 - (ii) ~~at the examination of a creative or artistic component of a thesis~~ at an exhibition examination.
 - (2) Between examiners and students, except during an oral or exhibition examination
 - (a) The names of examiners may be disclosed to students, on request, after the thesis has been submitted for examination.
 - (b) Students, or persons acting on their behalf, must not communicate with the examiners regarding their thesis or examination during the examination process (i.e. from submission to award of degree).
 - (c) If a student, or a person acting on their behalf, communicates with an examiner during the examination process:
 - (i) the examination must be discontinued; and
 - (ii) a new examination process must commence with newly commissioned examiners.
- Note:** Breaches of the ~~Code of Conduct for Students~~ Student Charter 2020 may result in disciplinary action.
- (3) Between the University and examiners
 - (a) University staff, including academic and professional staff, may contact examiners:
 - (i) to arrange for an oral examination or the examination of a creative or artistic component of a thesis; or
 - (ii) to ascertain if progress of the report is delayed.
 - (b) If University staff, including academic and professional staff, communicate with an examiner they ~~should~~ must not make any comment which could be seen as influencing, or having the potential to influence, the examination outcome.
 - (c) The administrative unit will inform the examiners of the outcome of the examination at the conclusion of the examination.
 - (4) Between the University and the student
 - (a) Students may be provided with status updates on the examination process, at the stages specified in the ~~Thesis and Examination of Higher Degrees by Research Procedures 2015~~ Thesis and Examination of Higher Degrees by Research Procedures 2020.

Note: See clause ~~45-20~~ of those procedures.
 - (b) The faculty should provide the student with the names of the examiners at the conclusion of the examination process.
 - (c) The administrative unit must also contact any student who is required to:
 - (i) comment on the examination; or
 - (ii) fulfil conditions related to the outcome of the examination.



23 Outcome of the examination

- (1) The outcome of the examination will be decided:
 - (a) for masters ~~degrees, as determined by faculty resolutions by research degrees, by the relevant faculty committee;-~~
 - (b) ~~by the faculty committee for examinations, except cotutelle examinations, where the examiners and the chair of examinations all recommend that the degree be awarded for doctorate by research degrees, by the HDR Examinations Subcommittee.~~
 - ~~(c) by the HDR Examinations Sub-Committee for all other examinations, including all cotutelle examinations.~~
- (2) The outcome of the examination must be one of the following:
 - (a) Award without qualification: the degree can be awarded without any further action by the student.
 - (b) Award with corrections: the degree can be awarded once all required corrections to the thesis have been addressed by the student to the satisfaction of the chair of examination.
 - (c) Non-award - revision and re-examination: the degree is not awarded; and the option is provided for the student to revise and resubmit the thesis for a new examination subject to the following:
 - (i) the revision and re-examination process must be conducted consistently with the [Thesis and Examination of Higher Degrees by Research Procedures 2015/2020](#), and
Note: See clause ~~44-17~~ of those procedures.
 - ~~(ii)~~ no further opportunity to revise and resubmit the whole thesis may be permitted.
 - ~~(ii)(iii)~~ An exhibition mode examination is not possible for the subsequent examination of a thesis after a period of revision and re-submission for examination.
 - (d) Non-award - option to award another degree: the thesis is not considered satisfactory for the award of the degree for which it was submitted, but another degree for which the student is eligible may be awarded instead.
 - (e) Non-award: the thesis is unsatisfactory for the award of the degree for which it was submitted and for any other another degree for which the student is eligible, and does not demonstrate sufficient potential to achieve this standard through resubmission.
- (3) The administrative unit will notify the student and supervisor when the decision has been made.
- (4) When the decision to award the degree has been made, the faculty may certify that the student is eligible to graduate subject to the student:
 - (a) fulfilling any conditions of award to the satisfaction of the chair of examination; and
 - (b) lodging a final copy of the final thesis with the University for the Library.



23A Appeals of examination decisions

Examination decisions are academic decisions, and are subject to appeal in accordance with the [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006 \(as amended\)](#).

Note: Such appeals are described in Clauses 3.2, 4.2 and Part 5 of [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006 \(as amended\)](#).

24 Rescissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

- (1) Postgraduate: Degree of Doctor of Philosophy
- (2) Higher degree theses policy
- (3) Oral examinations of PhD Theses at the University of Sydney
- (4) PhD: Appointment of Additional Examiner as Assessor
- (5) PhD: Submission of Doctor of Philosophy Theses containing published work
- (6) Proof reading and editing of theses and dissertations
- (7) Submission of treatise containing published work

NOTES

Thesis and Examination of Higher Degrees by Research Policy 2015

Date adopted: 12 November 2014

Date amended: 28 October 2015, commencing 1 January 2016
12 April 2016
17 August 2016, commencing 19 September 2016
2 November 2016, commencing 16 November 2016
31 March 2017 (administrative amendment only)
11 May 2017 (administrative amendment only)
28 November 2017, commencing 1 January 2018

[INSERT DATE]

Administrator: Director, Graduate Research

Review date: 1 January 2020.

Related documents:

[University of Sydney \(Higher Degree by Research\) Rule 2011 \(as amended\)](#)



[Academic Honesty in Coursework Policy 2015](#)

[Academic Honesty Procedures 2016](#)

[~~Cotutelle Scheme Policy~~Dual and Joint Degrees Policy 2019](#)

[External Interests Policy 2010](#)

[Honorary Titles Policy 2013](#)

[~~Privacy Policy 2013~~Privacy Policy 2018](#)

[~~Supervision of Higher Degree by Research Students Policy~~
~~2013~~Higher Degree by Research Supervision Policy 2020](#)

[Higher Degree by Research Supervision Procedures 2020](#)

[~~Privacy Management Plan 2013~~Privacy Procedures 2019](#)

[Thesis and Examination of Higher Degrees by Research
Procedures ~~2015~~2020.](#)

[Student Charter 2020](#)

AMENDMENT HISTORY

Provision	Amendment	Commencing
6	Added definition of administrative unit	1 January 2016
7.2	Note amended	1 January 2016
8.3, 9.3, 10.5, 13.5, 13.6.a, 13.6.b, 7.a, 7.b, 7.c, 8, 8.b.ii, 8.b.iii, 15.5.a, 15.6.d, 15.6.e, 23.2.b, 23.2.c	Minor amendments	1 January 2016
13.1	Changes to submission requirements	1 January 2016
13.7.e, 13.7.f	Additional clauses	1 January 2016
15.8	Clause replaced	1 January 2016
24.2	Added Higher Degree Theses Policy which was rescinded 19 February 2015 and was inadvertently left off the original document	1 January 2016
Notes	Change to Administrator of document	1 January 2016
Notes	Updated reference and hyperlink to related document	12 April 2016
Definitions	Definitions of <i>plagiarism</i> and <i>submission check</i> added	19 September 2016
9(3)(iv)	Subclause and note added	19 September 2016



Provision	Amendment	Commencing
13(1)(c), 13(8)(f), 14(1)	Minor amendments	19 September 2016
13(8)(g), 13(8)(h), 14(4)	Subclauses added	19 September 2016
Notes	Change to Administrator of document	19 September 2016
Notes	<i>Academic Honesty Procedures</i> added to related documents	19 September 2016
6	Amended hyperlink in AQF, added definitions for chair of examination, HDR Examinations Sub-Committee, relevant committee, school. Removed definitions for head of department, PhD Award Sub-Committee. References to these also updated throughout the document	16 November 2016
13(9)(d)	Note deleted	16 November 2016
13(9)(e) and 13.9.f	Subclauses added	16 November 2016
14(2)(a)	Subclause added	16 November 2016
14(3)(b)	Updated reference to research data management plan	16 November 2016
15A	Clause added	16 November 2016
23(1)(a)-(c)	Subclauses added and other subclauses deleted	16 November 2016
23(2)(b)	Subclause deleted and minor amendments for clarification	16 November 2016
23(1)(b); 23(1)(c)	Minor amendment	31 March 2017
13(4) note	Updated reference to thesis lodgement and submission process	11 May 2017
15A(1); 23(3)	Minor amendments	11 May 2017
Notes	Delete reference to Final thesis submission guidelines	11 May 2017
6	Consequential amendments arising from organisational design changes	1 January 2018
13(9)(c)-(f); 21(2)(b)	Consequential amendments arising from the <i>University of Sydney (Delegations of Authority – Academic Functions) 2016</i>	1 January 2018

TO BE ADDED



THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH PROCEDURES 2020

Issued by: Academic Board

Dated: [insert date]

Last amended:

Signature:

Name: Associate Professor Anthony Masters, Chair, Academic Board

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1 Purpose and application

- (1) These procedures are to give effect to the [Thesis and Examination of Higher Degrees by Research Policy 2015](#) (“the policy”).
- (2) These procedures apply to any persons involved in research higher degree theses and examination.:

2 Commencement

These procedures commence on [insert date].

3 Interpretation

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

Note: See clause 6 of the policy

Chair of examination	means the person appointed by the associate dean to co-ordinate the examination, as defined in clause 15A of the policy
copy-editing and proof reading	means identifying errors in, and correcting, the presentation of the text so as to conform with standard usage and conventions, including: • spelling • quotations • use of italics • lists • word usage • punctuation • graphs • charts • citations • references • heading hierarchies • symbols and equations • headers and footers • style of numbers



editor	means any person providing paid or unpaid assistance to students in the preparation of the thesis. This also includes University and faculty writing advisors. Editors are not required to be accredited by the University or any professional organisation.
local availability	means, in relation to a thesis lodged with the University library, the thesis will be able to be accessed, viewed, re-used and cited by current staff and students of the University by means of Unikey authentication.
open access	means, in relation to a thesis lodged with the University library, unrestricted and free online access to the University's scholarly research output.
relevant committee	means the committee deciding the outcome of the examination, as defined in clause 23(1) of the Thesis and Examination of Higher Degrees by Research Policy 2015 which states the relevant committee shall be: a) for masters by research degrees, by the relevant faculty committee; b) for doctorate by research degrees, by the HDR Examinations Subcommittee.
Research Education Candidature System (RECS)	means the software system provided by the University to support higher degree by research students, and enhance the capacity of the University to provide a rich and fulfilling research education experience.

PART 1 – ADMINISTRATION OF EXAMINATIONS

4 Administration of examinations

- (1) All administration of an examination will be managed and enabled through RECS.
- (2) This does not include:
 - (a) venue booking;
 - (b) calendaring;
 - (c) scheduling; or
 - (d) remitting examiners;which will be delivered through other systems.

PART 2 – PROOF-READING AND EDITING OF THESES

5 Proof-reading and editing of theses

- (1) Students are permitted to use editors in preparing their thesis for submission.

Note: See clause 8(2)(c)(ii) of the policy



- (2) Students proposing to use an editor must:
- (a) discuss the use of an editor with their supervisor;
 - (b) provide the editor with a copy of these procedures; and
 - (c) ensure that their editor is aware of and abides by the standards set out in the [*Australian Standards for Editing Practice \(ASEP\) 2013*](#).
- Note: As at the date of these procedures the Australian Standards for Editing Practice (ASEP) 2013 can be found at the website of the [Institute of Professional Editors Limited](#).
- (3) An editor may only be used for:
- (a) copy-editing and proofreading; and
 - (b) providing advice about:
 - (i) matters of structure (the need to structure and reword, deletions, additions);
 - (ii) conventions of grammar and syntax;
 - (iii) using clear language;
 - (iv) logical connections between phrases, clauses, sentences, paragraphs, and sections;
 - (v) voice and tone; and
 - (vi) avoiding ambiguity, repetition and verbosity.
- (4) When an editor has been used:
- (a) the name of the editor and a brief description of the service rendered must be printed as part of the list of acknowledgements or other prefatory matter near the front of the work when it is presented for examination; and
 - (b) if the editor's current or former area of academic specialisation is similar to that of the student, this must also be stated.

PART 3 – THESIS EXAMINATION PROCESS AND OUTCOME

6 Thesis examination progress

- (1) Students and supervisors will be informed about the progress of the examination through RECS.
- (2) The system will display the current stage of the examination and the date on which the examination entered that stage.
- (3) Stages include:
 - (a) examiners nominated;
 - (b) examiners appointed;
 - (c) thesis received by the HDR Administration Centre;
 - (d) thesis checked for integrity and acceptability;
 - (e) thesis sent to examiners;



- (f) oral examination scheduled, if required;
- (g) assigned to exhibition, if required;
- (h) all examiners have reported back;
- (i) oral or exhibition examinations have been completed;
- (j) examination reports are with the relevant committee for decision.

7 Submission checks

- (1) On receipt of a thesis submitted for examination, the administrative unit responsible for candidature management processes will apply similarity detection software.
- (2) The administrative unit will then assess the outcomes of each, and will only forward the thesis to examiners if satisfied that the submission checks reveal no evidence of:
 - (a) non-compliance with the [Thesis and Examination of Higher Degree by Research Policy 2015](#); or
 - (b) possible inappropriate academic practice, code breach or research misconduct.
- (3) Any possible inappropriate academic practice, code breach or research misconduct will be managed in accordance with the [Academic Honesty Procedures 2016](#).

8 Approving examiners

- (1) The chair of examinations must provide nominations for examiners to the faculty committee or HDR Examinations Subcommittee, in accordance with clause 15(2) of the policy, at least four weeks prior to the intended submission date of the thesis.
- (2) The supervisor should consult potential examiners prior to their nomination to ensure that:
 - (a) they are willing and able to act within the timeframe expected; and
 - (b) they agree to their names and comments being released to the student.

Note: In exceptional circumstances this information may be withheld. See clause 20 of these procedures.
- (3) The supervisor must:
 - (a) nominate examiners using the procedures laid out in RECS;
 - (b) submit the nomination within four weeks of the earlier of:
 - (i) the receipt of the intention to submit form; or
 - (ii) the submission of thesis for examination.
- (4) If the supervisor has not nominated examiners within two weeks of the date required in subclause 8(3), the associate dean must nominate examiners consistently with these procedures.
- (5) The supervisor must provide the following for each nominated examiner:
 - (a) whether they are currently active in research;



- (b) their previous experience as an examiner;
 - (c) their relevant expertise;
 - (d) the international standing of the examiner's research
 - (e) whether they have agreed to act as examiner;
 - (f) if they are unable to conduct an oral examination;
 - (g) if they are unable to examine the thesis in electronic form;
 - (h) the language, if not English, in which they would submit their report; and
 - (i) a conflict of interests declaration signed by the nominated supervisor.
- (6) The supervisor must provide written justification for the nomination of any of the following:
- (a) an individual who does not come from a university or degree-granting institution;
 - (b) an emeritus or honorary professor, or other retired academic; or
 - (c) an individual with no previous experience examining research higher degree theses; or
 - (d) an individual with an actual, potential or perceived conflict of interests.
- (7) Where appropriate, such written justification should include:
- (a) information regarding research activity in the past 5 years; and
 - (b) how any actual, potential or perceived conflict of interests will be managed.

9 Commissioning examiners

- (1) The administrative unit will commission approved examiners by sending each examiner:
- (a) access to the thesis in the requested format;
 - (b) a copy of the policy, these procedures and all applicable guidelines;
 - (c) the resolutions applicable to any faculty-based higher degree by research resolutions, as appropriate;
 - (d) proposed arrangements for an oral examination, if applicable;
 - (e) proposed arrangements for examination of the creative or artistic component, if applicable;
 - (f) any specific conditions relating to the examination process; and
 - (g) the name and contact details of the relevant faculty staff member for communication regarding the process.

10 Examiners' reports on the thesis

- (1) Examiners must complete their reports in RECS within six weeks of the despatch of the thesis.
- (2) Each examiner's report must include a statement as to whether the examiner is satisfied that the thesis meets the criteria prescribed in clause 8 of the policy.



- (3) Each examiner must include a recommendation about the outcome of the award consistent with clause 23 of the policy.
- (4) Each examiner's report must specify:
 - (a) the grounds on which their recommendation is based; and
 - (b) the strengths and weaknesses of the thesis and the particular contributions made by the student; and
 - (c) a detailed list of corrections required; or
 - (d) the basis for revise and resubmit; or
 - (e) the basis for non-award.
- (5) Examiners who are submitting a report in a language other than English must provide their recommendation and a summary of their report in English.
- (6) Examiners may include suggestions for the next steps in research or improvements for publication that are not essential for the award of the degree.

11 Monitoring examiners' reports

- (1) When an examiner submits a report, the administrative unit:
 - (a) acknowledges receipt of the report; and
 - (b) arranges for payment of the appropriate honoraria to external examiners.
- (2) If an examiner has not returned the report within four weeks, the administrative unit will contact the examiner with a reminder of the due date.
- (3) If an examiner has not returned a report within six weeks, the administrative unit will make contact to:
 - (a) remind the examiner of the conditions of examination; and
 - (b) ask when the report can be expected.
- (4) If an examiner has not returned a report within ten weeks, the administrative unit will inform the examiner that if the report is not received within a further two weeks:
 - (a) it will not be accepted;
 - (b) if an external examiner, the examiner will not be eligible for payment; and
 - (c) a replacement examiner will be appointed.
- (5) If the report is not received within the further two week period:
 - (a) the lead supervisor will nominate a replacement examiner; and
 - (b) the faculty will appoint a replacement examiner based on this recommendation.

12 Replacing examiners

- (1) If an additional or reserve examiner has already been approved then this person may be used as a replacement examiner.
- (2) If an additional examiner has not already been approved, one will be nominated and commissioned consistently with clause 9 of these procedures.
- (3) If the original examiner returns a report after a replacement examiner has been commissioned:



- (a) the original examiner's report will not form part of the body of evidence considered in awarding the degree;
- (b) the original examiner will be informed that no further information is required; and
- (c) if the original examiner was an external appointment no payment will be made.

13 Considering examiners' reports

- (1) The administrative unit will release the examiners' reports to the supervisor and chair of examination after all examiners' reports have been received. The Associate Dean or Chair of the faculty committee may release reports to the supervisor and chair of examination at an earlier date in exceptional circumstances.
- (2) Once all the examiners' reports have been received, the chair of examination:
 - (a) will consider the reports; and
 - (b) should normally consult any of the supervisor, head of school or postgraduate co-ordinator, who may provide a written report.
- (3) The chair of examination will then make a recommendation regarding the outcome of the award to the relevant committee. This report must be completed no less than two weeks after receipt of the examiners' reports and must include:
 - (a) details of the nature and extent of any consultation; and
 - (b) a copy of any written report received.
- (4) The chair of examination's report must specifically refer to all concerns expressed by the examiners:
 - (a) specifying which concerns must be addressed and which need not be addressed; and
 - (b) including instructions to the student where the recommendation is:
 - (i) award with corrections;
 - (ii) non-award with provision to revise and resubmit; or
 - (iii) non-award with the option to award another degree, where corrections are required.
- (5) After considering the examiners' reports and the chair of examination's recommendation, and before forming an intention with respect to awarding the degree, the relevant committee will determine whether:
 - (a) there is sufficient information to determine the outcome of examination consistently with clause 23 of the policy; or
 - (b) further information is required, such as:
 - (i) consulting with the student (in writing);
 - (ii) requesting additional information from the supervisor, chair of examination, associate dean, head of school or postgraduate co-ordinator;
 - (iii) where the relevant committee is the faculty committee, consulting the HDR Examinations Subcommittee; or
 - (iv) obtaining any further information deemed necessary;



- (c) further action is required, such as:
 - (i) appointing an additional examiner;
 - (ii) appointing an examiner-as-assessor;
 - (d) there is a need to refer for further investigation, for example in the instance of an allegation of plagiarism or research misconduct.
- (6) If the relevant committee is unable to form an intention in respect of an award or non-award, and Examiner-as-assessor shall be appointed to provide guidance to the committee.
- Note:** See clause 15
- (7) When the relevant committee determines it has sufficient information to do so, it will form an intention on the outcome of examination consistently with clause 23 of the policy.
- (8) If the intention is to award the degree, whether without qualification or with corrections, the relevant committee shall enact this decision as per clause 16 of these procedures.
- (9) If the intention is not to award (whether with or without an option to revise and resubmit or to award to another degree) the relevant committee must notify the student in writing of the intention, and:
- (a) provide the student with
 - (i) de-identified copies of the examiners' reports;
 - (ii) the chair of examination's recommendation; and
 - (iii) any written supervisor reports; and
 - (b) inform the student that they have:
 - (i) two weeks from the date of notification to state their intention to reply; and
 - (ii) if the student has stated an intention to reply, six weeks from the date of notification to provide written comments to the relevant committee.
- (10) If the student provides comments within the specified time, the relevant committee will:
- (a) further consider the examiners' reports, the chair of examination's report, and any comments provided by:
 - (i) the student;
 - (ii) the supervisor; and
 - (iii) the head of school or postgraduate co-ordinator;
- and
- (b) confirm or revise its decision on the outcome of examination, consistently with clause 23 of the policy. The relevant committee will enact this decision in accordance with clauses 15, 16, 17, and 18 of these procedures.

14 Additional examiner

- (1) If an additional examiner is to be used, the procedures for approval set out in clause 8 and the procedures for commissioning set out in clause 9 of these procedures should be followed.



- (2) Once an additional examiner has been approved, these procedures apply to the provision and consideration of examiners' reports.

15 Examiner-as-assessor

- (1) An examiner-as-assessor must complete an initial independent examination of the thesis based on the same criteria as all examiners. If a thesis contains a creative or artistic component, this will be provided as a documentary recording

Note: See subclauses 8(4)(a) and 13(3) of the policy

- (2) Having completed the initial examination of the thesis, the examiner-as-assessor must then consider:
 - (a) de-identified copies of the all examiners' reports;
 - (b) comments from the chair of examination;
 - (c) comments from the supervisor, if received;
 - (d) comments from the student, if received;and assess the validity of the expressed concerns with the work under examination.
- (3) The examiner-as-assessor must provide a written report containing:
 - (a) an examiner's report, including a recommendation about the outcome of the examination; and
 - (b) response to the comments of the other parties.
- (4) The chair of examination will consider the report of the examiner-as-assessor and provide a further report, including a recommendation regarding the outcome of the examination to the relevant committee.
- (5) The relevant committee will then consider the examiner-as-assessor's report and the chair of examination's report in the manner required by clause 10 of these procedures.

16 Outcome of examination: award without qualification or with corrections

- (1) If the outcome of an examination is that the degree be awarded without qualification, the relevant committee must:
 - (a) set the latest date by which the final version of the thesis must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
 - (b) notify the student in writing
- (2) If the outcome of an examination is that the degree be awarded subject to corrections, the relevant committee must:
 - (a) detail the corrections required to be made to the final version of the thesis;
 - (b) set the latest date by which the final version of the thesis, including the corrections, must be lodged with the University.
 - (i) The latest date should be consistent with the extent of corrections required and usually not more than three months from the date of notification of outcome of examination; and



- (c) notify the student in writing.
- (3) The chair of examination will review the final version of the thesis and either:
 - (a) verify that the required corrections have been addressed to their satisfaction; or
 - (b) notify the student in writing of the corrections required to be made and set the latest date by which the final version of the thesis must be lodged with the University.
- (4) Where the student does not lodge the final version of the thesis by the set date, the Associate Dean must either:
 - (a) set a new latest date by which the final version must be lodged and notify the student in writing; or
 - (b) determine the result to be 'not awarded'.

17 Outcome of examination: non-award with revision and re-examination

- (1) If the outcome of an examination is that the degree not be awarded, but the student be permitted to revise and resubmit the thesis for re-examination, the relevant committee must:
 - (a) outline the reasons for non-award;
 - (b) prescribe a maximum period of further candidature, normally two to four research periods;
 - (c) set the latest date for the student to resubmit their thesis for examination;
 - (d) set the date by which the student must re-enrol or apply for suspension of candidature consistently with subclause 14(3) of these procedures;
 - (e) detail the additional work or changes required;
 - (f) prescribe any other conditions that must be met by the student; and
 - (g) notify the student in writing within one week of the decision being made.
- (2) The student must re-enrol for the degree whilst the thesis is being revised.
- (3) The student must re-enrol or apply for a suspension of candidature no later than census date of the next research period following the notification of permission to revise and resubmit.
 - (a) If the student does not do so, the Associate Dean must determine the result to be 'not awarded'.
- (4) The original examiners should be invited to re-examine the thesis if they are available and willing to do so unless, in the opinion of the relevant committee:
 - (a) they have previously required modifications to the thesis that are considered unnecessary or undesirable; or
 - (b) there are academic reasons for not recommissioning any or all of the original examiners.
- (5) The examination of a revised and resubmitted thesis is a new examination of the whole thesis, which must be carried out in accordance with the policy and these procedures.



- (6) The HDR Examinations Subcommittee may prescribe a form for presentation of reports by examiners of a revised and resubmitted thesis and examiners must use any such form.
- (7) The examination of a thesis resubmitted after a period of revision can be done in oral or thesis-only mode. Exhibition mode examinations are unavailable.
 - (a) The documentary record of the exhibition or performance must be included in a resubmission of a thesis previously in exhibition mode.
- (8) No further opportunity to revise and resubmit the thesis is permitted as an outcome of the new examination.

18 Outcome of examination: non-award with option to award another degree

- (1) If the outcome of an examination is that the degree not be awarded, but with the option to award another degree, the relevant committee must:
 - (a) outline the reasons for non-award;
 - (b) specify the other degree for which the student is eligible which may be awarded instead;
 - (c) detail any corrections required to be made to the final version of the thesis to the satisfaction of the chair of examination as per the process in subclauses 15(2), (3) and (4) of these procedures;
 - (d) set the latest date by which the final version of the thesis, including the corrections, must be lodged with the University. The latest date will normally be three months from the date of notification of outcome of examination; and
 - (e) notify the student in writing within one week of the decision being made.

19 Outcome of examination: non-award

- (1) If the outcome of an examination is that the degree not be awarded, the relevant committee must:
 - (a) outline the reasons for non-award; and
 - (b) notify the student in writing within one week of the decision being made.

20 Communication with the student during examination process

- (1) If consultation with the student is required under the policy or these procedures such consultation must be undertaken in writing.
- (2) Unless, in exceptional circumstances, the Associate Dean determines otherwise, the administrative unit should provide the student with de-identified examiners reports:
 - (a) as part of any consultation process with the student; and
 - (b) at the notification of the result of the examination.
- (3) Unless, in exceptional circumstances, the Associate Dean determine otherwise, the administrative unit will provide the student with the names of the examiners at the conclusion of the examination process.



PART 4 – ORAL EXAMINATIONS

21 Requesting an oral examination

- (1) Oral examinations may be requested by:
 - (a) the student through indicating a preference at the notification of intention to submit after discussion with the lead supervisor; or
 - (b) a lead supervisor when nominating examiners.
- (2) Nominated examiners must have agreed to an oral examination.
- (3) Prior to commissioning an in-person oral examination, the postgraduate coordinator must have:
 - (a) agreed to the financial support for the examiner's travel and accommodation; and
 - (b) have secured the relevant budget-holder's approval for expenditure of funds.
- (4) Nominated examiners must have agreed to the way in which the oral examination is to be held, such as in-person, or through electronic conferencing.

22 Conduct of oral examinations generally

- (1) If an oral examination is to be held the associate dean must appoint a chair of examination, to act as convenor of the oral examination, in accordance with clause 15A of the policy, noting that the chair of examination is not an examiner.
- (2) Supervisors must not be present in the oral examination.
- (3) All parties to an oral examination must participate in person, or by telephone, video, web or teleconference.
- (4) The student may elect to have a support person attend the oral examination. In this case, the support person must also participate in person, or by telephone, video, web or teleconference. In-person participation is preferable.
- (5) The faculty will set the date of the oral examination.
 - (a) Where an oral examination is planned from the outset of the examination process, this date should be set before the thesis is submitted, and should be no more than six weeks from despatch of the thesis to examiners.
- (6) Each examiner will be sent the thesis or, in the case of an exhibition mode examination, where the thesis includes a live performance, exhibition or installation that is yet to occur, the written component of the thesis, as soon as possible after the date of submission.
- (7) Each examiner must submit an interim report at least seven days prior to the scheduled date for the oral examination, including interim recommendations for the outcome.
- (8) This interim report must contain:
 - (a) interim recommendations for outcomes;
 - (i) these recommendations must not be passed to the student;



- (b) a summary of key strengths and weaknesses of the work presented in the thesis;
 - (c) indicative questions than may be asked of the student to help clarify issues raised in subclause 22(8)(b).
- (9) If one or more examiners do not submit their interim reports by the date required by subclause 22(7), the administrative unit must:
 - (a) contact them to determine whether an interim report will be received prior to the scheduled date for the oral examination; and
 - (b) advise the chair of examination of the new date, or if the report is not going to be received.
- (10) The chair of examination will determine whether:
 - (a) the oral examination will proceed on the scheduled date, with or without all of the interim reports; or
 - (b) the oral examination should be re-scheduled; and
 - (c) will notify the student of the decision in writing.
- (11) The chair of examination will have access to all interim reports as they are received by RECS, and will review these prior to releasing them to the lead supervisor no less than three days before the scheduled date of the oral examination.
- (12) The lead supervisor must discuss the interim reports with the student no less than two days before the scheduled date of the oral examination.
- (13) Unless local provisions prescribe otherwise, oral examinations should not exceed six hours duration.
- (14) If one or more examiners recommend that the thesis is not sufficiently prepared for an oral examination, then:
 - (a) each examiner making such a recommendation must give the basis for this recommendation including guidance for the student on remediation of the thesis; and
 - (b) the Chair of examination must advise the relevant committee whether or not the oral examination should proceed, giving the basis for such a recommendation in writing; and
 - (c) the relevant committee must decide to proceed with the oral examination.
- (15) The relevant committee must decide whether an oral examination should still proceed or be cancelled.
 - (a) an oral examination cancelled on the basis of an examiner's recommendation shall be treated as a non-award with an option to revise and resubmit, in accordance with clause 17 of these procedures;
 - (b) if the examined thesis was submitted in response to a previous revise and resubmit decision, the relevant committee must determine whether clauses 18 and 19 of these procedures apply.
- (16) An oral examination of a thesis which includes a creative or artistic component must:
 - (a) test the comprehension of the student of the field of study described by the thesis and presented in the creative or artistic component;
 - (b) clarify points either of principle or of detail in the creative or artistic component; and



- (c) assess the contribution made by the student to the content and presentation of the creative or artistic component and the written component of the thesis.
- (17) An oral examination of a creative or artistic work may also include any of:
 - (a) contextualisation of the student's work, where the student presents the development of the thesis to the examination panel;
 - (b) discussion of the creative or artistic component of the thesis at the site of the exhibition with the student; or
 - (c) discussion of the written component and related matters with the student.
- (18) The oral examination will be conducted in three phases:
 - (a) initial consensus, where the examiners will meet, discuss their interim recommendations and agree questions to be asked;
 - (b) examination phase where the examiners discuss the thesis with the student, noting that the Chair is not an examiner. The student may have a support person present;
 - (c) final consensus, where the examiners agree a recommended outcome and necessary actions to be completed by the student. Only the Chair of examination and the examiners may be present at this discussion.
 - (i) If a consensus has been reached, the student may be invited back to the meeting; and
 - (ii) informed of the recommendation being made.
 - (d) The Chair of examination must update the examination record in RECS as to whether consensus was reached, no less than 24 hours after the oral examination of exhibition has been concluded.
- (19) The Chair of examination must prepare a single report containing a consensus recommendation of the outcome and must specify:
 - (a) the recommended outcome of the examination, consistent with clause 23 of the policy;
 - (b) the process undertaken by the conduct of the oral examination;
 - (c) the information provided to the candidate; and
 - (d) recommendations for any corrections or other conditions necessary for an award.
- (20) The oral examination report will be considered together with and in the same manner as the examiners' reports.

Note: See clause 13 and following of these procedures

- (21) If the examiners fail to reach consensus:
 - (a) each examiner must confirm or revise their interim reports within two weeks of the private meeting; and
 - (b) the examiners' final reports and the chair of examination's report must then be considered in the same manner as examiners' reports in a thesis-only examination.

Note: See clause 21 of the policy and clause 13 of these procedures



23 Role of the chair of examination and convenor in an oral examination

- (1) The chair of examination and convenor is a representative of the faculty and has the following duties:
 - (a) to ensure that the examiners and student are informed of the arrangements for holding the oral examination;
 - (b) to discuss with the student, prior to the examination, the nature of an oral examination, noting that students are expected to prepare their own responses;
 - (c) to advise the student of the main issues that may be raised by the examiners, noting that the examiners have the right to raise additional questions;
 - (d) to assure the student that the examination is intended to be constructive and helpful;
 - (e) to explain the proceedings to the examiners and to the student;
 - (f) to chair the oral examination of the thesis, and any subsequent meeting of examiners;
 - (g) to provide a report to the relevant committee;
 - (h) to provide the head of school or postgraduate co-ordinator with the opportunity to append comments to the chair of examination's report on the oral examination; and
 - (i) to inform the student about the examiners recommendations.

PART 5 – JOINT PHD DEGREES

24 Examination of joint PhD degrees

- (1) Where the examination of a joint PhD, including cotutelle degrees, is to be conducted by the partner institution:
 - (a) The faculty must notify the HDR Examinations Subcommittee when the examination commences. This notification must include:
 - (i) confirmation that the examination meets the conditions of the individual student agreement; and
 - (ii) the names and affiliations of all the examiners.
 - (b) The faculty must notify the HDR Examinations Subcommittee of the completion of the examination. This notification must include:
 - (i) a summary of the examination process;
 - (ii) a statement of the outcome of the award from the partner institution; and
 - (iii) copies of the examiners reports and English summaries, where the language of the reports is in a language other than English
- Note:** see subclause 10(5) of these procedures.



- (2) The award of the degree will be decided by the HDR Examinations Subcommittee, in accordance with the policy, based on the notification from the partner institution.
- (3) Where the examination of a joint PhD, including cotutelle degrees, is to be conducted by the University of Sydney, the relevant committee will be the HDR Examinations Subcommittee.
 - (a) The examination will be conducted in accordance with the policy and these procedures.
 - (b) The faculty will notify the partner institution of the outcome of the examination in writing.
- (4) Where a student enrolled in a joint PhD, including cotutelle degrees, subsequently transfers to a degree solely awarded by the University, the examination will be conducted according to the policy and these procedures, but the HDR Examinations Subcommittee may approve the use of any existing examiners' reports in fulfilment of the applicable requirements.

PART 6 – THESIS WITH PUBLICATIONS

25 Nature of publications to be considered with thesis

- (1) Students may include material as publications that are submitted, under review, in press or published.
- (2) The thesis must form a cohesive and unified whole.

Note: See subclause 8(1)(e) of the Policy.

26 Method of inclusion of published material in a thesis

- (1) Sections of the thesis that have been published previously must be clearly identified as such.
- (2) Published material may also be included as an appendix.
- (3) Published papers may be reformatted containing identical text as long as it is clear that the text in the thesis is identical to that in the published paper.
- (4) If the text of the thesis differs substantially from the published material then inclusion should be by citation and quotation rather than inclusion of the material.

27 Authorship of papers included in a thesis with publications

- (1) Previously published material should only be included in the thesis where the student's contribution is substantial.
- (2) Where a student is an author of a work but had a lesser contribution to the published work, the paper may be included as an appendix.
- (3) Students must clearly indicate their role and the extent of their contribution to the paper either in the introduction to the thesis or the introduction to the chapter. Provided that this is done, where more than one of the authors of a work is a higher degree by research student, each student may include the work as part of their thesis.



- (4) Works with multiple authors should only be included with the permission of the corresponding author.
- (5) Where a student is a joint author of a previously published work, the supervisor or corresponding author must submit a supporting statement identifying the student's contribution to the work covered in the article.
- (6) The convention for author placement in the list of contributing authors within the discipline should be stated e.g. alphabetical, corresponding author first.

28 Examination of a thesis with publications

- (1) The examination process is the assessment of the thesis against the criteria set out in clause 8 of the policy. This examination is a different process than the refereed assessment of material for publication.
- (2) Examiners must address:
 - (a) whether the thesis including previously published material indicates that the student has made a substantially original contribution to the knowledge of the subject concerned; and
 - (b) for publications where there are multiple authors, whether the quality and extent of the student's contribution merits the award of the degree.
- (3) As the included publications are examined as part of a larger work, reviewers of individual papers may be nominated to act as examiners if they meet the criteria set out in clause 15 of the policy.

PART 7 – THESIS CONTAINING CREATIVE OR ARTISTIC COMPONENTS

29 Examination of a thesis containing creative or artistic components

- (1) The creative work and the written component will be examined as an integrated whole.
- (2) The creative work may be presented in the context of an exhibition, installation, performance or other in-person context.
- (3) Where the creative component is an exhibition or installation, the documentary record may take the form of a catalogue with images of sufficient quality for examination.
- (4) The student is responsible for creating the documentary record of the creative work.
- (5) Where the examination of a creative work component includes a performance, installation or exhibition, the written component of the thesis should be provided to the examiners prior to the examination of the creative component.
- (6) Where the examination of the creative work component is in exhibition mode, examiners should attend in person.
- (7) Where there is no performance, installation or exhibition, or where an examiner cannot attend in person the examiner(s) shall conduct their examination using the documentary record of the creative work.



- (8) Except as otherwise stated in faculty resolutions, the examination of a thesis with a creative component must comply with procedures, including (where appropriate) those relating to oral examinations, as determined in Part 4 of these procedures.
- (9) The outcomes of the examination for a thesis submitted with a creative or artistic component must relate to the whole thesis, including the artistic or creative work.

Note: See clause 23 of the policy.

PART 8 – LODGEMENT OF THESES IN LIBRARY

30 Lodgement of theses in the University library

- (1) The final copy of the thesis lodged in the University library must be in electronic format except as permitted by the Chair of the Graduate Studies Committee of the Academic Board.
- (2) The copy must be complete, including:
 - (a) any appendices submitted for examination;
 - (b) any published material included in the thesis;
 - (c) documentary recording of any artistic or creative works; and
 - (d) any corrections required by the University addressed to the satisfaction of the chair of examination.
- (3) The student must provide the title and an abstract of the thesis by the time of lodgement to be included in the Library catalogue meta-data and on the Australian Higher Education Graduate Statement (AHEGS).

Note: All information on thesis preparation, submission and lodgement is available through the HDRAC / current students website.

<http://sydney.edu.au/students/prepare-your-thesis.html> and
<http://sydney.edu.au/students/thesis-submission.html>.

- (4) The student may specify at the time of lodgement whether they prefer for their thesis to be locally available or published to open access. Where a student does not indicate a preference, the thesis will be lodged in the Library for local access.

Note: All information on thesis preparation, submission and lodgement is available through the HDRAC / current students website.

<http://sydney.edu.au/students/prepare-your-thesis.html> and
<http://sydney.edu.au/students/thesis-submission.html>.

- (5) Where a student has been permitted to include an appendix of material that is not to be available for public inspection as provided by the [*University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)*](#), the appendix must be lodged separately to the remainder of the thesis in a form prescribed by the University Librarian.

Note: A student may also apply for a period of embargo on the availability of their thesis. See [*University of Sydney \(Higher Degree by Research Rule\) 2011 \(as amended\)*](#).

- (6) The Library catalogue meta-data, including the student's name, thesis title, and abstract, must be publicly available.
- (7) A student may also opt to publish sections of their thesis as part of their faculty's open research collection. For example, this may be used:



- (a) where copyright restrictions on published material prevent the open access publication of the whole thesis; or
 - (b) where the student opts to publish the written component of the thesis but not a creative work.
- (8) The final copy of the thesis lodged in the Library cannot be altered.
- (9) The Chair of the Graduate Studies Committee may approve that an errata notice be appended to a lodged thesis. The errata notice must:
- (a) be clearly distinguishable from the thesis as originally lodged;
 - (b) be labelled as "errata notice";
 - (c) identify the author of the notice;
 - (d) clearly state the date of the notice; and
 - (e) list each erratum separately with a page reference, and in page reference order.

31 Rescissions and replacements

This document replaces the *Thesis and Examination of Higher Degrees by Research Procedures 2015*, which are rescinded as from the date of commencement of this document.

NOTES

Thesis and Examination of Higher Degrees by Research Procedures 2020

Date adopted: [INSERT DATE]

Date registered: [INSERT DATE]

Date commenced: [INSERT DATE]

Administrator: Director, Graduate Research

Review date: [INSERT DATE]

Rescinded documents: *Thesis and Examination of Higher Degrees by Research Procedures 2015*

Related documents:

Australian Standards for Editing Practice (ASEP) 2nd ed. Point Cook: Institute of Professional Editors, 2013

University of Sydney (Higher Degree by Research Rule) 2011 (as amended)

Academic Honesty in Coursework Policy 2015

Dual and Joint Degrees Policy 2019



External Interests Policy 2010

Privacy Policy 2017

*Thesis and Examination of Higher Degrees by Research Policy
2015*

Higher Degree by Research Degree Supervision Policy 2020

Higher Degree by Research Supervision Procedures 2020

Privacy Procedures 2018

AMENDMENT HISTORY

Provision	Amendment	Commencing

Submission To	Academic Board
Date	9 June 2020
Item No	11.1

Non-Confidential

Paper Title	Update to Transitional Provisions in Course Resolutions
Recommendation	That the Academic Board: 1. approve the wording update to the transitional provisions clauses in course resolutions for award courses from the University of Sydney Business School; the Faculty of Arts and Social Sciences; School of Architecture, Design and Planning; Faculty of Science; Sydney Conservatorium of Music; Faculty of Medicine and Health; and Sydney Law School; and 2. note that CMS updates will be made by the Secretariat throughout 2020 and reported to each round of meetings of the Undergraduate Studies Committee/Graduate Studies Committee.
Proposal Presenter	Manager Governance (Senate & Academic Board)
Consultation Pipeline	Faculties → ASPC → Academic Board

EXECUTIVE SUMMARY

This paper seeks an administrative update to the transitional provisions clause currently in course resolutions for award courses. Transitional provisions are required when course resolutions are updated, and specifies for students the version of the course resolutions to which they should refer.

The Office of the General Counsel has recommended that a standard form of the transitional provisions clause be applied to course resolutions to ensure alignment with the University of Sydney (Coursework) Rule 2014 and University of Sydney (Higher Degree by Research) Rule 2011, and to support good governance.

The standard form is as follows:

These resolutions apply to students who commenced their candidature after 1 January 20XX and students who commenced their candidature prior to 1 January 20XX who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 20XX may complete the requirements in accordance with the resolutions in force at the time of their commencement.

To ensure a coordinated and systematic approach to updating the transitional provisions clause, the Secretariat has sought permission from faculties and schools to request that Academic Board approve the broader application of the Office of the General Counsel recommended standard form of transitional provisions to all award courses, with the exception of courses offered by the Faculty of Engineering.

The updates to the CMS will take place throughout 2020 and the Secretariat will report to each round of meetings of the Undergraduate Studies Committee and Graduate Studies Committee, a list of all courses that have been updated in the CMS in that round.

BACKGROUND

The standard transitional provisions wording was applied in relevant course resolutions submitted to the meetings of the Undergraduate Studies Committee and Graduate Studies Committee held in October 2019, following faculty/school approval, with the exception of proposals from the Faculty of Engineering, as the faculty had declined to adopt the standard wording. Amendments were approved by Academic Board on 5 November 2019 and published in the Handbook for 2020, as listed in **Attachment 1**.

IMPLEMENTATION

The Secretariat make updates CMS on behalf of faculties/schools, with the updated wording to come into effect in 2021.

Submission To	Academic Board
Date	9 June 2020
Item No	11.1

Non-Confidential

ATTACHMENTS

Attachment 1 - Award course resolutions updated in 2019 in preliminary phase of clause standardisation.

Approver	Manager Governance (Senate & Academic Board)
Proposal Sponsor	Manager Governance (Senate & Academic Board)

Submission To	Academic Board
Date	9 June 2020
Item No	11.1

Non-Confidential

Attachment 1 – Course Resolutions amended in 2019

Faculty/University School	Course Title	UG/PG
School of Architecture, Design and Planning	Master of Philosophy (Architecture, Design and Planning)	PG
	Bachelor of Design Computing	PG
	Bachelor of Design Computing / Bachelor of Advanced Studies	PG
Faculty of Arts and Social Sciences	Graduate Certificate in Development Studies	PG
	Graduate Diploma in Development Studies	PG
	Master of Development Studies	PG
	Graduate Certificate in International Relations	PG
	Graduate Diploma in International Relations	PG
	Master of International Relations	PG
	Master of Education (Research)	PG
	Master of Arts (Research)	PG
	Master of Fine Arts	PG
	Master of Philosophy	PG
	Master of Philosophy in Education	PG
	Master of Philosophy in Social Work	PG
	Bachelor of Arts	UG
	Bachelor of Arts/Bachelor of Advanced Studies	UG
	Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts	UG
	Bachelor of Arts and Bachelor of Social Work	UG
	Bachelor of Economics	UG
	Bachelor of Economics/Bachelor of Advanced Studies	UG
University of Sydney Business School	Graduate Certificate in Commerce	PG
	Graduate Diploma in Commerce	PG
	Master of Commerce	PG
	Executive Master of Business Administration	PG
	Graduate Certificate in Business Administration	PG
	Graduate Diploma in Business Administration	PG
	Master of Business Administration	PG
	Master of Business Administration (Leadership and Enterprise)	PG
	Graduate Certificate in Professional Accounting	PG
	Graduate Diploma in Professional Accounting	PG
	Master of Professional Accounting	PG
	Master of Philosophy	PG
	Doctor of Philosophy and Master of Philosophy	PG
	Bachelor of Commerce	UG
	Bachelor of Commerce/Bachelor of Advanced Studies	UG
Sydney Law School	Master of Laws (Research)	PG
	Master of Criminology (Research)	PG
	Master of Nursing (Nurse Practitioner)	PG

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Faculty of Medicine and Health	Master of Applied Science	PG
	Master of Philosophy	PG
	Master of Philosophy	PG
	Master of Philosophy	PG
	Master of Philosophy	PG
Faculty of Science	Graduate Certificate in Agriculture and Environment	PG
	Graduate Diploma in Agriculture and Environment	PG
	Master of Agriculture and Environment	PG
	Graduate Certificate in Environmental Science	PG
	Graduate Diploma in Environmental Science	PG
	Master of Environmental Science	PG
	Master of Environmental Science and Law	PG
	Graduate Certificate in Marine Science and Management	PG
	Graduate Diploma in Marine Science and Management	PG
	Master of Marine Science and Management	PG
	Master of Veterinary Studies/Master of Veterinary Clinical Studies	PG
	Master of Veterinary Clinical Studies	PG
	Bachelor of Science/Master of Nutrition and Dietetics	UG/PG
	Master of Nutrition and Dietetics (pre-2018)	PG
	Bachelor of Psychology	UG
	Bachelor of Science	UG
	Bachelor of Science/Bachelor of Advanced Studies	UG
	Bachelor of Science/Master of Mathematical Sciences	UG/PG
	Bachelor of Science/Master of Nutrition and Dietetics	UG/PG
	Master of Nutrition and Dietetics	PG
	Bachelor of Veterinary Biology/Doctor of Veterinary Medicine	UG/PG
	Bachelor of Veterinary Biology (Honours)	UG
Faculty of Arts and Social Sciences and Sydney Law School	Bachelor of Arts and Bachelor of Laws	UG
Faculty of Arts and Social Sciences and Faculty of Medicine and Health	Bachelor of Arts/Doctor of Medicine	UG/PG
Faculty of Arts and Social Sciences and Faculty of Medicine and Health	Bachelor of Arts/Master of Nursing	UG/PG
Faculty of Arts and Social Sciences and Sydney Law School	Bachelor of Economics and Bachelor of Laws	UG
Faculty of Arts and Social Sciences and Faculty of Science	Bachelor of Education (Secondary: Science) and Bachelor of Science	UG
Faculty of Arts and Social Sciences and Faculty of Science	Bachelor of Education (Secondary: Mathematics) and Bachelor of Science	UG

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University of Sydney Business School and Sydney Law School	Bachelor of Commerce and Bachelor of Laws	UG
Faculty of Arts and Social Sciences and Science	Bachelor of Liberal Arts and Science	UG
Faculty of Arts and Social Sciences and Science	Bachelor of Liberal Arts and Science (Honours)	UG
Faculty of Science and Faculty of Medicine and Health	Bachelor of Science/Doctor of Dental Medicine	UG/PG
Faculty of Science and Law	Bachelor of Science and Bachelor of Laws	UG
Faculty of Science and Faculty of Medicine and Health	Bachelor of Science/Doctor of Medicine	UG/PG
Faculty of Science and Faculty of Medicine and Health	Bachelor of Science/Master of Nursing	UG/PG

Submission To	Academic Board
Date	9 June 2020
Item No	11.2

Non-Confidential

Proposal Title	Report of the Board of Interdisciplinary Studies: Table S, Table D, and Table O Units
Recommendation	That the Academic Board note the report of the Board of Interdisciplinary Studies amendments concerning Table D, Table O and Table S approved in the period from 1 January 2020 – 9 June 2020.
Proposal Presenter	Professor Barbara Messerle, Provost and Deputy Vice-Chancellor
Consultation Pipeline	Faculty Board → BIS Subcommittee * → BIS → USC → AB <i>*for Dalyell, OLE, and non-award amendments</i>

EXECUTIVE SUMMARY

From 1 January 2020 – 9 June 2020, the Board of Interdisciplinary Studies resolved to approve the following proposals concerning Table S, Table O and Table D:

1. a proposal from the Faculty of Science to amend the 3000-level Life and Environmental Sciences Table S elective list to
 - a. add AFNR3001, BCMB3001, BCMB3901, BCMB3002, BCMB3902, BCMB3003, BCMB3903, BCMB3004, and BCMB3904; and
 - b. remove BCHM3XXX units from the unit of study table, with effect from Semester 1, 2020;
2. a proposal from the School of Architecture, Design and Planning to amend the unit of study table of the major in Biological Design in the Bachelor of Advanced Studies, by deleting the 1000-level selective unit of study DECO1014 Digital Media Production, with effect from 1 January 2021;
3. a proposal from the Parramatta Westmead Academic Themes Steering Committee to introduce new Table S electives: AMME2450 Design and Production; BMET2925 Introduction to AI, Data, and Society in Health; and FASS2001 Exploring Inequality: Sydney in Context, with effect from 1 January 2021.
4. a proposal from the BIS Dalyell Subcommittee to introduce BUDL3902 and ENGD3004 into Table S, with effect from 1 January 2021.
5. a proposal from the BIS OLE Subcommittee to introduce new OLE units OLET5313; OLEO5310; OLET5311; OLEO5123; OLET5122; OLEO1601; OLET1602; OLEO1671; OLET1672; OLEO2633; OLET2634; OLEO5701; OLET5702; OLEO5703; OLET5704; OLEO5705; OLET5706; OLEO5619; and OLET5620, with effect from 1 January 2021;
6. a proposal from the Faculty of Medicine and Health to introduce new Table S elective units HSBH1003 and HSBH1007, with effect from 1 January 2021;
7. a proposal from the Faculty of Science to amend the Table S elective units of study list by
 - a. adding units: AGEN3008 Indigenous Land and Food Knowledge; ANAT3006 Forensic Osteology; AVBS3004 Wildlife Conservation; BIOL3019 Plant Protection; CHEM3118 Synthetic Chemistry; CHEM3918 Synthetic Chemistry (Advanced); CHEM3119 Materials Chemistry; CHEM3919 Materials Chemistry (Advanced); CHEM3120 Environmental and Analytical Chemistry; CHEM3920 Environmental and Analytical Chemistry (Adv); CHEM3121 Chemical Biology; CHEM3921 Chemical Biology (Advanced); CHEM3122 Molecular Self Assembly; CHEM3922 Molecular Self Assembly)Advanced; CHEM3123 Computational Chemistry; CHEM3923 Computational Chemistry (Advanced) FOOD3000 Food Quality and Safety; HSTO3004 Cells and Development: Practical (Adv); MCHM3001 From Molecules to Therapeutics; MCHM3901 From Molecules to Therapeutics (Advanced); MICR3021 Microbes in Health and Disease; MICR3921 Microbes in Health and Disease Advanced; MICR3052

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- Microbial Biotechnology; MICR3952 Microbial Biotechnology (Advanced); QBIO3001 Computational Systems Biology; and
- b. removing units which are no longer running: AVBS3003 Wildlife Management; CHEM3110 Biomolecules: Properties and Reactions; CHEM3910 Biomolecules: Properties and Reactions Adv; CHEM3111 Organic Structure and Reactivity; CHEM3911 Organic Structure and Reactivity (Adv); CHEM3112 Materials Chemistry; CHEM3912 Materials Chemistry (Adv); CHEM3113 Catalysis and Sustainable Processes; CHEM3913 Catalysis and Sustainable Processes (Adv); CHEM3114 Metal Complexes: Medicine and Materials; CHEM3914 Metal Complexes: Medic. and Mater. (Adv) CHEM3115 Synthetic Medicinal Chemistry; CHEM3915 Synthetic Medicinal Chemistry (Adv); CHEM3116 Membranes, Self-Assembly and Surfaces; CHEM3916 Membranes, Self-Assembly and Surfaces (Adv); CHEM3117 Molecular Spectroscopy and Quantum Theory; CHEM3917 Mol. Spectroscopy and Quantum Theory (Adv); MICR3011 Microbes in Infection; MICR3911 Microbes in Infection (Advanced); MICR3032 Cellular and Molecular Microbiology; MICR3932 Cellular and Microbiology (Adv); MICR3042 Microbiology Research Skills; MICR3942 Microbiology Research Skills (Adv), with effect from 1 January 2021;
 8. a proposal from the Faculty of Engineering for the addition of new Table S electives BMET2903; BMET2922; ENGG1810; BMET2400; CHNG1106; ELEC1004; BMET2925; and AMME2450, with effect from 1 January 2021;
 9. a proposal from the Education Portfolio for late changes to assessment for the Open Learning Environment units offered during the first half of 2020 due to the necessary move to online learning and assessment due to the COVID-19 pandemic; and
 10. a proposal from the Education Portfolio to adjust the progression process for the Dalyell Stream to retain all students in the Semester 1 2020 round of CSAM calculations.

Approver	Professor Barbara Messerle, Provost and Deputy Vice-Chancellor
Faculty/Proposal Sponsor	Professor Barbara Messerle, Provost and Deputy Vice-Chancellor

Submission To	Academic Board
Date	9 June 2020
Item No	11.3

Non-Confidential

Proposal Title	Request for variation to Semester 2 teaching dates (exemption from delayed Semester 2 commencement)
Recommendation	That the Academic Board approve variation to the standard (Semester 2 2020) teaching calendar for the Master of Business Administration, Master of Business Administration (Leadership and Enterprise), Master of Management and Master of Management (CEMS) and subsequent amendments to the session allocations of impacted units, with effect from Semester 2 2020.
Proposal Presenter	Professor Gregory Whitwell (Dean, Business School)

EXECUTIVE SUMMARY

Given the teaching models employed; the impact on corporate and non-corporate partners of changing dates; and potential issues with exchange partners and students' ability to pursue internships if the semester ends at a later date, the Business School requests that the Master of Business Administration, Master of Business Administration (Leadership and Enterprise), Master of Management and Master of Management (CEMS) be exempt from the delayed Semester 2 commencement date, enabling impacted courses to be delivered in accordance with the previously approved teaching dates for Semester 2 (3 August 3 to 8 November).

RATIONALE

Master of Business Administration and Master of Business Administration (Leadership and Enterprise): Delivery model

As opposed to employing a 'knowledge-transfer' program model, the MBA programs have at their core experiential learning, focusing on the development of personal and interpersonal skills in individuals who come to the program with existing technical and industry experience. The assessments are formative rather than summative, and for this reason exams do not feature. The pedagogy of the programs is centred on a series of reflective learning cycles incorporating concrete experiences, reflective observation, analysis/conceptualisation, experimentation, data gathering and feedback assessment, with subsequent application to a new set of experiences, continuing the cycle. Coaching and mentoring features across the programs. To compress the time-frame for this process would restrict full reflective learning and feedback cycles, in turn reducing the ability of students to complete unit and program learning outcomes.

Most of the MBA program units incorporate assessments that involve deep engagement with external entities. The assessments tend to incorporate all of the specific unit learning outcomes, as opposed to compartmentalised block of material that might involve one or two learning outcomes. In order to carry out these assessments and meet the expectations of corporate and non-corporate partners, students typically need a sequence of engagements with stakeholders in these entities involving interviews and data gathering, which in turn leads to building early-stage solutions/prototypes which can be tested with stakeholders, leading to new data which can be incorporated into a 'learn-build-test' cycle. These assessments typically do not involve a one-off meeting and then subsequent desktop research, feeding into a single solution. It is for these reasons again that a compressed semester would not allow students to fulfil the obligations that we establish with our corporate entities.

Master of Business Administration and Master of Business Administration (Leadership and Enterprise): Student experience

As indicated above, a delayed/compressed semester period would restrict students in completing reflective learning cycles that feed into the formative assessments in their units of study. Similarly, assessments that involve engagements with corporate partners would be less likely to incorporate all of the unit learning outcomes given the timeframe required from the initial gathering of data from stakeholders through to building

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and testing solutions, to the detriment of both the students and partners. Additionally, the part-time program consists of individuals who hold full-time jobs. To meet their work/professional obligations, while undertaking units of study that each incorporate 150 hours volume of learning, in a compressed time frame, would detract from the quality of their learning experience and their ability to meet their professional obligations. Similarly, the full-time program is a lock-step program in which students already undertake two units of study in a compressed 9 week semester, with the content in each of these units feeding into the next two units, and so on. To compress the units further would again detract from the achievement of formative assessments, as well as restrict those students who opt to take summer internships.

Master of Management and Master of Management (CEMS)

The Master of Management program is an intensive course delivered across one year with all teaching delivered in intensive blocks. The delivery of intensive block teaching allows for student workload to be managed and to ensure that students can devote sufficient resources to the Business Project at the end of the semester. Additionally, by delaying the semester start dates students will be unable to complete the final unit of study (MMGT6015) in the November/December period, meaning they will be unable to graduate at the earliest opportunity.

The Master of Management (CEMS) program is part of a global alliance of thirty-two partner universities across the world and seventy corporate partners. The CEMS term dates are aligned across the alliance to allow exchange programs to run across all schools. All students must partake in an exchange semester hence altering the Semester 2 teaching dates would adversely affect students' ability to undertake an exchange semester and to complete the program. Additionally, by delaying the semester commencement, students will have limited ability to complete their mandatory eight-week CEMS internships which will adversely affect their progression.

For the Master of Management capstone unit (MMGT6101) which is a real-time, real life business project we have already entered into initial agreements with numerous corporate partners in Australia and worldwide around delivery dates for students' work. Any change in dates could result in partners potentially withdrawing from the program, thereby impacting students experience and completion of the program. Furthermore, violation of previous agreements will inevitably affect the existing relationships with corporate partners and possibly lead to termination of collaboration. Finally, the ability of the students to provide a high standard of work to corporate clients may be comprised due to the compressed nature of the semester.

Neither of these programs utilise standard university exam periods.

Due to the highly intensive and experiential teaching pedagogy, we believe the units delivered within both programs should be seen more as "lab-work" delivery than as traditional lecture/tutorial model.

CONSULTATION AND COMMUNICATIONS

Consultee	Role	Organisation/Unit
Catherine Hardy	Associate Dean (Programs)	Business School
Guy Ford	Program Director, MBA Programs	Business School
Betina Szkudlarek	Program Director, Master of Management	Business School
Jo Bishop	Associate Director, MBA Programs	Business School
Lance Graham	Program Manager, Master of Management	Business School
Edwina Grosse	Director, Student Operations	Office of the Vice Principle Operations
Elaine McFadzean	Faculty General Manager	Business School
Wencong Chai	Director, Admissions	Admissions Office, SFS
Brendon Nelson	Executive Director	Student Administration Services
Tim Field	Director, International	Sydney Future Students
Leah Hill	Faculty General Manager	Faculty of Arts and Social Sciences

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James Campbell	Manager, Planning, Reporting and Engagement	Customer Experience and Service Improvement
Sonali Saxena	Portfolio Manager	Student Administration Services

RISKS

None of the MBA or Management programs utilise the official University examination and STUVAC periods.

IMPLEMENTATION

The Business School will liaise with Admissions in relation to student communications associated with offer letters. Impacted units of study have been identified and will be provided to the Academic Model Team for reallocation to Semester 2 (Early) by Friday, 5 June.

Approver	Associate Professor (Catherine Hardy), Associate Dean (Programs)
Faculty/Proposal Sponsor	Professor Gregory Whitwell (Dean, Business School)

ATTACHMENTS

- Attachment 1** Semester 2 Teaching Schedule: Master of Business Administration
- Attachment 2** Semester 2 Teaching Schedule: Master of Business Administration (Leadership & Enterprise)
- Attachment 3** Semester 2 Teaching Schedule: Master of Management
- Attachment 4** Semester 2 Teaching Schedule: Master of Management (CEMS)

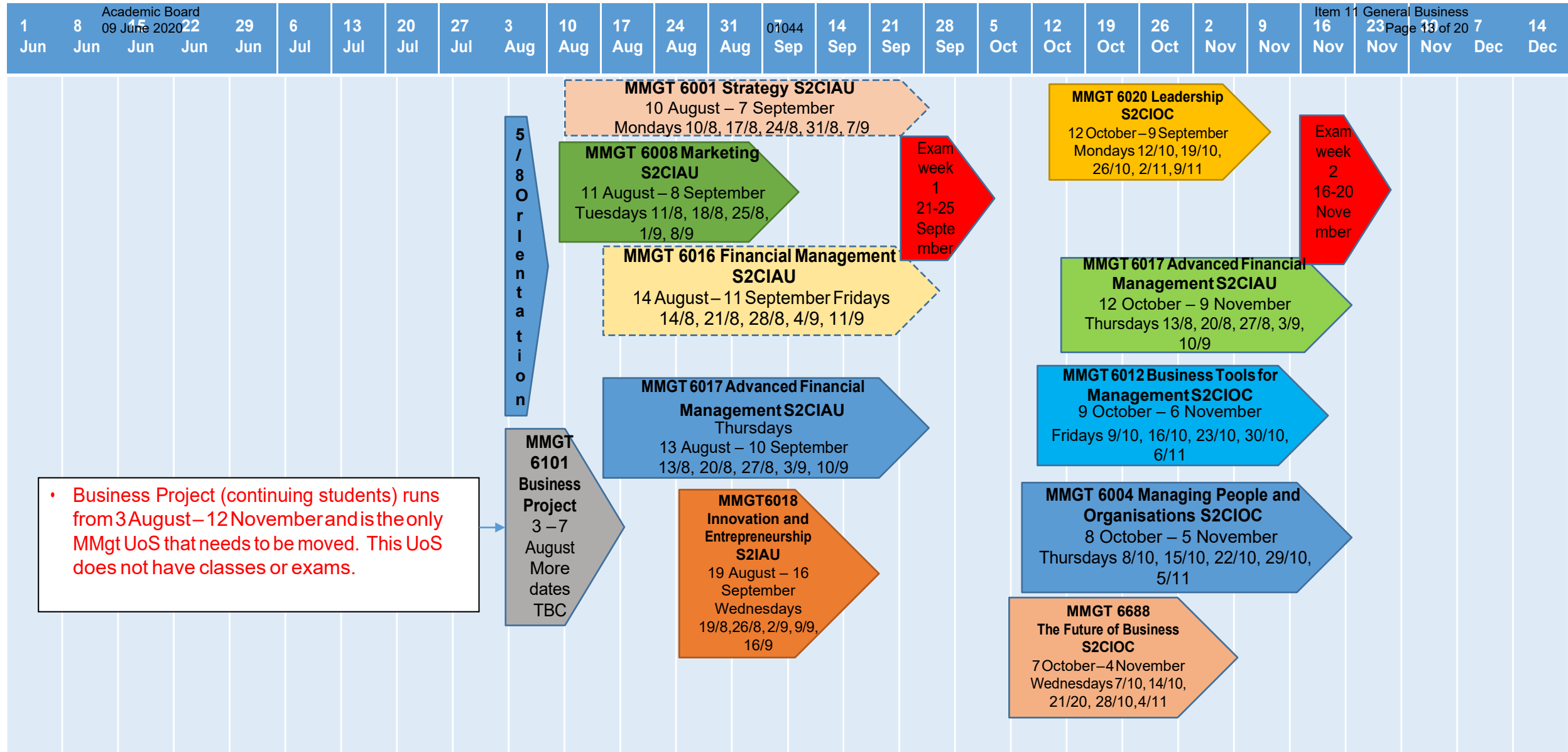
August 2020 to December 2021

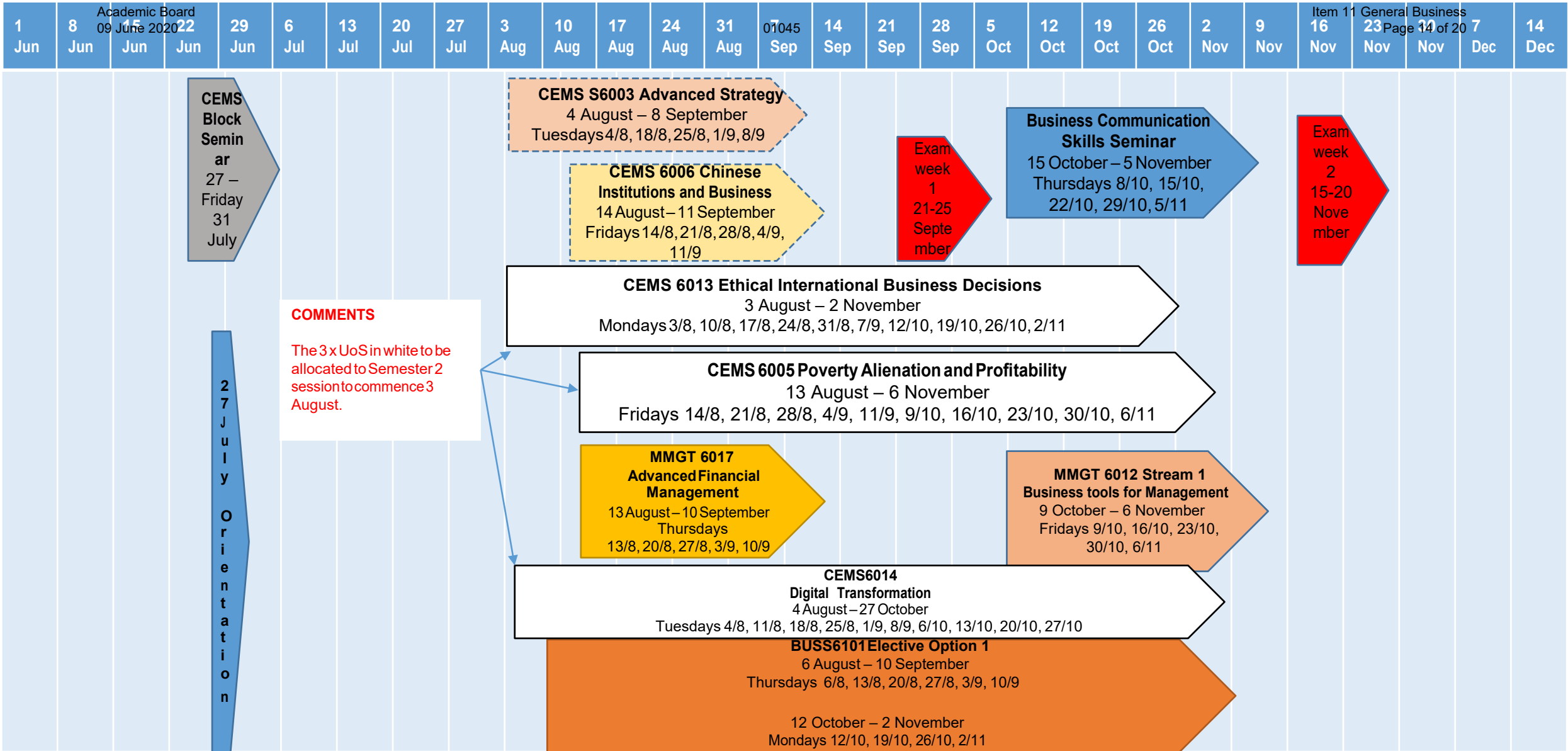
Monday – Friday

Classes are generally held on Monday, Tuesday, Wednesday or Thursdays from 9am – 1pm. The afternoons and the class-free days are reserved for group work and class preparation. Career Academy runs every second Friday during term.

Orientation: Friday 24 July 2020

Personal and Interpersonal Skill Development				Business Knowledge and Skill Development				Building Future Enterprises				
FMBA5001 Leadership Practice & Development 3 Aug – 2 Oct	1 week break 5 – 11 Oct	FMBA5003 Creativity Innovation & Business 12 Oct – 11 Dec	7 week break 12 Dec – 31 Jan	FMBA5005 Strategies for Growth 1 Feb – 1 Apr	9 day break 2 – 11 April	FMBA5007 Innovation in Strategic Marketing 12 Apr – 11 Jun	FMBA5014 Internship (voluntary) AND/OR FMBA5009 Building Business Sustainability Project (voluntary) OR 6 week break 14 Jun – 25 Jul	FMBA5010 Leading Business Innovation 26 Jul – 24 Sep	1 week break 25 Sep – 4 Oct	FMBA5012 Building Global Capability 5 Oct – 12 Nov	1 week break 13 - 21 Nov	FMBA5013 Design Strategy 22 Nov – 17 Dec
FMBA5002 Critical Analysis & Thought Leadership 3 Aug –2 Oct		FMBA5004 Nature of Systems 12 Oct – 11 Dec		FMBA5006 Financial Management 1 Feb – 1 Apr		FMBA5008 Data Analytics & Modelling 12 Apr – 11 Jun	FMBA5011 Leading in a Digital World 26 Jul – 24 Sep					
Career Academy Workshops (with Corporate Partners)												
14 August workshop 1 28 August workshop 2 11 September workshop 3		16 October workshop 4 23 October workshop 5 8 November workshop 6 29 November workshop 7 4 December workshop 8		19 February workshop 9 26 February Workshop 10 12 March workshop 11 26 March workshop 12		16 April workshop 13 23 April workshop 14 14 May workshop 15 21 May workshop 16 4 June workshop 17		13 August workshop 18 27 August workshop 19 10 September workshop 20		15 October workshop 21 22 October workshop 22 5 November workshop 23		26 November workshop 24 3 December workshop 25





Note: CEMS block seminar and orientation are not compulsory course requirements

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Item No	11.4

Non-Confidential

Proposal Title	The University of Sydney Law School Request for Variation to Semester 2 Dates
Recommendation	That the Academic Board approve some postgraduate Law coursework master's and graduate diploma courses to commence on the original Semester 2 start date, 3 August 2020.
Proposal Presenter	Head of School and Dean, University of Sydney Law School
Consultation Pipeline	Academic Board

EXECUTIVE SUMMARY

The purpose of this proposal is made in response to the request emailed to Faculty and University School Deans on Friday 22 May 2020 by the Office of the Vice-Chancellor and Principal regarding the announced change to the Semester 2 2020 dates which include delaying the start of semester to Monday 24 August and condensing semester into 12 weeks instead of 13 weeks.

The University of Sydney Law School is seeking:

- i) a variation to the Semester 2, 2020 semester dates

Proposed Semester Dates

Lectures begin	Monday 3 August
UA Common Vacation Week	Monday 28 September to Friday 2 October
Study Vacation	Monday 9 November to Friday 13 November
Exam - Week 1	Monday 16 November to Saturday 21 November
Exam - Week 2	Monday 23 November to Saturday 28 November
Semester ends	Saturday 28 November

- ii) to commence the following Semester 2, 2020 courses on the original semester date, that is, Monday 3 August 2020:

Master of Administrative Law and Policy
 Master of Business Law
 Master of Environmental Law
 Master of Health Law
 Master of International Law
 Master of Jurisprudence
 Master of Labour Law and Relations
 Master of Laws
 Master of Taxation
 Graduate Diploma in Business Law
 Graduate Diploma in Environmental Law
 Graduate Diploma in Health Law
 Graduate Diploma in International Law
 Graduate Diploma in Jurisprudence
 Graduate Diploma in Law
 Graduate Diploma in Taxation

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RATIONALE

The postgraduate law coursework programs (excluding Juris Doctor), are predominantly delivered in an intensive format convened by external legal practitioners and visiting professors. The intensive sessions are scheduled across the year from January through to December. In response to COVID-19, the School has proactively planned and completed a review of its Semester 2 programs. The process included consultation with teaching staff in these programs to ensure the Law School would be in a position to deliver classes in an online environment. The timetable and availability of staff of Semester 2 PG law coursework programs are designed and based around the original Semester 2 dates. The compulsory units along with some elective units are timetabled to commence prior to 24 August 2020. Because the vast majority of this program is taught intensively (that is, each course is taught in its entirety within the space of two-three weeks), moving those units that are currently scheduled to run between August 3rd and August 24th would necessitate a complete redesign of the entire postgraduate program, as units would all need to be rescheduled in order to accommodate the compulsory units (which need to run early) and avoid clashes. This in turn, will cause difficulties with ensuring staff availability – where we have specialist externals and practitioners teaching into our program, these dates are blocked out at least 12 months in advance, and practitioners organise their court and practice timetables and case loads accordingly – often, change to dates is simply not possible.

While the impact of having to change the timetable would be significant, it is notable that we are only talking about a small number of intensive units that are scheduled to run this early. These intensive units can be most effectively run as early segregated intensive units. The bulk of the programs would run within the normal semester. Further, most programs except the tax program will run any semester length units commencing on August 24th – minimising any disruption for students. The tax program is the exception, but students in this program on the whole are working professionals who have made arrangements based on the previously published timetable and for whom change would constitute significant disruption. This program is also largely self-contained with respect to student load.

CONSULTATION AND COMMUNICATIONS

The Deputy Head of School and Deputy Dean in conjunction with the Associate Dean (Postgraduate Coursework) held Semester 2 planning meetings with the Program Coordinators who had in turn consulted with all teaching staff, including external staff, in their programs. Teaching contracts are being issued to external staff based on the original semester dates.

The School is in the process of preparing communications to the Semester 2 continuing and recommencing students specifically about their Semester 2 study programs and class timetables with the aim of improving the weakened enrolments due to the current crisis.

The Law School has sought advice from the Director, Compliance and Student Affairs Unit and consulted with the Admissions Office about this proposal. The Associate Dean (Student Life) will also liaise with the STAR team regarding the delivery of the Semester 2 Welcome Program.

RISKS / BENEFITS

The shift back of Semester 2 dates will potentially lead to reputational and financial risks to the School. The Law School would have to cancel units where a teacher is no longer available or be replaced. Replacing specialist external practitioner teachers at such short notice will likely not be viable for a majority of units. The cancellation and re-timetabling of intensive classes would result in some students not being available to undertake the intended units of study and/or complete a full-time study program. This would severely risk undermining student satisfaction and the student experience. This would adversely impact on student progression, teachers and substantially reduce the School's income.

IMPLEMENTATION

To mitigate risks and avoid causing confusion for students, as outlined in this proposal, the School has prepared clear student communications tailored for each program. The School will confirm arrangements with

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the relevant SAS teams about the Semester 2 programs and class timetables as soon as the approval is granted by Academic Board.

Approver	Professor Simon Bronitt, Head of School and Dean
Faculty/Proposal Sponsor	Professor Shae McCrystal, Deputy Head of School and Deputy Dean

ATTACHMENTS

None



Non-Confidential

Submission To	Academic Board
Date	9 June 2020
Item No	11.5

Author	Pieta Joy, Senior Manager, Curriculum and Quality, FMH
Reviewer/Approver	Professor Inam Haq (Associate Dean Education)
Paper title	FMH principles and school variations for taking COVID-19 into account for honours students
Purpose	The purpose of this proposal is to seek approval of the Education Committee to amend the established entry into honours for 2021-2023 and adjust the calculation of the final honours mark for students in the Schools of Health Sciences, Medical Sciences, Nursing and Pharmacy due to Covid-19.

RECOMMENDATION

That the Academic Board note the approved shared principles and school variations for the FMH approach to taking COVID-19 into account for honours students.

EXECUTIVE SUMMARY

Due to the outbreak of COVID-19, the Faculty of Medicine and Health is aware of the disruptions students may have had with their honours projects. Additionally, students attempting to gain entry into honours from 2021-2023 may have had disruptions in Semester 1, 2020 affecting their future eligibility.

The impact will vary greatly between students and the overall principle is that changes related to COVID-19 should not disadvantage students.

BACKGROUND / CONTEXT

The attached paper specifies in detail the following:

- how honours entry will be calculated for 2021-2023
- how the final thesis mark in 2020 will be calculated
- eligibility for university medal

This is in relation to honours students in the Faculty of Medicine and Health's Schools of Health Sciences, Medical Sciences, Nursing and Pharmacy.

CONSULTATION

The Honours Leads for Health Sciences, Medical Sciences, Nursing and Pharmacy have agreed on the shared principles and school variations for the FMH approach to taking COVID-19 into account for honours students:

Professor Robert Vandenberg, SOMS
Dr Anne Honey, SHS
Associate Professor Christopher Gordon, Nursing
Dr Danijela Gnjidic, Pharmacy

ATTACHMENTS

The attachment "FMH principles for taking COVID-19 into account for honours marking" outlines in details the principles and changes to occur.

FMH principles for taking COVID-19 into account for honours marking.

The overall principle is that changes related to COVID-19 should not disadvantage students.

Entry into honours for future years:

The mark for each student to be used to establish entry into honours for 2021-2023 will be the highest mark of a) the normal WAM; and b) the WAM excluding semester 1, 2020.

Thesis marking:

Many students will have had project disruption due to inability to collect face to face data or be on site at hospitals. The impact will vary greatly between students.

- Students will have the opportunity to explain the impact of COVID-19 on their projects, for consideration by examiners. Instructions to thesis examinees will include an instruction to take this into account in marking the thesis. Supervisors will be asked to corroborate or clarify these statements.
- Final thesis marks will be overseen by a panel of academics to ensure that this has occurred.

Other assessments:

Changes will be made as necessary to other assessments, such as presentations, and marking rubrics to take into account the online environment.

Maintenance of credit average:

In integrated programs (pharmacy and health sciences) if a student fails to maintain a credit average due to their semester 1 2020 marks, they will be allowed to continue in the honours program.

Calculation of final honours mark:

The final honours mark will be the highest of a) the final honours mark as normally calculated; and b) the final honours mark calculated after removal of semester 1, 2020 marks (i.e. the covid adjusted mark)

The covid adjusted mark would look different for different programs, depending on method for calculating final honours mark:

Health sciences appended	The 40% normally contributed by semester 1 UOS is removed so only the second semester marks (usually worth 60%) are taken into account.
Health Sciences integrated	Mark is made up of 1/3 Year 3-4 WAM + 2/3 Honours WAM. • Year 3-4 WAM will be made up of 3 semesters only, excluding Sem 1, 2020 • Honours WAM will be made up of 12.5% "Honours A" + 87.5% "Honours C". [Removing "Honours B" which is in Sem 1. (Regular weighting is 10% "Honours A" + 20% "Honours B" + 70% "Honours C")].
Medical Sciences - BAS	For BAS students, there will be no covid adjustment for AMED4101 (the semester 1 unit of study) as the course was completed before the transition to online learning.
Medical Sciences – Appended	As there is no Semester 1 mark for honours, the covid adjusted mark would be the same as the regular mark.

Pharmacy	The 20% normally contributed by semester 1 UOS is removed so only the second semester marks (usually worth 80%) are taken into account.
Nursing	The 10% (presentation) normally contributed by semester 1 UOS will be removed so only the remaining 90% is taken into account for the covid adjusted mark.

Eligibility for university medals:

To determine eligibility for university medals, the highest marks (Honours WAM and final honours mark) will be used between those gained by the normal calculations or calculation excluding Sem 1 2020. (For SOMS there would be no difference between these marks.)