NOTICE OF MEETING

Meeting 01/2021 of the Academic Board will be held from 1:00pm – 3:00pm on Tuesday 2 March 2021 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.

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3 | STRATEGIC ITEMS OF BUSINESS | attached | 1.05pm |

| 3.1 | Thematic Review Discussion Paper | attached |

4 | REPORT OF THE CHAIR | 1.40pm |

| 4.1 | General Report | Chair | attached |
| 4.2 | Student members’ report | Students | verbal |
| 4.3 | Honours and Distinctions | Chair | attached |
5 REPORT OF THE VICE-CHANCELLOR
Vice-Chancellor & Principal
confidential circulation
2.00pm

6 QUESTION TIME
Vice-Chancellor & Principal / Chair
verbal
2.35pm

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

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
Chair, ASPC
attached

7.1 Code of Conduct for Staff and Affiliates 2021
(Code of Conduct)

7.2 Dual and Joint Degree Policy

7.3 Rescission of the Glossary of Terms and Abbreviations

7.4 Amendment to the University of Sydney (Academic Board) Rule 2017

7.5 Changes to the English Language Proficiency (ELP) Standard

7.6 Recognition of UK Foundation Network, King’s Education Group Foundation Program and Aceleader Education Group Foundation

7.7 COVID-19 Response: Temporary Acceptance of Alternative Academic Tests for USYD Undergraduate Admissions for students who are unable to sit for SAT or ACT tests

refer item 4.1

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
Chair, USC
attached

8.1 Sydney Conservatorium of Music: Bachelor of Music suspension of Improvised Music program

8.2 Faculty of Engineering: Bachelor of Project Management, HWAM

8.3 Faculty of Engineering: Bachelor of Advanced Computing Honours

8.4 Faculty of Engineering: Bachelor of Engineering (Honours), Fluids Engineering specialisation

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

9 REPORT OF THE GRADUATE STUDIES COMMITTEE
Chair, GSC
attached

9.1 Report of the HDR Scholarships Subcommittee

9.2 Report of the Admissions Subcommittee

9.3 Faculty of Medicine and Health: Master of Medicine (Psychiatry)

9.4 Faculty of Medicine and Health: Master of Medicine and Master of Science in Medicine
9.5 **Faculty of Medicine and Health:** Master of Surgery

9.6 **Faculty of Science:** Master of Agriculture and Environment

9.7 **Faculty of Medicine and Health:** Master of Medical Imaging Science

9.8 **Faculty of Science:** Master of Science in Coaching Psychology

9.9 **Faculty of Science:** Graduate Diploma in Science

9.10 **Faculty of Science:** Master of Clinical Psychology/Doctor of Philosophy

9.11 **Faculty of Medicine and Health:** Doctor of Clinical Dentistry

9.12 **Faculty of Medicine and Health:** Doctor of Dental Medicine and Doctor of Clinical Dentistry

10 **REPORT OF THE ACADEMIC QUALITY COMMITTEE**

10.1 Course review recommendations

11 **GENERAL BUSINESS**

11.1 Academic Board Annual Report 2020

11.2 Academic Reports for successful Academic Promotion applicants in 2020 (Level B, Level C, Level D and Level E)

11.3 Approval of the Assumed Knowledge and Special Entry Requirements Academic Board admissions standard

12 **ANY OTHER BUSINESS**

12.1 Any other business

**Next meeting:** 1:00 pm – 3:00 pm, 4 May 2021 via Zoom

“Respect is a core value of the Academic Board”
Maridarangun Academic Boardmirung
ACADEMIC BOARD

1.00 pm, Tuesday 17 November 2020 by video conference

Members Present: A/Prof Tony Masters (Chair, Academic Board); 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 Lenka Munoz (Chair, Undergraduate Studies Committee); Dr Michael Spence AC (Vice-Chancellor and Principal); A/Prof Helen Agus (Science (Life and Environmental Sciences)); A/Prof Tihomir Ancev (Arts & Social Sciences (Economics)); Prof Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Dr Francois Blanci (Architecture, Design & Planning); Prof Simon Bronitt (Dean, Law); Dr Stephen Ciliborn (University of Sydney Business School); Dr Susan Coulson (Health Sciences); A/Prof Steven Cumming (Health Sciences); Prof Glen Davis (Health Sciences); Liam Donohoe (President, Student Representative Council); Narjis Fatima (PG Student, Science); Prof Alan Fekete (Engineering (Computer Science)); Prof Stephen Gorton (Senior Deputy Vice-Chancellor); Lina Goh (HDR Student, Health Sciences); Dr Tom Goldfinch (Engineering (Civil)); Shruti Goradia (UG Student, Medicine & Health); Prof Mark Gorrell (Medicine & Health (Centenary Institute)); Prof Paul Groundwater (Medicine and Health (Pharmacy)); Dr Christopher Hartney (Arts & Social Sciences (Literature, Art & Media)); Prof Jason Harris (Law); Dr Daniela Helbig (Science, History & Philosophy of Science); Dr Grant Hoover (Law); Dr Syeda Zakia Hossain (Health Sciences); Cameron Howlett (PG Student, University of Sydney Business School); Dr Wenyte Hu (Architecture, Design & Planning); Prof Duncan Ivison (Deputy Vice-Chancellor (Research)); Prof Lisa Jackson Pulver AM (Deputy Vice-Chancellor (Indigenous Strategy and Services)); Prof Annamarie Jagose (Dean, Arts & Social Sciences); Shervin Jivani (PG Student, Architecture, Design & Planning); A/Professor Craig Jin (Engineering, Electrical & Information Engineering); Patty Kamvounias (University of Sydney Business School); Dr Claudia Keitel (Science (Life and Environmental Sciences)); Philip Kent (Director, University Libraries); Dr James Kite (Medicine and Health (Medical Sciences)); A/Prof Angela Knox (University of Sydney Business School); A/Prof Ghena Krayem (Law); A/Prof Stuart Lane (Medicine & Health (Nepean Clinical School)); Minran Liu (Co-President, Sydney University Postgraduate Representative Association); A/Prof Sandra Loschke (Architecture, Design & Planning); A/Prof John Lynch (Conservatorium); Dr Anne Mai-Prochnow (Engineering (Chemical and Biomolecular Engineering)); Dr Slade Matthews (Medicine & Health (Medical School)); A/Prof Shanika Nanayakkara (Medicine & Health (Dental School)); A/Prof John O’Byrne (Science (Physics)); Prof Philippa Pattison (Deputy Vice-Chancellor (Education)); Dr Fernanda Penaloza (Arts & Social Sciences (Languages and Cultures)); Dr James Parkinson (Science (Mathematics & Statistics)); A/Prof Helen Proctor (Arts & Social Sciences (Education & Social Work)); Dr Vijayaserathi Ramanathan (Medicine & Health (Westmead Clinical School)); Prof Anna Reid (Dean, Conservatorium); Prof Susanna Scarpato (Pro-Vice Chancellor (Student Life)); A/Prof Siegbert Schmid (Science (Chemistry)); Dr Carl Schneider (Medicine and Health (Pharmacy)); Dr Yash Shrivastava (Engineering, Electrical & Information Engineering); A/Prof Peter Sinclair (Health Sciences); 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)); Prof Greg Whitwell (Dean, University of Sydney Business School); A/Prof Tim Wilkinson (Engineering (Civil)); Prof Peter Wilson (Arts & Social Sciences (Philosophical & Historical Enquiry)); Prof Bronwyn Winter (Arts & Social Sciences (Languages and Culture)); Xinheng Wu (Sydney University Postgraduate Representative Association nominee); A/Prof Derek Wyman (Science (Geosciences)); 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 Dr Sanaa Zaki (Science (Veterinary Science)).

Apologies: James Ardoin (Student Representative Council, UG nominee); Dr Vasiliki Bethavas (Medicine & Health (Nursing School)); Prof Julie Cairney (Pro Vice-Cancellor (Research – Enterprise and Engagement); Tegan Cox (Faculty Academic Services Committee representative, Brain and Mind Centre); A/Prof Leo Davies (Medicine & Health (Medical School)); A/Prof Haryana Dhillon (Science (Psychology)); Courtney Diggins (UG Student, Engineering); Prof Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Dr Astrid Frojold (Medicine & Health (Nursing and Midwifery)); A/Prof Thomas Grewal (Medicine and Health (Pharmacy)); Katarina Grobler (UG Student, Conservatorium); Trent Hammond (HDR Student, Medicine & Health); Tiffany Hanna (UG Student, Health Sciences); Ziying Huang (Student Representative Council nominee); Prof Cheryl Jones (Heads of School Committee representative, Medicine & Health); Hamidreza Kahlaee (Science, Life &
UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

The Chair welcomed members to the final meeting of the Academic Board for the year.

Resolution AB2020/6-1
The Academic Board resolved to note the apologies as listed above.

ACKNOWLEDGEMENT TO COUNTRY

The Chair opened the meeting and acknowledged the Gadigal people of the Eora nation, and recognised their continuing connection to land, water and culture. The Chair paid respects to Elders, past, present and emerging and members likewise acknowledged via the Zoom chat and paid their respects to the Traditional Owners of the lands on which they were situated, including the lands of the Cammeraygal, Darug, Dharawal, Wallumattagal, Wangal, and Worimi people.

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarrred items

Resolution AB2020/6-2
The Academic Board resolved to:

1. star items 1, 2, 3, 4, 5, 6 and 12.1;
2. adopt all unstarrred items; and
3. invite the Faculty of Science and Faculty of Medicine and Health to complete further consultation regarding units of study in the new Pharmacy degrees, and that the Dean, Faculty of Science and Executive Dean, Faculty of Medicine and Health report on the outcome of this consultation at a future meeting of the Academic Board.
Note for the Record
The proposal to suspend the Master of Rehabilitation Counselling Suspension (item 12.1), was starred due to its late inclusion in the Board papers. The Chair sought to garner feedback on whether there was any desire to discuss the proposal. In the absence of any comments, the Board resolved to approve the proposal as presented.

The Chair informed members that a member had brought to his attention a concern relating to insufficient communication between the Faculty of Medicine and Health, and the School of Chemistry, and School of Life and Environmental Sciences regarding the Vertically Integrated Masters (VIM) Pharmacy proposals (item 8.2). Considering that there was no intention from the member to delay the passage of approval for the new degrees and that the issues requiring clarification related primarily to the development of individual units of study, the Chair recommended that the Faculty of Science and the Faculty of Medicine and Health seek agreement on the teaching of relevant units of study in the new degrees, and that the Dean, Faculty of Science and Executive Dean, Faculty of Medicine and Health report on the agreement reached at a future meeting of the Academic Board.

Members were briefed that the University Policy Manager had identified several outdated Coursework Rule references in the reports of the Undergraduate Studies Committee and Graduate Studies Committee, and that these would be corrected via administrative amendment and cascaded to the relevant committees for noting in January 2021.

Acknowledging the imminent departure of the Vice-Chancellor and Principal, the Chair thanked the Vice-Chancellor for his immense contribution over his 12 years of service at the University of Sydney and presented a small gift as a token of the Board’s recognition. Members also expressed their thanks and well wishes to the Vice-Chancellor for all future endeavours.

Action: AB 2020/6-1
The Dean, Faculty of Science and Executive Dean, Faculty of Medicine and Health report on the agreement reached on the units of study in the new Vertically Integrated Masters Pharmacy degrees at a future meeting of the Academic Board.

Action: AB 2020/6-2
The Secretariat to provide the list of outdated references to the Undergraduate Studies Committee and Graduate Studies Committee for noting in January 2021.

2.2 Minutes of Previous Meeting
Resolution AB2020/6-3
The Academic Board resolved to confirm the minutes of the previous meeting held on 15 September 2020 as a true and accurate record.

2.3 Business Arising
There was no business arising.

3 STRATEGIC ITEMS OF BUSINESS
3.1 Modern Slavery Reporting Obligations
Resolution AB2020/6-4
The Academic Board resolved to note the paper on the Modern Slavery Project.

Note for the Record
Esty Marcu, Senior Manager, Modern Slavery Project spoke to the Board on modern slavery and its application in the University context; the strategy and actions undertaken to address modern slavery risks in supply chains, operations and investments; and the plans to present a Modern Slavery Statement to Senate for submission in June 2021 as part of the University’s reporting obligations.
Members were informed that the three key modern slavery risks in Australia relate to supply chain and procurement; research conduct and data collection; and vulnerabilities in the student population to exploitative work conditions. To improve awareness of these risks and compliance requirements, the Modern Slavery Project team have developed an Anti-Slavery Module for staff and students. The team are also working with the Office of the General Counsel to formulate a Modern Slavery Policy and will be consulting with Deans and Heads of School to devise strategies to address risks and improve awareness. Further discussion took place on the topics of student supporting, resources for staff and measuring success.

Supporting students

Regarding the student support initiatives, the Modern Slavery webpage, designed to build awareness of students’ rights, is publicly available and provides links to various student support services. Members were informed that tailored support is also available to students through the Safer Communities Office and that in certain cases, the office will refer students to the Redfern Legal Centre for legal advice.

The Modern Slavery Team are also working with employers on campus (e.g. retailers, food outlets, etc) and student unions to ensure that lease agreements include specific clauses regarding employer obligations and improve awareness on how to mitigate risks of exploitation.

Resources for staff

For staff wishing to learn more about modern slavery, the staff intranet page covers advice on engaging with suppliers and presents an overview of the sectors and goods and services most at-risk of modern slavery practices. For further guidance on ethical and sustainable shopping choices, staff were recommended to use the app Good on You.

A member requested that for ease of access, a one-page guide with a list of companies abiding by anti-slavery policies/practices be developed for staff.

Measuring success

In addition to improving awareness, a key priority of the Modern Slavery Project revolves around addressing procurement and supply chains risks through supplier contract remediation uplift; reviewing suppliers in high risk areas; and assessing risk mitigation performance through the implementation of scorecards. On the research front, actions have been established to review research engagement and work with research partners to ensure that commitments to anti-slavery practices are upheld. The Modern Slavery Policy, which is in drafting phase, will embed 6 monthly reporting requirements on the University’s performance across multiple KPIs. Members noted that the Academic Board would be engaged for consultation on the effectiveness of proposed reporting arrangements, and that further queries could be directed to anti.slavery@sydney.edu.au. The Chair thanked the Senior Manager, Modern Slavery Project for the presentation and requested that an update to be provided to a future meeting of the Academic Board.

Action: AB 2020/6-3
The Senior Manager, Modern Slavery Project to note the request for a one page resource listing recommended suppliers and companies abiding by anti-slavery practices, and to return to a future meeting of the Academic Board for further consultation on reporting requirements.

3.2 One Sydney, Many People Strategy Update and Indigenous Strategy Academic Board Working Group – Final report and recommendations

Resolution AB2020/6-5
The Academic Board resolved to endorse:

1. that the Academic Board expand its membership to include identified positions for 1 x Aboriginal and/or Torres Strait Islander academic staff member and 1 x Aboriginal
and/or Torres Strait Islander student member, with terms of 2 and 1 years, respectively. Recognising the intention to review the Academic Board in 2022, such members would be nominated by the DVC ISS, until December 2023;

2. that the Academic Board engage with Workforce Development, Human Resources, specialised Aboriginal and Torres Strait Islander services, SUPRA, SRC and Internal Aboriginal and Torres Strait Islander staff networks to actively promote Academic Board membership opportunities to Aboriginal and Torres Strait Islander staff and students;

3. that the Academic Board:
   i) demonstrate full engagement with ensuring the passage of the Extended Bachelor Program including Foundation Year is supported
   ii) provide leadership and support to additional faculties intending to adopt the Extended Bachelor Program including Foundation Year as a pathway
   iii) note that the Academic Quality Committee will receive updates on and reviews of the Extended Bachelor Program including Foundation Year;

4. that the Academic Board develop a set of high-level guiding principles (consistent with those of the Charter of Freedom of Speech and Academic Freedom) by which the board will operate incorporating rights relating to dignity and respect, the need for disagreeing well, protection of identity, consideration of the way in which staff and students are treated, respect for Aboriginal and Torres Strait Islander languages and engagement with Elders;

5. that the Academic Board:
   i) commit to increasing member completion of the Cultural Competence modules (as measured by an annual report to the Academic Board from the NCCC); and
   ii) in collaboration with the DVC ISS portfolio demonstrate culturally competent leadership through provision of opportunities for members to learn about Aboriginal and Torres Strait Islander culture;

6. that there is increased promotion of the achievements and impactful work done by the Academic Board to enrich Aboriginal and Torres Strait Islander participation, engagement and education. Such promotion would be part of the Annual Report of the Academic Board to Senate, with recognition of individuals in the Honours and Distinctions section of the Report of the Chair to Academic Board meetings;

7. that regular reports on the retention of Aboriginal and Torres Strait Islander students be provided as a quarterly report to the Academic Board’s Academic Quality Committee;

8. that the Academic Board commits to promoting the embedding of Aboriginal and/or Torres Strait Islander values, culture and teachings in the curriculum, for new course development as well as major and minor course amendments, in partnership with internal and external Aboriginal and/or Torres Strait Islander stakeholders;

9. that the Academic Board’s Academic Quality Committee request faculties include commentary on the current state of both embedded cultural competence and Aboriginal and Torres Strait Islander knowledge within all course reviews, which can identify opportunities for further inclusions, in partnership with internal and external Aboriginal and/or Torres Strait Islander stakeholders;

10. that the Academic Board schedule a staged review of its existing policies and guidelines to ensure they promote Aboriginal and Torres Strait Islander culture and inclusion; and

11. that the Academic Board make an ongoing commitment to include Aboriginal and Torres Strait Islander perspectives in Academic Board focus topics - for example, Indigenous Cultural Intellectual Property (ICIP) principles and Wingara Mura Design Principles in curriculum design.

Note for the Record
Professor Jane Hanrahan, Chair of the Indigenous Strategy Academic Board Working Group spoke to the final report and recommendations of the Indigenous Strategy Academic Board Working Group and thanked working group members for their input in the development of the eleven recommendations. The recommendations enhance and embed the activities already carried out by the Academic Board to support Indigenous staff and increase awareness and engagement in Indigenous culture.
Professor Lisa Jackson-Pulver, Deputy Vice-Chancellor (Indigenous Strategy and Services) provided an overview of the creation of the One Sydney, Many People Strategy, which is due to be presented to the Senate People and Culture Committee and subsequently the University Senate for endorsement. She updated members on the consultation with the Indigenous Strategy Academic Board Working Group and the input emerging from this consultation which has manifested in a local implementation plan. The plan will be transformed into actionable activities, some of which will require Academic Board approval in the new year.

The Deputy Vice-Chancellor (Indigenous Strategy and Services) moved the motion that the Academic Board accept the eleven recommendations of the Indigenous Strategy Academic Board Working Group, and this motion was seconded by the Chair of the Indigenous Strategy Academic Board Working Group.

Associate Professor Peter McCallum, Registrar and Academic Director (Education) drew the Board’s attention to the new Extended Bachelors Program degrees slated for implementation in 2022, and publicly acknowledged the efforts of the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services) and the many members of the Academic Board and Academic Board Committees involved in the review and approval of the suite of new degrees.

**Action: AB 2020/6-4**
The development of an implementation plan to enable these recommendations is to be actioned is to be drafted by the Indigenous Services and Strategy Portfolio in collaboration with the Manager Governance (Senate and Academic Board).

4 REPORT OF THE CHAIR

4.1 General Report

**Resolution AB2020/6-6**
The Academic Board resolved to note the report from the Chair and note:

1. that the Chair of the Academic Board, on behalf of the Academic Board, approved a proposal from the Registrar and Academic Director (Education) to make changes to the Coursework Policy, effective immediately;
2. that the Chair of the Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Medicine and Health to suspend the Masters of Mental Health Nursing; Graduate Diploma of Mental Health Nursing; Graduate Certificate of Mental Health Nursing; Masters of Primary Health Care Nursing; Graduate Diploma of Primary Health Care Nursing; and Graduate Certificate of Primary Health Care Nursing, with effect from 1 January 2021;
3. that the Chair of the Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Engineering to amend the Master of Data 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
4. that the Chair of the Academic Board, on behalf of the Academic Board, approved the 2021 academic calendars for the Sydney Nursing School, and the Sydney Dental School, with effect from 1 January 2021.

**Note for the record**
The Chair reported on the proposals approved executively and thanked Professor Jane Hanrahan for acting in the role of Chair during the Chair’s period of annual leave in October 2020. Additionally, the Chair welcomed Professor Julie Cairney, Pro Vice-Chancellor (Research – Enterprise and Engagement) to membership on the Board.

The Chair acknowledged the efforts and contribution of outgoing student members to the Board’s governance and thanked the student members for their service.

**Action: AB 2020/6-5**
The Registrar and Academic Director (Education) to note the Chair of Academic Board’s executive approval of the amendments to the Coursework Policy, effective immediately.

**Action: AB 2020/6-6**
The Executive Dean and 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 suspend the Masters of Mental Health Nursing; Graduate Diploma of Mental Health Nursing; Graduate Certificate of Mental Health Nursing; Masters of Primary Health Care Nursing; Graduate Diploma of Primary Health Care Nursing; and Graduate Certificate of Primary Health Care Nursing, with effect from 1 January 2021.

**Action: AB 2020/6-7**
The Dean and Faculty General Manager, Faculty of Engineering to note the Chair of Academic Board’s executive approval of the proposal from the Faculty of Engineering to amend the Master of Data Science, 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 2020/6-8**
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health to note the Chair of Academic Board’s executive approval of the 2021 academic calendars for the Sydney Nursing School, and the Sydney Dental School, with effect from 1 January 2021.

### 4.2 Student Members’ Report

**Resolution AB2020/6-7**
The Academic Board resolved to note the report of the student members of the Academic Board.

**Note for the Record**

*Report of the President, Students’ Representative Council*

Liam Donohoe, outgoing President of the Students' Representative Council (SRC) informed members that the handover to the incoming President, Swapnik Sanagavarapu was well underway. New office bearers have also been appointed with new SRC representatives on the Academic Board to be nominated in the coming weeks.

Members noted that the President, SRC, met with Dr Susanna Scarparo, Pro Vice-Chancellor (Student Life) to discuss various student concerns regarding the Centre for English Teaching and Academic Enrichment change proposal, and the pedagogical issues arising from the changes and the SRC’s concern that impacted staff be supported to retain employment at the University. Referring to the impending Semester 2 examinations, the President also conveyed concerns from the student body regarding the timeliness of results processing and requested that the University ensure that faculties and schools are well supported and adequately resourced to deliver timely results.

Reflecting on the past year, the President, SRC, reported on the increased demand for casework and legal services due to the pandemic, and increased advocacy and student activism activities in response to the structural changes impacting on staffing at the University. Members noted the key achievements of the SRC over the past year, which included working with staff to achieve the introduction of the CWAM; mitigating concerns around the integrity of ProctorU; and student welfare initiatives. To close, the President thanked the Deputy Vice-Chancellor, Registrar and Academic Director (Education), Director (Educational Innovation), staff allies, campaign managers and the Board members for their support over the course of his term of office.

*Report of the Co-President, Sydney University Postgraduate Research Association*

Minran Liu, Co-President, Sydney University Postgraduate Research Association (SUPRA) added SUPRA’s agreement to the concerns raised by the SRC relating to the proposed changes to the Learning Centre and resourcing of faculties; and proceeded to deliver an
update on the business of SUPRA. Members noted that SUPRA participated in a conversation with the Culture Strategy team to investigate future opportunities for collaboration and held two anti-racism workshops with the view to expand to the broader student community.

Members noted that the Supervisor of the Year Award Night, in its fifth year running, was to take place on the evening of Wednesday 18 November. Other student events hosted by SUPRA include “SUPRA chat”, an information session on employment, and mental health training sessions. There are plans to shift more events to face to face and on campus format. The Co-President, SUPRA concluded his report by raising concerns that students no longer appear to have the option to elect for a delayed in-person graduation.

The Vice-Chancellor responded directly to the concerns relating to graduation and explained that, with the current restrictions and public health orders in place, it was deemed unfeasible to provide a graduation experience for all graduating students impacted this year in the traditional setting of the Great Hall. It was recommended that the concern of SUPRA be raised with the Graduations Team.

Acknowledging the concerns regarding the Learning Centre, the Deputy Vice-Chancellor (Education) clarified that the proposed changes were in response to addressing student feedback and dissatisfaction with the existing availability of support. The new learning hub is intended to provide enhanced services to students and accommodate for differing learning needs. The Pro Vice-Chancellor (Student Life) added that the learning hub will provide greater asynchronous support. The President, SRC, clarified that students' concerns stemmed from a lack of clarity around the exact nature and implications of the changes, and whether certain students or types of learners would be disadvantaged in the new model. The Deputy Vice-Chancellor (Education) affirmed the value of the feedback and advised that there was active engagement from the University community in the draft change proposal process, and that the feedback would be considered in the formation of the revised proposal to be released on 27 November 2020.

The Chair thanked the President, SRC, and the Co-President, SUPRA, noting that the Co-President, SUPRA was approaching completion of their PhD. Members expressed their well wishes to both students.

**Action:** AB 2020/6-9

The Graduations Team to note the concerns raised by the Co-President, SUPRA, regarding the current graduations arrangements.

### 4.3 Honours and Distinctions

**Resolution AB2020/6-8**

The Academic Board resolved to note the report of the Chair of the Academic Board on honours and distinctions and congratulate the recipients.

**Note for the Record**

The Chair congratulated all staff and students listed in the Honours and Distinctions report and specifically acknowledged Professor Thomas Maschmeyer, who was in attendance at the meeting, for his recent 2020 Prime Minister’s Prize for Innovation award. Members participated in a round of applause to recognise Professor Maschmeyer’s achievement.

**Action:** AB 2020/6-10

The Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

⭐ **5 REPORT OF THE VICE-CHANCELLOR**

**Resolution AB2020/6-9**

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

**Note for the Record**

The Vice-Chancellor and Principal offered his reflections on the Job Ready Bill; Foreign Interference Government Legislation; the financial impact of COVID-19 and long-term implications as the University considers the next iteration of the Enterprise Bargaining Agreement. The Vice-Chancellor also highlighted the critical role of the Academic Board and spoke of the Board’s contribution to the strategy green paper in 2011, which was instrumental in the development of the 2011 – 2015 Strategic Plan.

On the topic of the Vice-Chancellor appointment process, the Vice-Chancellor reported that progress had been complicated by the pandemic, but that his hope was that an announcement would be made in the near future. In the interim, the Senior Deputy Vice-Chancellor, Professor Stephen Garton has been appointed by Senate as the Vice-Chancellor.

6 QUESTION TIME

During Question Time, members discussed the possibility of instituting formal mechanisms and processes for the Academic Board to respond in a concerted manner to any change proposals deemed relevant to the purview of the Board.

While on a strategic planning level, the Academic Board will have opportunities to provide input into the next iteration of the University’s strategy, on the level of individual change proposals, members noted the opportunity for the Board to present a single submission or collective response to any given change proposal may prove advantageous. Members also raised their interest in exploring co-determination in decision-making and greater utilisation of tools for increasing participation. The Chair, Academic Board and Senior Deputy Vice-Chancellor considered the feedback, thanked contributing members, and agreed to further discuss structural mechanisms that may allow Academic Board collective participation in change proposals feedback.

The Vice-Chancellor also received a question via the Zoom chat regarding the number of extra domestic Undergraduate places available next year for the University of Sydney. Out of the 12000 extra places available across the sector for commencing Undergraduate students, it was confirmed that the University was applying for an additional 200 places for 2021.

Action: AB 2020/6-11
The Senior Deputy Vice-Chancellor, and Chair, Academic Board to discuss strategies for formalising a Board level consultative process for open change plans relevant to the Board.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2020/6-10
The Academic Board resolved to note the report from the meetings of the Academic Standards and Policy Committee held on 6 October 2020 and 27 October 2020.

7.1 Update to Research Data Management Policy and Procedures

Resolution AB2020/6-11

Action: AB 2020/6-12
The Deputy Vice-Chancellor (Research) to note the Academic Board’s endorsement of the amendments to the Research Data Management Policy (2014) and Research Data Management Procedures (2015).

7.2 Postgraduate Research Support Scheme Procedures 2019

Resolution AB2020/6-12
The Academic Board resolved to approve the amendments to the Postgraduate Research Support Scheme Procedures 2019, with effect from 1 January 2021.

Action: AB 2020/6-13
Director, Graduate Research to note the Academic Board’s approval of the amendments to the Postgraduate Research Support Scheme Procedures 2019, with effect from 1 January 2021.

7.3 Proposed Academic Board Review Framework

Resolution AB2020/6-13
The Academic Board resolved to approve the Academic Board Governance Review Framework for implementation from 1 January 2021.

Action: AB 2020/6-14
Manager Governance (Senate and Academic Board) to note the Academic Board’s approval of the Academic Board Governance Review Framework for implementation from 1 January 2021.

7.4 Essential Resources for Higher Degree by Research Students Policy 2016

Resolution AB2020/6-14
The Academic Board resolved to:

1. approve the amendments to the Higher Degree by Research Supervision Policy 2020 with effect from 1 January 2021; and
2. approve the rescission of the Essential Resources for Higher Degree by Research Students Policy 2016 once the registration of the amended Higher Degree by Research Supervision Policy 2020 has occurred.

Action: AB 2020/6-15
Director, Graduate Research to note the Academic Board's approval of the amendments to the Higher Degree by Research Supervision Policy 2020 with effect from 1 January 2021 and the rescission of the Essential Resources for Higher Degree by Research Students Policy 2016 once the registration of the amended Higher Degree by Research Supervision Policy 2020 has occurred.

7.5 Extension of 2020 COVID-19 measures and further Semester 2 Adjustments

Resolution AB2020/6-15
The Academic Board resolved to approve the extension to the changes approved by the Chair under delegated authority for online assessment to the end of 2021 as amended in Tables 1 and 2 and approve further changes as set out in Table 3.

Action: AB 2020/6-16
The Registrar and Academic Director (Education) to note the Academic Board’s approval of the changes approved by the Chair under delegated authority for online assessment to the end of 2021 as amended in Tables 1 and 2 and approve further changes as set out in Table 3.

7.6 Amendments to the Coursework Policy 2014

Resolution AB2020/6-16
The Academic Board resolved to approve the amendments to the Coursework Policy 2014, with effect from 1 January 2021.

Action: AB 2020/6-17
The Registrar and Academic Director (Education) to note the Academic Board’s approval of the amendments to the Coursework Policy 2014, with effect from 1 January 2021.

Action: AB 2020/6-18
Secretariat to promulgate the amended Coursework Policy 2014 to the policy register.

7.7 Review of the Continuing and Extra-Curricular Education Policy and Procedures
Resolution AB2020/6-17
The Academic Board resolved to endorse the amendments to the Continuing and Extra-Curricular Education Policy 2017 with effect from 1 January 2021 and note that consequential amendments will be made to the Continuing and Extra-Curricular Education Procedures 2018 to align with the policy changes.

Action: AB 2020/6-19
The Academic Director (Post Bachelor and Continuing Education) to note the Academic Board’s endorsement of the amendments to the Continuing and Extra-Curricular Education Policy 2017 with effect from 1 January 2021 and noting of the consequential amendments will be made to the Continuing and Extra-Curricular Education Procedures 2018 to align with the policy changes.

7.8 Sensitive Materials in Teaching Working Group

Resolution AB2020/6-18
The Academic Board resolved to note the Sensitive Materials in Teaching Guidelines.

Action: AB 2020/6-20
The Registrar and Academic Director (Education) to note the Academic Board’s noting of the Sensitive Materials in Teaching Guidelines.

7.9 Draft Recruitment and Appointment Policy 2020

Resolution AB2020/6-19
The Academic Board resolved to note the proposed key amendments in the draft Recruitment and Appointment Policy 2020.

Action: AB 2020/6-21
The Director, Recruitment Operations to note the Academic Board’s noting of the proposed key amendments in the draft Recruitment and Appointment Policy 2020.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2020/6-20
The Academic Board resolved to note the report of the Undergraduate Studies Committee meetings on 29 September 2020 and 20 October 2020.

8.1 Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services): New Extended Bachelor Program for 2022

Resolution AB2020/6-21
The Academic Board resolved to approve the proposals from the Deputy Vice-Chancellor (Indigenous Strategy and Services) to introduce the Bachelor of Arts (Extended); Bachelor of Liberal Arts and Science (Extended); Bachelor of Science (Extended); Diploma of Foundation Studies; and Advanced Diploma of Foundation Studies, and the subsequent amendments to the course resolutions, and unit of study tables arising from the proposal, with effect from 1 January 2022, and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2022.

Action: AB 2020/6-22
The Deputy Vice-Chancellor (Indigenous Strategy and Services) to note the Academic Board’s approval of the proposals from the Deputy Vice-Chancellor (Indigenous Strategy and Services) to introduce the Bachelor of Arts (Extended); Bachelor of Liberal Arts and Science (Extended); Bachelor of Science (Extended); Diploma of Foundation Studies; and Advanced Diploma of Foundation Studies, and the subsequent amendments to the course resolutions, and unit of study tables arising from the proposal, with effect from 1 January 2022, and recommend that Senate approve the amendments to the Senate Resolutions, with effect from 1 January 2022.
8.2 Faculty of Medicine and Health: Pharmacy Vertically Integrated Masters for 2022

Resolution AB2020/6-22
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; and Bachelor of Pharmacy and Management (Honours), and the subsequent amendments to the of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022; and recommend that Senate approve the amendments to the Senate Resolutions arising from the proposal, with effect from 1 January 2022;

Action: AB 2020/6-23
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; and Bachelor of Pharmacy and Management (Honours), and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022; and recommend that Senate approve the amendments to the Senate Resolutions arising from the proposal, with effect from 1 January 2022.

8.3 School of Architecture, Design and Planning: Delegations of Authority Changes

Resolution AB2020/6-23
The Academic Board resolved to approve the amendments to the Bachelor of Design in Architecture, and the subsequent amendments arising from the proposal, to align with the recent changes to the Delegations of Authority 2020, with effect from 1 January 2021.

Action: AB 2020/6-24
The Dean and School General Manager, School of Architecture, Design and Planning, to note the Academic Board’s approval of the amendments to the Bachelor of Design in Architecture, and the subsequent amendments arising from the proposal, to align with the recent changes to the Delegations of Authority 2020, with effect from 1 January 2021.

8.4 University of Sydney Business School: New Bachelor of Commerce Major/Minor in Innovation and Entrepreneurship for 2022

Resolution AB2020/6-24
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the 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 Laws; Bachelor of Commerce/Bachelor of Advanced Studies; Bachelor of Advanced Computing and Bachelor of Commerce; Bachelor of Engineering Honours and Bachelor of Commerce; 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, to introduce a new Major/Minor in Innovation & Entrepreneurship in Table A Bachelor of Commerce and Table S, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

**Action: AB 2020/6-25**
The Dean and School General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal from the University of Sydney Business School to amend the 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 Laws; Bachelor of Commerce/Bachelor of Advanced Studies; Bachelor of Advanced Computing and Bachelor of Commerce; 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, to introduce a new Major/Minor in Innovation & Entrepreneurship in Table A Bachelor of Commerce and Table S, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

8.5 **University of Sydney Business School: Faculty Resolutions**

**Resolution AB2020/6-25**
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Faculty Resolutions, with effect from 1 January 2021.

**Action: AB 2020/6-26**
The Dean and School General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal from the University of Sydney Business School to amend the Faculty Resolutions, with effect from 1 January 2021.

8.6 **Faculty of Arts and Social Sciences: Language Majors for 2022**

**Resolution AB2020/6-26**
The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the 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 (Languages); Bachelor of Arts and
Action: AB 2020/6-27
The Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board's approval of the proposal from the Faculty of Arts and Social Sciences to amend the 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 (Languages); 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 and Bachelor of Social Work; Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts; Bachelor of Engineering Honours and Bachelor of Arts; Diploma of Languages; Bachelor of Education (Early Childhood); Bachelor of Education (Primary); Bachelor of Education (Secondary) and Bachelor of Education (Secondary) and Bachelor of Advanced Studies; Bachelor of Education (Health and Physical Education); 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 (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 unit of study tables arising from the proposal, to amend the relevant Table A and Table S majors/minors in the Arabic Language and Cultures major’s Introductory and Advanced pathways, the Germanic Studies major’s Intermediate and Advanced pathways, and the Korean Studies major’s Advanced and Heritage Speakers pathways, with effect from 1 January 2022.
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 unit of study tables arising from the proposal, to amend the relevant Table A and Table S majors/minors in the Arabic Language and Cultures major’s Introductory and Advanced pathways, the Germanic Studies major’s Intermediate and Advanced pathways, and the Korean Studies major’s Advanced and Heritage Speakers pathways, with effect from 1 January 2022.

8.7 Faculty of Arts and Social Sciences: Bachelor of Education Studies for 2022

Resolution AB2020/6-27
The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Education Studies, recommend that Senate approve the amendment of the Senate Resolutions arising from the proposal, approve the introduction of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

Action: AB 2020/6-28
The Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Education Studies, recommend that Senate approve the amendment of the Senate Resolutions arising from the proposal, approve the introduction of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

8.8 Faculty of Engineering: Bachelor of Project Management

Resolution AB2020/6-28
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Project Management and the subsequent amendments to the unit of study tables arising from the proposal, to align with recent changes to the Delegations of Authority Rule 2020, with effect from 1 January 2021.

Action: AB 2020/6-29
The Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal from the Faculty of Engineering to amend the Bachelor of Project Management and the subsequent amendments to the unit of study tables arising from the proposal, to align with recent changes to the Delegations of Authority Rule 2020, with effect from 1 January 2021.

8.9 Faculty of Engineering: Suspension of Information Systems major for 2022

Resolution AB2020/6-29
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and associated combined degrees and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2022, approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2022, and approve the proposal from the Faculty of Engineering and Faculty of Science to
amend the unit of study table for the Information Systems major, with effect from 1 January 2021.

**Action: AB 2020/6-30**
The Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and associated combined degrees and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2022, approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2022, and approve the proposal from the Faculty of Engineering and Faculty of Science to amend the unit of study table for the Information Systems major, with effect from 1 January 2021.

**8.10 Faculty of Medicine and Health: Bachelor of Applied Science (Diagnostic) Radiography Delegations Amendments**

**Resolution AB2020/6-30**
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Diagnostic Radiography) and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, to align with the Delegations of Authority Rule 2020 and Outbound Student Mobility Policy 2018, with effect from 1 January 2021.

**Action: AB 2020/6-31**
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Diagnostic Radiography) and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, to align with the Delegations of Authority Rule 2020 and Outbound Student Mobility Policy 2018, with effect from 1 January 2021.

**8.11 Faculty of Medicine and Health/Faculty of Science: Bachelor of Science/Doctor of Medicine**

**Resolution AB2020/6-31**
The Academic Board resolved to approve the proposal from the Faculty of Science and Faculty of Medicine and Health to amend the Bachelor of Science/Doctor of Medicine, and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

**Action: AB 2020/6-32**
The Dean and Faculty General Manager, Faculty of Science and the Executive Dean, and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board’s approval of the proposal from the Faculty of Science and Faculty of Medicine and Health to amend the Bachelor of Science/Doctor of Medicine, and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

**8.12 Faculty of Medicine and Health: Sydney Dental School 2021 Academic Calendar**

**Resolution AB2020/6-32**
The Academic Board resolved to note the Undergraduate Studies Committee’s endorsement of the 2021 Academic Calendar.

**8.13 Faculty of Medicine and Health: Sydney Nursing School 2021 Academic Calendar (see item 4.1)**

**Resolution AB2020/6-33**
The Academic Board resolved to note the Undergraduate Studies Committee’s endorsement of the 2021 Academic Calendar.
8.14 **Sydney Law School: Delegations of Authority Changes**

Resolution AB2020/6-34

The Academic Board resolved to approve the proposals from the Sydney Law School to amend the University of Sydney Law School Resolutions for coursework awards and all undergraduate course resolutions to ensure consistency with the University of Sydney (Delegations of Authority) Rule 2020, with effect immediately.

**Action:** AB 2020/6-33

The Dean and School General Manager, Sydney Law School to note the Academic Board’s approval of the proposals from the Sydney Law School to amend the University of Sydney Law School Resolutions for coursework awards and all undergraduate course resolutions to ensure consistency with the University of Sydney (Delegations of Authority) Rule 2020, with effect immediately.

8.15 **Sydney Law School: Bachelor of Laws and School Resolutions**

Resolution AB2020/6-35

The Academic Board resolved to approve the proposal from the Sydney Law School to amend the School Resolutions and the Bachelor of Laws course resolutions, with effect from 1 January 2021.

**Action:** AB 2020/6-34

The Dean and School General Manager, Sydney Law School to note the Academic Board’s approval of the proposal from the Sydney Law School to amend the School Resolutions and the Bachelor of Laws course resolutions, with effect from 1 January 2021.

8.16 **Faculty of Science: Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Biosciences) for 2022**

Resolution AB2020/6-36

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Biosciences) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

**Action:** AB 2020/6-35

The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Biosciences) and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

8.17 **Faculty of Science: Nutrition and Dietetics Program Mid-Level Learning Outcomes**

Resolution AB2020/6-37

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science/Master of Nutrition and Dietetics Mid-level Learning Outcomes for the Nutrition and Dietetics Program with effect from 1 January 2021.

**Action:** AB 2020/6-36

The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Science/Master of Nutrition and Dietetics Mid-level Learning Outcomes for the Nutrition and Dietetics Program with effect from 1 January 2021.

8.18 **Faculty of Science: Bachelor of Food and Agribusiness Table FA2 Amendments for 2022**
Resolution AB2020/6-38
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Food and Agribusiness and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

Action: AB 2020/6-37
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Food and Agribusiness and the subsequent amendments to the unit of study tables arising from the proposal, with effect from 1 January 2022.

8.19 Faculty of Science: Bachelor of Science Table IV Honours School of Medical Science Changes for 2022

Resolution AB2020/6-39
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science (Honours); Bachelor of Science (Advanced) (Honours); Bachelor of Science (Advanced Mathematics) (Honours) and Bachelor of Medical Science (Honours), and the subsequent amendments to the Science Honours Table VI unit of study tables (Anatomy and Histology, Cell Pathology, Immunology, Infectious Diseases, Pharmacology and Physiology), with effect from 1 January 2022.

Action: AB 2020/6-38
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Science (Honours); Bachelor of Science (Advanced) (Honours); Bachelor of Science (Advanced Mathematics) (Honours) and Bachelor of Medical Science (Honours), and the subsequent amendments to the Science Honours Table VI unit of study tables (Anatomy and Histology, Cell Pathology, Immunology, Infectious Diseases, Pharmacology and Physiology), with effect from 1 January 2022.

8.20 Faculty of Science: IDIP Honours Science

Resolution AB2020/6-40
The Academic Board resolved to approve the proposal from the Faculty of Science and the Faculty of Medicine and Health 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 Commerce/Bachelor of Advanced Studies (Honours); Bachelor of Liberal Arts and Science (Honours); Bachelor of Science (Honours); Bachelor of Medical Science (Honours) and Graduate Diploma in Science, and approve the subsequent amendments to the Immunology (Honours), Infectious Diseases (Honours) and Pathology (Honours) unit of study tables, with effect from 1 January 2021.

Action: AB 2020/6-39
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science and the Faculty of Medicine and Health 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 Commerce/Bachelor of Advanced Studies (Honours); Bachelor of Liberal Arts and Science (Honours); Bachelor of Science (Honours); Bachelor of Medical Science (Honours) and Graduate Diploma in Science, and approve the subsequent amendments to the Immunology (Honours), Infectious Diseases (Honours) and Pathology (Honours) unit of study tables, with effect from 1 January 2021.

8.21 Faculty of Science: Table A/S Computer Science

Resolution AB2020/6-41
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Science and the courses accessing Table S including the 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 (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 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 (Animal and Veterinary Bioscience); 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 A and S for Computer Science arising from the proposal, with effect from 1 January 2021.

**Action: AB 2020/6-40**

The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board's approval of the proposal from the Faculty of Science to amend the Bachelor of Science and the courses accessing Table S including the 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 (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 (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 (Animal and Veterinary Bioscience); 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 A and S for Computer Science arising from the proposal, with effect from 1 January 2021.

8.22 **Faculty of Science: BLAS Health major for 2021**

**Resolution AB2020/6-42**

The Academic Board resolved to approve the proposal from the Faculty of Science to amend the resolutions for the Bachelor of Science / Bachelor or Advanced Studies to allow Bachelor
of Liberal Arts and Science students to take the Table A Health major, with effect from 1 January 2021.

**Action: AB 2020/6-41**
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the resolutions for the Bachelor of Science / Bachelor or Advanced Studies to allow Bachelor of Liberal Arts and Science students to take the Table A Health major, with effect from 1 January 2021.

8.23 **Faculty of Science: Life Sciences Program for 2022**

**Resolution AB2020/6-43**
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Course Resolutions for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies degrees with effect from 1 January 2022, and approve the proposal from the Faculty of Science to amend the Bachelor of Science Table A with effect from 1 January 2022.

**Action: AB 2020/6-42**
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Course Resolutions for the Bachelor of Science and the Bachelor of Science/Bachelor of Advanced Studies degrees with effect from 1 January 2022, and approve the proposal from the Faculty of Science to amend the Bachelor of Science Table A with effect from 1 January 2022.

8.24 **Faculty of Science: Bachelor of Animal and Veterinary Bioscience**

**Resolution AB2020/6-44**
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience with effect from 1 January 2022.

**Action: AB 2020/6-43**
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience with effect from 1 January 2022.

8.25 **Faculty of Science: Science Faculty Resolutions**

**Resolution AB2020/6-45**
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Faculty Resolutions, with effect from 1 January 2021.

**Action: AB 2020/6-44**
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Faculty Resolutions, with effect from 1 January 2021.

8.26 **Sydney Conservatorium of Music:** New Bachelor of Music Principal Study Area in Music Theatre for 2022

**Resolution AB2020/6-46**
The Academic Board resolved to approve the proposal from the Sydney Conservatorium of Music to introduce a new Principal Study area in Music Theatre for the Bachelor of Music (Performance) and Bachelor of Music/Bachelor of Advanced Studies (Performance) degree and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

**Action: AB 2020/6-45**
The Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal from the Sydney Conservatorium of Music to
introduce a new Principal Study area in Music Theatre for the Bachelor of Music (Performance) and Bachelor of Music/Bachelor of Advanced Studies (Performance) degree and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

8.27 Sydney Conservatorium of Music/School of Architecture, Design and Planning: Removal of reference to PCON grade from School Resolutions of the Sydney Conservatorium of Music and School of Architecture, Design and Planning

Resolution AB2020/6-47
The Academic Board resolved to approve the amendments to the School Resolutions for the Sydney Conservatorium of Music, and the amendments to the School Resolutions for the School of Architecture, Design and Planning, with effect from 1 January 2021.

Action: AB 2020/6-46
The Dean and School General Manager, Sydney Conservatorium of Music and School of Architecture, Design and Planning, to note the Academic Board’s approval of the amendments to the School Resolutions for the Sydney Conservatorium of Music, and the amendments to the School Resolutions for the School of Architecture, Design and Planning, with effect from 1 January 2021.

8.28 Academic Model: Submission of Unit of Study Master File

Resolution AB2020/6-48
The Academic Board resolved to note the annual unit of study report.

Action: AB 2020/6-47
The Academic Model Team to note the Academic Board’s noting of the annual unit of study report.

8.29 Secretariat: Submission Templates for 2021

Resolution AB2020/6-49
The Academic Board resolved to approve the final Curriculum Suspension and Deletion Template and the Course Amendment Template.

Action: AB 2020/6-48
The Secretariat to promulgate the final Curriculum Suspension and Deletion Template and the Course Amendment Template, to Committee Officers of Academic Board Committees and Subcommittees for relevant future submissions.

8.30 Faculty of Arts and Social Sciences/Faculty of Medicine and Health: Bachelor of Arts/Doctor of Medicine Delegations Amendment

Resolution AB2020/6-50
The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences and the Faculty of Medicine and Health to amend the Bachelor of Arts/Doctor of Medicine course resolutions, with effect from 1 January 2021.

Action: AB 2020/6-49
The Dean and Faculty General Manager, Faculty of Arts and Social Sciences and the Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Arts and Social Sciences and the Faculty of Medicine and Health to amend the Bachelor of Arts/Doctor of Medicine course resolutions, with effect from 1 January 2021.

8.31 Faculty of Engineering: Bachelor of Engineering (Honours)

Resolution AB2020/6-51
The Academic Board resolved to note the change to course codes for the Bachelor of Engineering Honours and combined degrees, with effect from 1 January 2021.

**Action: AB 2020/6-50**
The Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s noting of the change to course codes for the Bachelor of Engineering Honours and combined degrees, with effect from 1 January 2021.

8.32 **Office of the Deputy Vice-Chancellor (Education): 2022 and 2023 Curriculum Approvals Timelines**

**Resolution AB2020/6-52**
The Academic Board resolved to note the 2022 and 2023 Curriculum Approval Timelines.

**Action: AB 2020/6-51**
The Deputy Vice-Chancellor (Education) to note the Academic Board’s noting of the 2022 and 2023 Curriculum Approval Timelines.

8.33 **Board of Interdisciplinary Studies: Report of the Board of Interdisciplinary Studies**

**Resolution AB2020/6-53**
The Academic Board resolved to note the report of the Board of Interdisciplinary Studies.

**Action: AB 2020/6-52**
The Chair, Board of Interdisciplinary Studies to note the Academic Board’s noting of the report of the Board of Interdisciplinary Studies.

9 **REPORT OF THE GRADUATE STUDIES COMMITTEE**

**Resolution AB2020/6-54**
The Academic Board resolved to note the report of the Graduate Studies Committee.

9.1 **HDR Scholarships Subcommittee: Report of the HDR Scholarships Subcommittee**

**Resolution AB2020/6-55**
The Academic Board resolved to approve the proposal from the HDR Scholarships Subcommittee to redefine the HWAM used in scholarship rankings for graduates of the Bachelor of Animal and Veterinary Bioscience, Bachelor of Food Agribusiness and Bachelor of Science Agriculture.

**Action: AB 2020/6-53**
The Chair, HDR Scholarships Committee to note the Academic Board’s approval of the proposal from the HDR Scholarships Subcommittee to redefine the HWAM used in scholarship rankings for graduates of the Bachelor of Animal and Veterinary Bioscience, Bachelor of Food Agribusiness and Bachelor of Science Agriculture.

9.2 **Faculty of Medicine and Health: New Pharmacy Vertically Integrated Masters**

**Resolution AB2020/6-56**
The Academic Board resolved to approve the introduction of the Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; and Bachelor of Pharmacy and Management (Honours), and the subsequent introduction of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022, approve the suspension of the existing Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; and Bachelor of Pharmacy and Management (Honours) courses, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022, and recommend that Senate approve the amendments to the Senate Resolutions arising from the proposal, with effect from 1 January 2022.
Action: AB 2020/6-54
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board’s approval of the introduction of the Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy and Management (Honours) / Master of Pharmacy Practice; Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; and Bachelor of Pharmacy and Management (Honours), and the subsequent introduction of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022, approve the suspension of the existing Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; and Bachelor of Pharmacy and Management (Honours) courses, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022, and recommend that Senate approve the amendments to the Senate Resolutions arising from the proposal, with effect from 1 January 2022.

9.3 Faculty of Medicine and Health: Master of Public Health/Master of Philosophy; Master of Health Policy/Master of Philosophy; Master of Global Health/Master of Philosophy

Resolution AB2020/6-57
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Public Health/Master of Philosophy; Master of Health Policy/Master of Philosophy; Master of Global Health/Master of Philosophy, to suspend these degrees, and subsequent amendments to 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.

Action: AB 2020/6-55
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Public Health/Master of Philosophy; Master of Health Policy/Master of Philosophy; Master of Global Health/Master of Philosophy, to suspend these degrees, and subsequent amendments to 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.

9.4 Faculty of Arts and Social Sciences: Master of Education (Taronga Conservation Education)

Resolution AB2020/6-58
The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to suspend admissions to the Taronga Conservation Education stream of the Master of Education, and the subsequent amendment of the course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2021.

Action: AB 2020/6-56
The Dean and Faculty General Manager, Faculty of Arts and Social Sciences to note the Academic Board’s approval of the proposal from the Faculty of Arts and Social Sciences to suspend admissions to the Taronga Conservation Education stream of the Master of Education, and the subsequent amendment of the course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2021.

9.5 University of Sydney Business School: Faculty Resolutions

Resolution AB2020/6-59
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Faculty Resolutions, with effect from 1 January 2021.

Action: AB 2020/6-57
The Dean and School General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal from the University of Sydney Business School to amend the Faculty Resolutions, with effect from 1 January 2021.

9.6 **Faculty of Engineering: Master of Data Science 2022**

Resolution AB2020/6-60
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Master of Data Science; and Graduate Certificate in Data Science, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

**Action: AB 2020/6-58**
The Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal from the Faculty of Engineering to amend the Master of Data Science; and Graduate Certificate in Data Science, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2022.

9.7 **Faculty of Medicine and Health: Master of Public Health 2022**

Resolution AB2020/6-61
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Public Health, 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 2020/6-59**
The Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Public Health, 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 Medicine/Science in Medicine (Pain Management) 2022**

Resolution AB2020/6-62
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Pain Management); and Master of Science in Medicine (Pain Management), and the subsequent amendments to the unit of study tables for the Orofacial Pain pathway arising from the proposal, with effect from Semester 1 2022.

**Action: AB 2020/6-60**
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Pain Management); and Master of Science in Medicine (Pain Management), and the subsequent amendments to the unit of study tables for the Orofacial Pain pathway arising from the proposal, with effect from Semester 1 2022.

9.9 **Faculty of Medicine and Health: Master of Bioethics 2021 Admissions Wording**

Resolution AB2020/6-63
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Bioethics, 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 2020/6-61**
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Bioethics, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.
9.10 Faculty of Medicine and Health: Master of Medical Imaging Science

Resolution AB2020/6-64
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Medical Imaging Science to align with recent changes to the Delegations of Authority Rule 2020, 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 2020/6-62
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Medical Imaging Science to align with recent changes to the Delegations of Authority Rule 2020, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

9.11 Secretariat: Removal of PCON reference

Resolution AB2020/6-65
The Academic Board resolved to approve the proposal to amend the School Resolutions for the School of Architecture, Design and Planning and the Sydney Conservatorium of Music, with effect from 1 January 2021.

Action: AB 2020/6-63
The Manager of Governance (Senate and Academic Board) to note the Academic Board’s approval of the proposal to amend the School Resolutions for the School of Architecture, Design and Planning and the Sydney Conservatorium of Music, with effect from 1 January 2021.

9.12 School of Architecture, Design and Planning: Architecture UOS Tables

Resolution AB2020/6-66
The Academic Board resolved to approve the proposal to amend the Master of Architectural Science, Master of Heritage Conservation, Master of Interaction Design and Electronic Arts, Master of Urban Design and Master of Urbanism, to align with recent changes to the Delegations of Authority Rule 2020, with effect from 1 January 2021.

Action: AB 2020/6-64
The 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 Architectural Science, Master of Heritage Conservation, Master of Interaction Design and Electronic Arts, Master of Urban Design and Master of Urbanism, to align with recent changes to the Delegations of Authority Rule 2020, with effect from 1 January 2021.

9.13 Faculty of Engineering: Engineering UOS Tables and Course Resolutions

Resolution AB2020/6-67
The Academic Board resolved to approve the proposal from the Faculty of Engineering to amend the Graduate Diploma in Computing; Master of Complex Systems; Master of Data Science; Master of Engineering; Master of Health Technology Innovation; Master of Information Technology; Master of Information Technology Management; Master of Information Technology/Master of Information Technology Management; Master of Professional Engineering; Master of Project Leadership; Master of Project Management; and Master of Project and Program Management, to align with recent changes to the Delegations of Authority Rule 2020, 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 2020/6-65
The Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal from the Faculty of Engineering to amend the Graduate Diploma in Computing; Master of Complex Systems; Master of Data Science; Master of
Engineering; Master of Health Technology Innovation; Master of Information Technology; Master of Information Technology Management; Master of Information Technology/Master of Information Technology Management; Master of Professional Engineering; Master of Project Leadership; Master of Project Management; and Master of Project and Program Management, to align with recent changes to the Delegations of Authority Rule 2020, and the subsequent amendments to the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2021.

9.14 Sydney Law School: Master of Laws by Research and Master of Criminology

Resolution AB2020/6-68
The Academic Board resolved to approve the proposal from Sydney Law School to amend the Master of Laws by Research and Master of Criminology by Research, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/6-66
The Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal from Sydney Law School to amend the Master of Laws by Research and Master of Criminology by Research, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9.15 Sydney Law School: PG Coursework Awards

Resolution AB2020/6-69
The Academic Board resolved to approve the proposal from the Sydney Law School to amend the Master of Laws; Master of Business Law; Master of Criminology; Master of Environmental Law; Master of Health Law; Master of International Law; Master of Jurisprudence; Master of Taxation; Graduate Diploma in Law; Graduate Diploma in Business Law; Graduate Diploma in Criminology; Graduate Diploma in Environmental Law; Graduate Diploma in Health Law; Graduate Diploma in International Law; Graduate Diploma in Jurisprudence; and Graduate Diploma in Taxation, with effect from 1 January 2021.

Action: AB 2020/6-67
The Dean and School General Manager, Sydney Law School, to note the Academic Board's approval of the proposal from Sydney Law School to amend the Master of Laws; Master of Business Law; Master of Criminology; Master of Environmental Law; Master of Health Law; Master of International Law; Master of Jurisprudence; Master of Taxation; Graduate Diploma in Law; Graduate Diploma in Business Law; Graduate Diploma in Criminology; Graduate Diploma in Environmental Law; Graduate Diploma in Health Law; Graduate Diploma in International Law; Graduate Diploma in Jurisprudence; and Graduate Diploma in Taxation, with effect from 1 January 2021.

9.16 Sydney Law School: School Resolutions and Juris Doctor

Resolution AB2020/6-70
The Academic Board resolved to approve the proposal from Sydney Law School to amend the School Resolutions and Juris Doctor course resolutions with effect from 1 January 2021.

Action: AB 2020/6-68
The Dean and School General Manager, Sydney Law School, to note the Academic Board's approval of the proposal from Sydney Law School to amend the School Resolutions and Juris Doctor course resolutions with effect from 1 January 2021.

9.17 Faculty of Science/Faculty of Medicine and Health: Bachelor of Science and Doctor of Medicine

Resolution AB2020/6-71
The Academic Board resolved to resolved to approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Science/Doctor of Medicine and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

**Action: AB 2020/6-69**
The Dean and Faculty General Manager, Faculty of Science and the Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Bachelor of Science/Doctor of Medicine and the subsequent amendments to the course resolutions, with effect from 1 January 2021.

9.18 **Faculty of Medicine and Health: Sydney Nursing School 2021 Academic Calendar**

Resolution AB2020/6-72
The Academic Board resolved to note the Graduate Studies Committee’s endorsement of the 2021 Academic Calendar.

9.19 **Faculty of Medicine and Health: Doctor of Medicine 2021 Academic Calendar**

Resolution AB2020/6-73
The Academic Board resolved to approve the MD Academic Calendar for 2021 and the MD Academic Calendar (Transition) for 2021, which includes transitional arrangements for pre-MD2020 MD students in year 2 in 2021, with effect from 1 January 2021.

**Action: AB 2020/6-70**
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the MD Academic Calendar for 2021 and the MD Academic Calendar (Transition) for 2021, which includes transitional arrangements for pre-MD2020 MD students in year 2 in 2021, with effect from 1 January 2021.

9.20 **Faculty of Medicine and Health: Sydney Dental School 2021 Academic Calendar**

Resolution AB2020/6-74
The Academic Board resolved to note the Graduate Studies Committee’s endorsement of the 2021 Academic Calendar.

9.21 **Faculty of Science: Doctor of Veterinary Medicine - Semester Schedule**

Resolution AB2020/6-75
The Academic Board resolved to approve the proposed Sydney School of Veterinary Science Semester Schedule 2021 dates from the Faculty of Science for the Doctor of Veterinary Medicine, with effect from 1 January 2021.

**Action: AB 2020/6-71**
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposed Sydney School of Veterinary Science Semester Schedule 2021 dates from the Faculty of Science for the Doctor of Veterinary Medicine, with effect from 1 January 2021.

9.22 **University of Sydney Business School: Master of Human Resource Management and Industrial Relations**

Resolution AB2020/6-76
The Academic Board resolved to approve the proposal to amend the course learning outcomes for the Master of Human Resource Management and Industrial Relations; Graduate Diploma in Human Resource Management and Industrial Relations; and Graduate Certificate in Human Resource Management and Industrial Relations, with effect from 1 January 2021.

**Action: AB 2020/6-72**
The Dean and School General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend the course learning outcomes for the Master of Human Resource Management and Industrial Relations; Graduate Diploma in Human Resource Management and Industrial Relations; and Graduate Certificate in Human Resource Management and Industrial Relations, with effect from 1 January 2021.

9.23 University of Sydney Business School: Master of International Business Learning Outcomes

Resolution AB2020/6-77
The Academic Board resolved to approve the proposal to amend the course learning outcomes for the Master of International Business, with effect from 1 January 2021.

Action: AB 2020/6-73
The Dean and School General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend the course learning outcomes for the Master of International Business, with effect from 1 January 2021.

9.24 Faculty of Medicine and Health: Doctor of Medicine Dubbo Stream Change

Resolution AB2020/6-78
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Medicine to enable the creation of two streams, and the subsequent amendments to the course resolutions, with effect from 1 January 2022.

Action: AB 2020/6-74
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Doctor of Medicine to enable the creation of two streams, and the subsequent amendments to the course resolutions, with effect from 1 January 2022.

9.25 Faculty of Medicine and Health: Master of Nursing Location Change

Resolution AB2020/6-79
The Academic Board resolved to approve the proposal from the Faculty of Medicine and Health to amend the Master of Nursing, necessitated by the change of location from Mallett St to Camperdown Campus, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/6-75
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to amend the Master of Nursing, necessitated by the change of location from Mallett St to Camperdown Campus, and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9.26 Faculty of Arts and Social Sciences: Master by Research Courses

Resolution AB2020/6-80
The Academic Board resolved to approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Arts (Research); Master of Education (Research); Master of Fine Arts (Research); Master of Philosophy (Arts and Social Sciences); Master of Philosophy (Education); and Master of Philosophy (Social Work), and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

Action: AB 2020/6-76
The Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal from the Faculty of Arts and Social Sciences to amend the Master of Arts (Research); Master of Education (Research); Master of Fine Arts (Research); Master of Philosophy (Arts and Social Sciences); Master of Philosophy
(Education); and Master of Philosophy (Social Work), and the subsequent amendments to the course resolutions arising from the proposal, with effect from 1 January 2021.

9.27 Faculty of Arts and Social Sciences/Faculty of Medicine and Health: Bachelor of Arts/Doctor of Medicine Course Resolutions

Resolution AB2020/6-81
The Academic Board resolved to approve the proposal by the Faculty of Arts and Social Sciences and the Faculty of Medicine and Health to amend the resolutions for the combined Bachelor of Arts and Doctor of Medicine, with effect from January 1, 2021.

Action: AB 2020/6-77
The Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal by the Faculty of Arts and Social Sciences and the Faculty of Medicine and Health to amend the resolutions for the combined Bachelor of Arts and Doctor of Medicine, with effect from January 1, 2021.

9.28 Faculty of Science: Table R New 2022 Unit

Resolution AB2020/6-82
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Table R unit of study table with effect from 1 January 2022.

Action: AB 2020/6-78
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Table R unit of study table with effect from 1 January 2022.

9.29 Office of the Deputy Vice-Chancellor (Education): Table R Unit Collection for 2021

Resolution AB2020/6-83
The Academic Board resolved to approve the final version of Table R for 2021, with effect from 1 January 2021.

Action: AB 2020/6-79
The Deputy Vice-Chancellor (Education) to note the Academic Board’s approval of the final version of Table R for 2021, with effect from 1 January 2021.

9.30 University of Sydney Business School: Master of Commerce and Master of Commerce (Extension) for 2021

Resolution AB2020/6-84
The Academic Board resolved to approve the proposal from the University of Sydney Business School to amend the Master of Commerce; Master of Commerce (Extension); Graduate Diploma in Commerce; and Graduate Certificate in Commerce, and the subsequent amendments to the unit of study tables, with effect from 1 January 2021.

Action: AB 2020/6-80
The Dean and School General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal from the University of Sydney Business School to amend the Master of Commerce; Master of Commerce (Extension); Graduate Diploma in Commerce; and Graduate Certificate in Commerce, and the subsequent amendments to the unit of study tables, with effect from 1 January 2021.

9.31 Office of the Deputy Vice-Chancellor (Education): Curriculum Approval Timelines

Resolution AB2020/6-85
The Academic Board resolved to note the 2022 and 2023 Curriculum Approval Timelines.
Action: AB 2020/6-81
The Deputy Vice-Chancellor (Education) to note the Academic Board’s noting of the 2022 and 2023 Curriculum Approval Timelines.


Resolution AB2020/6-86
The Academic Board resolved to approve the recommendations in the Essential Resources for Higher Degree by Research Students Policy 2016: analysis and recommendations (subject to completion of Action AB-GSC-20/10-20 to incorporate feedback from the Office of the General Counsel to clarify wording around government sanctions) and the endorsement of the Academic Standards and Policy Committee; approve the rescission of the Essential Resources for Higher Degree by Research Students Policy 2016, subject to the endorsement of the Academic Standards and Policy Committee; and approve the subsequent amendments to the Higher Degree by Research Supervision Policy 2020, subject to the endorsement of the Academic Standards and Policy Committee, with immediate effect.

Action: AB 2020/6-82
The Deputy Vice-Chancellor (Education) to note the Academic Board’s approval of the recommendations in the Essential Resources for Higher Degree by Research Students Policy 2016: analysis and recommendations (subject to completion of Action AB-GSC-20/10-20 to incorporate feedback from the Office of the General Counsel to clarify wording around government sanctions) and the endorsement of the Academic Standards and Policy Committee; approve the rescission of the Essential Resources for Higher Degree by Research Students Policy 2016, subject to the endorsement of the Academic Standards and Policy Committee; and approve the subsequent amendments to the Higher Degree by Research Supervision Policy 2020, subject to the endorsement of the Academic Standards and Policy Committee, with immediate effect.


Resolution AB2020/6-87
The Academic Board resolved to approve the amendments to the Postgraduate Research Support Scheme Procedures 2019, with effect from 1 January 2021.

Action: AB 2020/6-83
The Deputy Vice-Chancellor (Education) to note the Academic Board’s approval of the amendments to the Postgraduate Research Support Scheme Procedures 2019, with effect from 1 January 2021.

9.34 Faculty of Science: Faculty Resolutions

Resolution AB2020/6-88
The Academic Board resolved to approve the proposal from the Faculty of Science to amend the Science Faculty Resolutions, with effect from 1 January 2021.

Action: AB 2020/6-84
The Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Science Faculty Resolutions, with effect from 1 January 2021.

9.35 Academic Model: Annual Unit of Study Report

Resolution AB2020/6-89
The Academic Board resolved to note the 2021 unit of study master file compiled and maintained by the office of the Executive Director, Student Administrative Services.
Action: AB 2020/6-85
The Academic Model Team to note the Academic Board’s noting of the 2021 unit of study master file compiled and maintained by the office of the Executive Director, Student Administrative Services.

9.36 Secretariat: New Submission Templates
Resolution AB2020/6-90
The Academic Board resolved to approve the final Curriculum Suspension and Deletion Template and the Minor Course Amendment Template.

Action: AB 2020/6-86
The Secretariat to promulgate the final Curriculum Suspension and Deletion Template and the Course Amendment Template, to Committee Officers of Academic Board Committees and Subcommittees for relevant future submissions.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE
Resolution AB2020/6-91
The Academic Board resolved to note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 27 October 2020.

10.1 Course Reviews
Resolution AB2020/6-92
The Academic Board resolved to note the Academic Quality Committee’s approval of:
1. the review of the Clinical Epidemiology Program and associated courses;
2. the Sydney School of Health Sciences’ Course Review of the Physiotherapy degrees;
3. the Master of Professional Accounting Course Review; and
4. the Master of Medical Physics Course Review.

10.2 Request of Course Review Deferrals
Resolution AB2020/6-93
The Academic Board resolved to note the Academic Quality Committee’s approval of the deferral of the Master of Engineering Course Review to 2021.

11 GENERAL BUSINESS

11.1 2022 and 2023 Curriculum Approval Timelines
Resolution AB2020/6-94
The Academic Board resolved to approve the timelines for 2022 and 2023 undergraduate and postgraduate curriculum approvals.

11.2 Administrative corrections to 2021 Handbook
Resolution AB2020/6-95
The Academic Board resolved to:
1. note the administrative course code updates arising from the introduction of Table R and recommend that Senate approve the corresponding updates to the relevant Senate Resolutions, with effect from 1 January 2021;
2. note the confirmation of course codes for new courses approved for 2021 implementation and recommend that Senate approve the corresponding updates to the relevant Senate Resolutions, with effect from 1 January 2021;
3. note the administrative corrections to course codes in the course resolutions and recommend that Senate approve the corresponding updates to the relevant Senate Resolutions, with effect from 1 January 2021;
4. note the reconciliation of the 2021 version of the course resolutions for Master of Agriculture and Environment;
5. approve the amendments to the course resolutions for the Bachelor of Health Sciences (Honours), with effect from 1 January 2021; and
6. recommend that Senate approve the amendments to the Faculty of Arts and Social Sciences Senate Resolutions, with effect from 1 January 2021.

11.3 Academic Board Student Elections Results
Resolution AB2020/6-96
The Academic Board resolved to note the results of the election of student representatives to the Academic Board, for a one-year term commencing 1 January 2021.

11.4 Non-standard academic calendar for the Master of International Business
Resolution AB2020/6-97
The Academic Board resolved to approve the non-standard academic calendar for the Master of International Business (MIB).

11.5 Report of the Board of Interdisciplinary Studies
Resolution AB2020/6-98
The Academic Board resolved to note the report of the Board of Interdisciplinary Studies.

11.6 Academic Model: Annual Unit of Study Master List
Resolution AB2020/6-99
The Academic Board resolved to note the 2021 unit of study master file compiled and maintained by the office of the Executive Director, Student Administrative Services.

**Action: AB 2020/6-87**
The Academic Model Team to note the Academic Board’s noting of the 2021 unit of study master file compiled and maintained by the office of the Executive Director, Student Administrative Services.

11.7 Any other business
Resolution AB2020/6-100
The Academic Board resolved to note the reminder of the Chair, Academic Board in relation to the End-of-Year Gathering, and the link to the Academic Board donation to Lifeline.

**Note for the record**
The Chair reminded members of the opportunity to contribute to the End-of-Year Academic Board donation via the Gofundme page to support the work of Lifeline, a charity chosen by the Chair for providing critical mental health crisis support for many Australians, including students who have been impacted by the pandemic this year. Members were also reminded to register for the End-of-Year Gathering events.

The Chair thanked all members for their participation on the Board, and especially thanked the Chairs of the Academic Board Committees and Subcommittees for their contribution to the review process of the papers presented to the Academic Board this year.

12 LATE PAPERS

**12.1 Master of Rehabilitation Counselling Suspension Proposal**
Resolution AB2020/6-101
The Academic Board resolved to:

1. approve the proposal from the Faculty of Medicine and Health to suspend the Master of Rehabilitation Counselling, from 1 January 2021; and
2. recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

**Note for the record**
The proposal was approved without comment or request for discussion.
Action: AB 2020/6-88
The Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal from the Faculty of Medicine and Health to suspend the Master of Rehabilitation Counselling, from 1 January 2021.

Action: AB 2020/6-89
The Chair, Academic Board to recommend that Senate approve the amendment to the Senate Resolutions, with effect from 1 January 2021.

The agenda pack for this meeting is available from: Academic Board Website
Non-Confidential

Proposal Title
Academic Board Membership Update

Recommendation
That the Academic Board:
1. approve the appointment of faculty/school representatives to the Academic Board Committees as listed below; and
2. note the members on the Academic Board Committees and Subcommittees for 2021.

Proposal Presenter
Professor Tony Masters, Chair of Academic Board

Consultation Pipeline

MEMBERSHIP OF COMMITTEES

ACADEMIC QUALITY COMMITTEE 2021

Ex Officio Members

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
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<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Associate Professor Wendy Davis</td>
</tr>
<tr>
<td>Chair of the Academic Board</td>
<td>Professor Tony Masters</td>
</tr>
<tr>
<td>Chair of the HDR Examinations Sub-Committee</td>
<td>Associate Professor Kathleen Nelson</td>
</tr>
<tr>
<td>Registrar and Academic Director (Education)</td>
<td>Associate Professor Peter McCallum</td>
</tr>
<tr>
<td>President of the Students’ Representative Council</td>
<td>Swapnik Sanagavarapu</td>
</tr>
<tr>
<td>Co-President of the Sydney University Postgraduate Representative Association</td>
<td>Minran Liu (nominee)</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint one member from each faculty and University school and at least one undergraduate and one postgraduate student member nominated by members of the board.

Faculty/University school

<table>
<thead>
<tr>
<th>Representitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>Medicine and Health</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Student members</td>
</tr>
</tbody>
</table>
The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board.

Representatives

- Dr Christopher Hartney
- Patty Kamvounias
- Associate Professor Tihomir Ancev

The committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

Member/s

- Vacant

### ACADEMIC STANDARDS AND POLICY COMMITTEE

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Professor Jane Hanrahan</td>
</tr>
<tr>
<td>Chair of the Academic Board</td>
<td>Professor Tony Masters</td>
</tr>
<tr>
<td>Chair of the Admissions Sub-Committee</td>
<td>Professor Tim Wilkinson</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Professor Philippa Pattison</td>
</tr>
<tr>
<td>Director, Educational Innovation</td>
<td>Professor Adam Bridgeman</td>
</tr>
<tr>
<td>President of the Students’ Representative Council</td>
<td>Swapnik Sanagavarapu</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

The Academic Board shall appoint one member from each faculty and University school, one undergraduate student member and one postgraduate student member.

<table>
<thead>
<tr>
<th>Faculty/University school</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Dr Adrienne Keane</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Dr Rebecca Johinke</td>
</tr>
<tr>
<td>Business</td>
<td>Dr Peter Bryant</td>
</tr>
<tr>
<td>Engineering</td>
<td>Professor Teng Joon Lim</td>
</tr>
<tr>
<td>Law</td>
<td>Professor Nicole Graham</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>Associate Professor Ryan Naylor</td>
</tr>
<tr>
<td>Music</td>
<td>Professor Liza Lim</td>
</tr>
<tr>
<td>Science</td>
<td>Associate Professor Helen Agus</td>
</tr>
<tr>
<td>Student members</td>
<td>Ankita Patwardhan (UG)</td>
</tr>
</tbody>
</table>
The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board.

Member/s

Professor Alan Fekete
Associate Professor Bronwyn Winter
Dr Carolyn McKay

The committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

Member/s

Vacant

**GRADUATE STUDIES COMMITTEE**

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Associate Professor Michael Kertesz</td>
</tr>
<tr>
<td>Chair of the Academic Board</td>
<td>Professor Tony Masters</td>
</tr>
<tr>
<td>Chair of Higher Degree by Research Scholarships Subcommittee</td>
<td>Associate Professor Stacie Strong</td>
</tr>
<tr>
<td>Director, Graduate Research</td>
<td>Professor Ross Coleman</td>
</tr>
<tr>
<td>Executive Director, Student Administration Services (or nominee)</td>
<td>Elizabeth Lovell</td>
</tr>
<tr>
<td>President of the Sydney University Postgraduate Representative Association</td>
<td>Sally Xie (nominee)</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint one member from each faculty and University school, one postgraduate coursework and one postgraduate research student member nominated by members of the board.

<table>
<thead>
<tr>
<th>Faculty/University school</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Dr Jennifer Ferng</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Dr Jan Shaw</td>
</tr>
<tr>
<td>Business</td>
<td>Associate Professor Teresa Davis</td>
</tr>
<tr>
<td>Engineering</td>
<td>Professor Teng Joon Lim</td>
</tr>
<tr>
<td>Law</td>
<td>Associate Professor Tyrone Kirchengast</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>Associate Professor Rebekah Moles (Semester 1)</td>
</tr>
<tr>
<td></td>
<td>Dr Shailendra Sawleshwarkar (Semester 2)</td>
</tr>
<tr>
<td>Music</td>
<td>Dr Christopher Coady</td>
</tr>
<tr>
<td>Science</td>
<td>Associate Professor Bianca Waud</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Student members</th>
<th>Jake Morrison Davies (HDR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shervin Jivani (Coursework)</td>
</tr>
</tbody>
</table>

The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board.

<table>
<thead>
<tr>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Sanet du Toit</td>
</tr>
<tr>
<td>Associate Professor John Lynch</td>
</tr>
<tr>
<td>Hamidreza Khaled</td>
</tr>
</tbody>
</table>

The committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

<table>
<thead>
<tr>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
</tr>
</tbody>
</table>

Co-opted members:

<table>
<thead>
<tr>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE STUDIES COMMITTEE**

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Associate Professor Lenka Munoz</td>
</tr>
<tr>
<td>Chair of the Academic Board</td>
<td>Professor Tony Masters</td>
</tr>
<tr>
<td>Chair of the Admissions Subcommittee</td>
<td>Professor Tim Wilkinson</td>
</tr>
<tr>
<td>Director, Educational Innovation</td>
<td>Professor Adam Bridgeman</td>
</tr>
<tr>
<td>Executive Director, Student Administration Services (or nominee)</td>
<td>Elizabeth Lovell</td>
</tr>
<tr>
<td>President of the Students' Representative Council</td>
<td>Swapnik Sanagavarapu</td>
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The Academic Board shall appoint one member from each faculty and University school, and at least one undergraduate student member nominated by members of the board.

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<tr>
<th>Faculty/University school</th>
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</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Dr Simon Weir</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Associate Professor Kelly Freebody</td>
</tr>
<tr>
<td>Business</td>
<td>Associate Professor Chinmay Pattnaik</td>
</tr>
<tr>
<td>Engineering</td>
<td>Professor Teng Joon Lim</td>
</tr>
</tbody>
</table>

"Respect is a core value of the Academic Board"
Maridarrangun Academic Boardmirung
The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board.

Member/s

- Associate Professor Maurice Peat
- Associate Professor Craig Jin
- Dr Slade Matthews

The committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

Member/s

- Vacant

Co-opted members:

Member/s

- Vacant

**HDR EXAMINATIONS SUBCOMMITTEE**

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominee of the Chair of the Academic Quality Committee</td>
<td>Associate Professor Kathleen Nelson (Sydney Conservatorium of Music)</td>
</tr>
</tbody>
</table>

Six academic staff members appointed biennially by the Chair of the Academic Board on the nomination of the Chair of the Academic Quality Committee:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Social Sciences</td>
<td>Professor Peter Wilson</td>
</tr>
<tr>
<td></td>
<td>Professor Tim Allender</td>
</tr>
<tr>
<td>Engineering</td>
<td>Associate Professor Javid Atai</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>Associate Professor Danijela Gnijdic</td>
</tr>
<tr>
<td></td>
<td>Professor Frank Lovicu</td>
</tr>
<tr>
<td>Science</td>
<td>Professor Chris Ling</td>
</tr>
</tbody>
</table>
Submission to Academic Board
Date 2 March 2021
Item No 2.4

Non-Confidential

Co-opted member(s):

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td></td>
</tr>
</tbody>
</table>

HDR SCHOLARSHIPS SUBCOMMITTEE

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Associate Professor Stacie Strong (nominee)</td>
</tr>
</tbody>
</table>

On the nomination of the Chair of the Graduate Studies Committee, the Chair of the Academic Board shall biennially appoint one academic staff member from each faculty and one academic staff member to represent the University schools.

<table>
<thead>
<tr>
<th>Faculty/University school</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design and Planning</td>
<td>Associate Professor Lee Stickells</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Professor Daniel Anlezark</td>
</tr>
<tr>
<td>Business</td>
<td>Professor Uri Gal</td>
</tr>
<tr>
<td>Engineering</td>
<td>Associate Professor Kalina Yacef</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Associate Professor Rhonda Orr</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>Professor Victoria Cogger</td>
</tr>
<tr>
<td>Science</td>
<td>Professor Louise Sharpe</td>
</tr>
</tbody>
</table>

Co-opted members:

| Vacant                          |                                           |

ADMISSIONS SUBCOMMITTEE

<table>
<thead>
<tr>
<th>Position</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair of the Committee</td>
<td>Professor Tim Wilkinson</td>
</tr>
<tr>
<td>Chair of the Academic Board</td>
<td>Professor Tony Masters</td>
</tr>
<tr>
<td>Chairs of the Undergraduate and Graduate Studies Committees</td>
<td>Associate Professor Lenka Munoz (USC)</td>
</tr>
<tr>
<td></td>
<td>Associate Professor Michael Kertesz (GSC)</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Professor Philippa Pattison</td>
</tr>
<tr>
<td>Director, Student Recruitment</td>
<td>Shane Griffin</td>
</tr>
<tr>
<td>Director, Admissions</td>
<td>Wencong Chai</td>
</tr>
<tr>
<td>Head, Widening Participation</td>
<td>Vacant</td>
</tr>
<tr>
<td>Director, Institutional Analytics and Planning</td>
<td>Kubra Chambers</td>
</tr>
</tbody>
</table>

“Respect is a core value of the Academic Board”
Maridarangun Academic Boardmirung
Non-Confidential

<table>
<thead>
<tr>
<th>Position</th>
<th>Name(s)</th>
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<tbody>
<tr>
<td>President of the Students’ Representative Council</td>
<td>Swapnik Sanagavarapu</td>
</tr>
<tr>
<td>President of the Sydney University Postgraduate Representative Association</td>
<td>Minran Liu &amp; Xinheng Wu (Co-Presidents)</td>
</tr>
</tbody>
</table>

Where possible, one undergraduate and one postgraduate student member of the Academic Board is appointed annually by the Academic Board on the advice of the Chair of the Academic Board.

<table>
<thead>
<tr>
<th>Role</th>
<th>Member/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Victor Zhuang</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Cameron Howlett</td>
</tr>
<tr>
<td>Three Deans</td>
<td></td>
</tr>
<tr>
<td>Faculty/University school</td>
<td></td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Professor Iain Young</td>
</tr>
<tr>
<td>Faculty of Medicine and Health</td>
<td>Professor Robyn Ward AM</td>
</tr>
<tr>
<td>School of Architecture, Design and Planning</td>
<td>Professor Robyn Dowling</td>
</tr>
<tr>
<td>Co-opted members</td>
<td>Vacant</td>
</tr>
</tbody>
</table>

**Approver**

Alyssa White, Manager Governance (Senate and Academic Board)

**Proposal Sponsor**

Professor Tony Masters, Chair of Academic Board
Non-Confidential

<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Nomination to fill FASS casual vacancy on the Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation</td>
<td>That the Academic Board approve the nomination of Associate Professor Elizabeth Hill to the unallocated vacant position for the Faculty of Arts and Social Sciences on the Academic Board.</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Consultation Pipeline</td>
<td>FASS Faculty Board → Academic Board</td>
</tr>
</tbody>
</table>

EXECUTIVE SUMMARY

On Monday 22 February 2021, the Faculty of Arts and Social Sciences Faculty Board formally nominated Associate Professor Elizabeth Hill for the Faculty’s vacant (unallocated) position on the Academic Board.

Arts & Social Sciences

- Bronwyn Winter (Languages & Cultures)
- Fernanda Penaloza (Languages & Cultures)
- Olaf Werder (Languages & Media)
- Christopher Hartney (Languages & Media)
- Tihomir Ancev (Economics)
- Helen Proctor (Education & Social Work)
- Peter Wilson (Philosophical & Historical Enquiry)
- Jingdong Yuan (Social & Political Sciences)
- Nicholas Smith (Philosophical & Historical Enquiry)
- Elizabeth Hill (unallocated)
- VACANT (previously held by Cat Moir (Languages & Cultures))
- Andrew Wait (Economics)

It is recommended that the Academic Board approve the appointment of Associate Professor Elizabeth Hill to the unallocated position, for the remainder of 2021.

| Approver | Alyssa White, Manager Governance (Senate and Academic Board) |
| Proposal Sponsor | Professor Tony Masters, Chair of Academic Board |
**EXECUTIVE SUMMARY**

The Undergraduate Studies Committee, Graduate Studies Committee, Academic Quality Committee, Academic Standards and Policy Committee, and Admissions Subcommittee require at least one student member on each committee from the elected student membership of the Academic Board. These members are to serve on the committee on behalf of the Academic Board and not as representatives of their faculties.

Elected Academic Board student members were requested to register an expression of interest to fill the Academic Board Committee positions. The Academic Board are requested to approve the nomination of the following students to the Academic Board standing committees.

<table>
<thead>
<tr>
<th>Academic Standards and Policy Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>one undergraduate; and</td>
</tr>
<tr>
<td>Ankita Patwardhan</td>
</tr>
<tr>
<td>one postgraduate student member.</td>
</tr>
<tr>
<td>Raymond Kim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Quality Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>one undergraduate; and</td>
</tr>
<tr>
<td>Roisin Murphy (SRC ex-officio)</td>
</tr>
<tr>
<td>one postgraduate student member.</td>
</tr>
<tr>
<td>Arash Araghi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Studies Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>at least one undergraduate student</td>
</tr>
<tr>
<td>Priya Gupta (SRC ex-officio)</td>
</tr>
<tr>
<td>Casper Lu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Studies Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>one postgraduate coursework student;</td>
</tr>
<tr>
<td>Shervin Jivani</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>one postgraduate research student.</td>
</tr>
<tr>
<td>Jake Morrison Davies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions Subcommittee</th>
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<tbody>
<tr>
<td>one undergraduate; and</td>
</tr>
<tr>
<td>Victor Zhuang</td>
</tr>
<tr>
<td>one postgraduate student member.</td>
</tr>
<tr>
<td>Cameron Howlett</td>
</tr>
</tbody>
</table>

All students have been contacted by the Manager Governance (Senate and Academic Board) in preparation for the commencement of term of service on the Academic Board Committees.

**Author**

Alyssa White, Manager Governance (Senate and Academic Board)

**Requests for further information**

Contact Alyssa White, Manager Governance (Senate and Academic Board)
EXECUTIVE SUMMARY

Comprehensive annual Academic Board/University Executive (AB/UE) Thematic Reviews assess academic activities across the University which contribute to, and are impacted by, a key driver of quality at the University. They are jointly commissioned by the Academic Board and the University Executive. The TEQSA Working Group proposed that the 2021 AB/UE Thematic Review investigates the quality of assessment at the University.

The Academic Board is asked to endorse the terms of reference of the 2021 Thematic Review and provide feedback to the Review Panel on areas of focus for their investigations, with particular reference to aspirational future standards for assessment.

BACKGROUND/CONTEXT

The proposed terms of reference for the 2021 review are that the review panel will:

1. Examine and report on the quality of assessment, its authenticity and effectiveness, including online assessment
2. Examine and report on the quality of feedback to students
3. Examine and report on the assessment of learning outcomes
4. Examine and report on assessment benchmarking
5. Report on the extent to which the University meets the relevant HESF standards
6. Make recommendations for improvements to the quality of assessments at the University.

These terms were approved by UE in 2020. In the absence of a Provost, the Chair, Academic Board, was asked to chair the 2021 Thematic Review, with the suggestion that alternate year chairing be reintroduced in the future.

IMPLEMENTATION

In the 2 March 2021 meeting, Academic Board will be divided into breakout rooms on Zoom. Each breakout room will consider one of the recommendations and provide feedback for the Review Panel on how best to focus their investigations. One purpose of the Thematic Review is to work towards recommending the quality to which we would aspire in our assessments, and the breakout rooms are asked to keep this in mind in providing their feedback.

1. Room 1 will consider that the review is tasked to “Examine and report on the quality of assessment, its authenticity and effectiveness, including online assessment”. The Academic Board might consider the utility of current indicators of assessment quality, the mapping of assessment with learning outcomes and the particular challenges that have become apparent with on-line assessment.

2. Room 2 will consider that the review is tasked to “Examine and report on the quality of feedback to students”. The Academic Board is asked to consider the various means, timing and effectiveness of...
feedback to students, to suggest examples of best practice and the importance of different forms of feedback in different disciplines.

3. Room 3 will consider that the review is tasked to “Examine and report on the assessment of learning outcomes”. The Academic Board is asked to consider effective models for the assessment of learning outcomes, how they vary for different assessment types, those that are critical for particular disciplines and to what extent this should apply to a unit of study as opposed to a stream or major or a degree.

4. Room 4 will consider that the review is tasked to “Examine and report on assessment benchmarking”. The Academic Board is asked to consider the different means of benchmarking assessments. In particular, faculties and schools have been benchmarking assessments for some time. What forms of benchmarking have been found to be effective, are there examples internally or externally that provide useful models?

5. Room 5 will consider that the review is tasked to “Make recommendations for improvements to the quality of assessments at the University”. The Academic Board is asked to consider what might serve as (a) robust indicator(s) of what makes an effective assessment, where the panel should look to ascertain the current quality of assessments, and whether there are useful models internally or externally that the panel might consider.

Term 5 is not being put forward for discussion as this is tracked by an annual audit of HESF standards against course templates.

COMMUNICATIONS

Feedback gathered from the Academic Board breakout rooms will be reported to the University Quality Manager and the Thematic Review panel 2021 for input to the Review.

Approver

Professor Tony Masters, Chair, Academic Board

ATTACHMENTS

Attachment 1 – Thematic Review into the Quality of Assessments Terms of Reference 2021
THEMATIC REVIEW INTO THE QUALITY OF ASSESSMENTS

TERMS OF REFERENCE

RACHAEL WEISS, UNIVERSITY QUALITY MANAGER
8 February 2020

PURPOSE

The panel will review the quality of assessments at the University of Sydney. It will make recommendations to the University regarding quality improvements.

TERMS OF REFERENCE

The review panel will:
1. Examine and report on the quality of assessment, its authenticity and effectiveness, including online assessment
2. Examine and report on the quality of feedback to students
3. Examine and report on the assessment of learning outcomes
4. Examine and report on assessment benchmarking
5. Report on the extent to which the University meets the relevant HESF standards
6. Make recommendations for improvements to the quality of assessments at the University

PANEL MEMBERSHIP

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor Anthony Masters (Chair)</td>
<td>Chair of the University of Sydney Academic Board</td>
</tr>
<tr>
<td>Professor Pip Pattison</td>
<td>Deputy Vice Chancellor (Education)</td>
</tr>
<tr>
<td>Associate Professor Phil Dawson</td>
<td>Associate Director, Centre for Research in Assessment and Digital Learning(CRADLE), Deakin University</td>
</tr>
<tr>
<td>Associate Professor Peter McCallum</td>
<td>Registrar and Academic Director, Education</td>
</tr>
<tr>
<td>Professor James Tognolini</td>
<td>Director, Educational Measurement and Assessment(CEMA), School of Education and Social Work</td>
</tr>
<tr>
<td>Professor Annamarie Jagose</td>
<td>Dean, Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Professor Anna Reid</td>
<td>Head of School and Dean, Sydney Conservatorium of Music</td>
</tr>
<tr>
<td>Professor Pauline Ross</td>
<td>Associate Dean, (Education), School of Life and Environmental Sciences</td>
</tr>
<tr>
<td>Professor Inam Haq</td>
<td>Associate Dean, (Education), Faculty of Medicine and Health</td>
</tr>
<tr>
<td>Dr Raffaella Mammucari</td>
<td>Scholarly Teaching Fellow, School of Chemical and Biomolecular Engineering</td>
</tr>
<tr>
<td>Associate Professor Elaine Huber</td>
<td>Director of Business Co-Design unit and chair of Unit of Study Approval Committee, Business School</td>
</tr>
<tr>
<td>Dr Natalie Silver</td>
<td>Lecturer, Law School, University of Sydney</td>
</tr>
<tr>
<td>Dr Cecily Oakley</td>
<td>Manager, Curriculum and Quality, Faculty of Science</td>
</tr>
<tr>
<td>Mr Shuyun Zhu</td>
<td>Deputy International Student Officer, SUPRA</td>
</tr>
<tr>
<td>Mr Swapnik Sanagavarapu</td>
<td>President, SRC</td>
</tr>
</tbody>
</table>
HESF STANDARDS ADDRESSED BY THIS REVIEW

1.3 Orientation and Progression
2. Specific strategies support transition, including:
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support
3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
4. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.

1.4 Learning Outcomes and Assessment
1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
   a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
   b. generic skills and their application in the context of the field(s) of education or disciplines involved
   c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
   d. skills in independent and critical thinking suitable for life-long learning.
3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.
5. On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:
   a. a detailed understanding of the specific topic of their research, within a broad understanding of the field of research
   b. capacity to scope, design and conduct research projects independently
   c. technical research skills and competence in the application of research methods, and
   d. skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.
6. Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate’s research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:
   a. for doctoral degrees, are external to the higher education provider, and
   b. for masters degrees by research, at least one of whom is external to the higher education provider.
7. The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a significant original contribution.

3.1 Course Design
1. The design for each course of study is specified and the specification includes:
   a. the qualification(s) to be awarded on completion
   b. structure, duration and modes of delivery
   c. the units of study (or equivalent) that comprise the course of study
   d. entry requirements and pathways
   e. expected learning outcomes, methods of assessment and indicative student workload
   f. compulsory requirements for completion
   g. exit pathways, articulation arrangements, pathways to further learning, and
   h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.
2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
a. current knowledge and scholarship in relevant academic disciplines
b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student’s place of study or the mode of delivery.

5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

5.3 Monitoring, Review and Improvement

4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
   b. the assessment methods and grading of students’ achievement of learning outcomes for selected units of study within courses of study.

TIMELINE

Preparation for the review will be undertaken by the Quality Unit commencing in August 2020. The review panel will commence the review in February 2021. Completion is scheduled for June 2021 when a final report, including commendations and recommendations and responses from relevant academic units and portfolios, will be ready for endorsement by UE and Academic Board. The paper will go to the Academic Quality Committee for recommendation to the Academic Board. The outcome will be reported to Senate via the report of the Academic Board and may also be presented to Senate by the Review Chair, if deemed appropriate.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Submission date</th>
<th>Meeting date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Executive (Decision)</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Academic Quality Committee</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Academic Board</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Senate</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

RECOMMENDATION FOLLOW UP

Academic units and administrative portfolios will report to the AQC within three months of the report to Senate with an implementation plan. Within one year of the report to Senate, academic units and administrative portfolios will report to AQC on progress against the review recommendations and their implementation plans. This report will be forwarded to Academic Board and to UE.

METHODOLOGY

The Quality Unit will prepare a data pack for the panel which will include reports, analysis and data from the Assessment Working Group, and quantitative and qualitative data from central reports.

Quantitative data and analysis

IAP will provide student performance data for three cohorts:
   1. Undergraduate students
   2. Postgraduate coursework students
   3. Postgraduate research students

IAP and the Evaluation and Analytics team will source available data on student assessments, such as types of assessment per unit per semester, and required assessment components of each unit of study or course.
The Evaluation and Analytics team in DVC Education portfolio will provide further data from surveys and will provide statistical analysis of the full set of data.

Qualitative data and analysis
Qualitative data and analysis will include:
1. Student interviews (or a C-sight forum if social distancing is an issue)
2. Written submissions from each faculty and University school

Evaluation and Analytics will provide analysis of qualitative data from standard student surveys such as USS. The panel will evaluate the qualitative data gleaned from interviews and written submissions.
Non-Confidential

<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Report from the Chair, Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation</td>
<td>That the Academic Board note the report from the Chair and note:</td>
</tr>
<tr>
<td></td>
<td>1. that the Chair of the Academic Board, on behalf of the Academic Board, approved the amendment of the course location for the Bachelor of Health Science (Honours); Bachelor of Applied Science (Exercise Physiology); Doctor of Philosophy in Health Sciences; Master of Applied Science (Health Sciences); Bachelor of Applied Science (Exercise and Sport Science) Honours, from Cumberland Campus to Camperdown Campus, with effect from 2021;</td>
</tr>
<tr>
<td></td>
<td>2. that the Chair of the Academic Board, on behalf of the Academic Board, approved the extension of approved temporary arrangements for English due to COVID for all teaching periods of 2021 and all research periods of 2021;</td>
</tr>
<tr>
<td></td>
<td>3. that the Chair, Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Medicine and Health to suspend admissions to the Master of Biomedical Science (Cancer) and the Master of Biomedical Science (Advanced Diagnostics and Prognostics) streams and their embedded degrees for 2021;</td>
</tr>
<tr>
<td></td>
<td>4. that the Chair, Academic Board, on behalf of the Academic Board, approved the amendments to the International Baccalaureate Schedule and the adoption of an interim International Baccalaureate Admissions schedule, with effect from Semester 1, 2022 admissions; and</td>
</tr>
<tr>
<td></td>
<td>5. that the Chair, Academic Board, on behalf of the Academic Board, approved changes to the Coursework Policy 2014;</td>
</tr>
<tr>
<td></td>
<td>6. that the Chair, Academic Board, on behalf of the Academic Board, approved the Advanced Placement (AP) subjects as an alternative academic test to replace the SAT or ACT standardised tests for international students to enter the undergraduate programs offered at the University of Sydney through a direct application, nothing that the alternative tests would be accepted for all relevant international applications received during 2021, and a review for continuation of the assessment from 2022 onward would be required in early 2022; and</td>
</tr>
<tr>
<td></td>
<td>7. that the Chair, Academic Board, on behalf of the Academic Board, approved an exemption from the Assessment Procedures 2011 Clause 14 (5A) relating to special consideration.</td>
</tr>
</tbody>
</table>

Proposal Presenter
Chair, Academic Board

Consultation Pipeline

EXECUTIVE SUMMARY

Report from the Chair
Welcome everyone to our first Academic Board meeting for 2021. I would particularly like to welcome our new student members for 2021. We have the largest cohort of student representatives of any Academic Board in Australia, but we also have one of the strongest bodies of student representation due to the diligence and engagement of each year’s student members. I look forward to working with the incoming 2021 student representatives as they continue this fine tradition.

At this stage, it appears that the requirement for physical distancing will mean that the Board will continue to meet via Zoom for the immediate future. Any updates will be communicated to Board members as needed.
Board business and event updates

Welcome to the Vice-Chancellor

Today’s meeting marks the first Academic Board that will be attended by Professor Stephen Garton AM as Vice-Chancellor. Stephen has been an active and valued member of the Board for many years, but I would like to extend a particular welcome to him in his new role.

Welcome to the new Chair, HDR Scholarships Subcommittee

I would like to welcome to the Board Associate Professor Stacie Strong, who will be commencing in the role of Chair, HDR Scholarships Subcommittee from 1 April 2021. It is also appropriate, at this juncture, to extend my own thanks, and those of the Academic Board, to Professor Shae McCrystal, who has so ably led the HDR Scholarships Subcommittee for the past 5 years.

Congratulations to Tim Wilkinson

The full list of colleagues who received promotions in the 2020 round was made available in staff news at the end of last year. However, I would like to extend my congratulations to Tim Wilkinson, Chair of the Admissions Subcommittee, on his promotion to professor. Many congratulations Tim!

Approval of early thesis submissions

After consultation with the Chair of the Graduate Studies Committee and assurances from the Associate Dean that the student has demonstrated exceptional progress, I approved the early submission of a thesis from a student in the Faculty of Engineering.

Congratulations to Ruth Wilson

It was really pleasing to see the article in the *Sydney Morning Herald* on Wednesday 24 February about Ruth Wilson gaining her PhD at the age of 88. Congratulations to Ruth and her family, and also to Rebecca Johinke, who was Ruth’s supervisor.

Useful information

Academic Promotions applications now open

Staff who have pre-registered their intention to apply for academic promotion in 2021 are now able to submit their applications online. Staff who did not lodge a notice of intent in 2020 can contact the Academic Promotions Unit at dvc.apu@sydney.edu.au.

Closing dates for applications are as follows:

<table>
<thead>
<tr>
<th>Promotion to Level B</th>
<th>Promotion to Level C</th>
<th>Promotion to Level D</th>
<th>Promotion to Level E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications close</td>
<td>17 March</td>
<td>17 March</td>
<td>31 March</td>
</tr>
</tbody>
</table>


Online modules to support students’ transition to university

Our colleagues in the Educational Innovation have collaborated with undergraduate students to create an open-access Canvas site designed to support new students in transitioning to university, with a particular focus on students from low socio-economic, Indigenous, and regional or remote backgrounds. The course can be found on Canvas here: [https://canvas.sydney.edu.au/courses/28154](https://canvas.sydney.edu.au/courses/28154).
Staff can find more details about the transition resources available to students here: https://intranet.sydney.edu.au/strategy-governance/education/student-experience-program/transition-and-navigation.html.

Students are encouraged to visit the starting university landing page here: https://www.sydney.edu.au/study/starting-university.html.

One Sydney, Many People Strategy 2021-2024 and Indigenous Student Centre launch

The One Sydney, Many People Strategy will be officially launched in a virtual event taking place on Friday 5 March. The event will also celebrate the opening of the Indigenous Student Centre. Students and staff are invited to register here: https://www.eventbrite.com.au/e/one-sydney-many-people-strategy-2021-24-indigenous-student-centre-launch-tickets-136382960105.

General information on the One Sydney, Many People Strategy is provided on the intranet here: https://intranet.sydney.edu.au/strategy-governance/indigenous-strategy.html.

The Deputy Vice-Chancellor Indigenous Strategy and Services (DVC ISS) portfolio is also inviting expressions of interest in funding for projects and initiatives which align with the focus areas of the strategy. Applications close on 31 March, and more details can be found here: https://unisyd.sharepoint.com/sites/dvciss/Pages/funding.aspx.

The implementation of the recommendations of the Indigenous Strategy Academic Board Working Group Final Report, which were endorsed by Academic Board in November 2020, will continue throughout 2021.

Implementation of changes to the assessment framework and exams process

The changes to the assessment procedures and exams procedures which were endorsed at ASPC and approved by Board in November 2020, with particular relation to exam types and the timing of publication of unit of study outlines, were rolled out in December 2020. More details can be found on the intranet here: https://intranet.sydney.edu.au/news/all/2020/12/17/assessment-framework-2021.html.

Launch of new timetabling system, Sydney Timetable

The new timetabling system, Sydney Timetable, became available for students on 11 January, showing semester 1 class timetables. The new system increases the range of self-service features, including preference ranking and class swap requests.

Students can find more information here: https://www.sydney.edu.au/students/timetables.html and are encouraged to contact the Student Centre if they have difficulties: https://www.sydney.edu.au/students/student-contacts-enquiries.html.

There are more details available to staff on the intranet here: https://intranet.sydney.edu.au/services/student-admin/processes/timetables.html.

Launch of new unit of study reading list platform, Leganto

The University Library has introduced Leganto, a new platform for unit of study reading lists. It is available through Canvas. Further information can be found on the library website here: https://news.library.sydney.edu.au/introducing-leganto/.

Australian Workplace Equality Index (AWEI) survey

The University of Sydney is participating in the Australian Workplace Equality Index (AWEI) survey once again this March. AWEI is a national employment survey designed to benchmark workplace inclusion for LGBTIQ staff. Staff can contact the Diversity and Inclusion team at diversity.inclusion@sydney.edu.au for further information, or complete the survey here: https://survey.websurveycreator.com/s.aspx?s=02cd7f66-beb9-438a-949b-c3d368b9b7d5&org=144. The survey will close on 12 March.
Susan Wakil Health Building Library

The collections from the Health Sciences and Nursing libraries have been moved to the Susan Wakil Health Building Library. The new library also features a CreateSpace collaborative learning area with VR and AR technology, 3D printers, and podcast and recording equipment. There is also a training room, a reading room, a computer lab and study rooms. The Susan Wakil Health Building library opened to staff and students on Monday 22 February.

Development of digital badges for non-award courses at the post-Bachelor level

The strategy for introducing digital badges to recognise the completion of non-award courses at the post-Bachelor level was endorsed by ASPC and approved by Board in November 2020. Pilots on short courses with digital credentials have begun across a number of Faculties. Further information can be found on the intranet here: [https://intranet.sydney.edu.au/strategy-governance/education/postgraduate-education.html](https://intranet.sydney.edu.au/strategy-governance/education/postgraduate-education.html).

Dr Charles Perkins Oration 2020


There is also an AUSLAN translation available here: [https://youtu.be/NtQU75Nc09g](https://youtu.be/NtQU75Nc09g).

Webinar on understanding domestic violence and responding with compassion


Webinar on university rankings

Deputy Vice-Chancellor (Research) Professor Duncan Ivison and Vice-Principal (External Relations) Tania Rhodes-Taylor conducted a webinar on 9 November 2020 which explained university rankings, their uses and their research impact. Interested staff can watch a recording, download a copy of the webinar presentation, or access further information on the intranet here: [https://intranet.sydney.edu.au/news/all/2020/11/12/university-rankings-webinar.html](https://intranet.sydney.edu.au/news/all/2020/11/12/university-rankings-webinar.html).

Digital subscript renewal

Staff and students can access digital subscriptions for *The Australia* and *The Daily Telegraph*. The University has renewed this subscription to be valid until 25 November 2022. Students and staff can also subscribe to the digital edition of *Times Higher Education*, and this subscription is valid until 24 September 2022. There are more details on the intranet here: [https://intranet.sydney.edu.au/employment/pay/discounts-offers/membership-subscriptions.html](https://intranet.sydney.edu.au/employment/pay/discounts-offers/membership-subscriptions.html).

Student satisfaction survey

Non-Confidential

Student Appeals Panel Training for New Chairs
On Thursday 10 December I participated in a training session for new chairs of appeals heard by the Student Appeals Board (SAB) and Student Disciplinary Appeals Committee (SDAC). The appeals heard by SAB cover academic decisions affecting a student’s assessment or progress, and the appeals heard by SDAC cover misconduct matters. The new chairs were trained in the processes required for each type of appeal hearing.

Academic Promotions Unit: Career Development Information Session
I gave a presentation on “Preparing the case for Governance, Leadership and Engagement” as part of the Academic Promotions Unit Applicant Information Session on Thursday 28 January. The APU runs several information sessions each year aimed at helping academic staff who intend to apply for promotion in that round to develop a strong application.

Australian Catholic University Governance Day
I was invited to present a session at the Australian Catholic University Governance Day 2021 on Tuesday 16 February 2021. This is an annual event held by ACU to induct new members into various governing bodies and consider strategic priorities for the coming year. My session covered the topic of combining innovation with robust academic oversight.

University Executive retreat
I attended the University Executive retreat on Monday 1 March. These retreats occur several times each year, and they are valuable resources for allowing UE to plan the implementation of strategic priorities.

SAGE National Network meeting and NSW Regional Network meeting
I attended the SAGE National Network meeting via Zoom on Thursday 18 February, and the NSW Regional Network meeting via Zoom on Wednesday 24 February. Discussing matters of common interest with colleagues across the country is helpful in refining our own SAGE strategy.

Susan Wakil Health Building Opening
I joined members of Senate at the official launch of the Susan Wakil Health Building on Friday 26 February 2021. The building houses the Susan Wakil School of Nursing and Midwifery, the Sydney School of Health Sciences and the Central Clinical School of the Sydney Medical School, and represents the first step in creating a new Health precinct, to give students, teachers and researchers the most advanced approach to health education and research.

Sydney University Regiment Dinner
On Saturday 12 December 2020 I was delighted to attend the Sydney University Regiment Dinner at the Holsworthy Barracks as a formal guest representative of the University.

Executive Approvals

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 01/2021</td>
<td>2 March 2021</td>
</tr>
</tbody>
</table>
16 December 2020 | The Chair, Academic Board, on behalf of the Academic Board, approved the amendment of the course location for the Bachelor of Health Science (Honours); Bachelor of Applied Science (Exercise Physiology); Doctor of Philosophy in Health Sciences; Master of Applied Science (Health Sciences); Bachelor of Applied Science (Exercise and Sport Science) Honours, from Cumberland Campus to Camperdown Campus, with effect from 2021.

23 December 2020 | The Chair, Academic Board, on behalf of the Academic Board, approved the extension of approved temporary arrangements for English due to COVID for all teaching periods of 2021 and all research periods of 2021.

23 December 2020 | The Chair, Academic Board, on behalf of the Academic Board, approved the proposal from the Faculty of Medicine and Health to suspend admissions to the Master of Biomedical Science (Cancer) and the Master of Biomedical Science (Advanced Diagnostics and Prognostics) streams and their embedded degrees for 2021.

10 February 2021 | The Chair, Academic Board, on behalf of the Academic Board, approved the amendments to the International Baccalaureate Schedule and the adoption of an interim International Baccalaureate Admissions schedule, with effect from Semester 1, 2022 admissions.

19 February 2021 | The Chair, Academic Board, on behalf of the Academic Board, approved changes to clause 15 of the Coursework Policy 2014, recommended by the Academic Standards and Policy Committee to the Academic Board.

23 February 2021 | The Chair, Academic Board, on behalf of the Academic Board, approved the proposal from the Registrar and Associate Director (Education) to rescind clauses 55(5) and 73 (4) of the Coursework Policy 2014.

23 February 2021 | The Chair, Academic Board, on behalf of the Academic Board, approved the Advanced Placement (AP) subjects as an alternative academic test to replace the SAT or ACT standardised tests for international students to enter the undergraduate programs offered at the University of Sydney through a direct application, noting that the alternative tests would be accepted for all relevant international applications received during 2021, and a review for continuation of the assessment from 2022 onward would be required in early 2022.

16 December 2020 | The Chair, Academic Board, on behalf of the Academic Board, approved an exemption from the Assessment Procedures 2011 Clause 14 (5A) relating to special consideration.

I have explicitly informed the University Senate of these changes to our procedures.

**ATTACHMENTS**

Attachment 1 – Sydney Health Sciences Relocation to Camperdown
Attachment 2 – Extending the Temporary Arrangements for English for Semester 2, 2021
Attachment 3 – Suspension of Master of Biomedical Science Cancer and Advanced Diagnostics and Prognostics and their embedded degrees
Attachment 4 – New UAC Schedules for 2022 & Interim International Baccalaureate Schedule for 2022
Attachment 5 – Adjustment to Foundation Program Requirements in Coursework Policy 2014
Attachment 6 – Adjustment to attendance requirements in Coursework Policy 2014
Attachment 7 – Temporary Acceptance of Alternative Academic Tests for USYD Undergraduate Admissions for students who are unable to sit for SAT or ACT tests
Attachment 8 – Exemption from Assessment Procedures 2011
# Sydney Health Sciences relocation to Camperdown

| Award Course Name                      | Bachelor of Health Sciences (Honours)  
|                                      | Bachelor of Applied Science (Exercise Physiology)  
|                                      | Doctor of Philosophy in Health Sciences  
|                                      | Master of Applied Science (Health Sciences)  
|                                      | Bachelor of Applied Science (Exercise and Sport Science) Honours |
| Award Course Code                   | BHHEASCH-02  
|                                      | BPASEXPH-01  
|                                      | RPPHDHEA-02  
|                                      | RMAPPSCI-02  
|                                      | BHASESSH-01 |
| Recommendation                          | That Academic Board endorse the recommendation being submitted for approval to amend the course location for the specified programs from Cumberland Campus to Camperdown Campus, with effect from 2021. |
| Proposed Implementation Date          | 1 January, 2021 |
| Proposal Presenter                    | Ms Sarah Brown, Head of Education, Faculty of Medicine and Health |
| Consultation Pipeline                 | Education Committee Chair action  
|                                      | Faculty Board Chair action  
|                                      | Academic Board executive approval |
| Submission Within Approval Deadlines   | Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines.  
|                                      | ☐ Yes ☒ No |
| AQF Compliance                        | Are all amended units of study valued at 6 credit points?  
|                                      | ☐ Yes ☒ No |
|                                      | If the proposal includes new units of study or a change to an existing unit of study, complete the following section.  
|                                      | Is this a new unit of study or a change to an existing unit of study?  
|                                      | ☐ New unit of study ☐ Change to an existing unit of study  
|                                      | Does this proposal necessitate changes to the mode of delivery of the award course as already approved?  
|                                      | ☐ Yes ☐ No  
|                                      | What changes are involved in this proposal? Tick all that apply.  
|                                      | ☐ Changes to core or compulsory units of study  
|                                      | ☐ Changes to a stream  
|                                      | ☐ Changes to a major  
|                                      | ☐ Changes to a minor  
|                                      | ☐ Changes to a program  
|                                      | ☐ Changes to honours  
|                                      | ☐ Changes to specialisation  

“Respect is a core value of the Academic Board”
Mardarangun Academic Boardmirung
EXECUTIVE SUMMARY

The University’s creation of a multidisciplinary health precinct on Camperdown Campus has precipitated the relocation of courses taught in the Sydney School of Health Science from the current location at the Cumberland Campus to Camperdown campus, including a specialised space within the Susan Wakil Health Building.

This proposal seeks these courses be formally approved to be relocated to Camperdown Campus and have these details accurately detailed and approved with TEQSA as well as updated in university systems such as Sydney Courses and Sydney Student.

RATIONALE

The following courses have been identified as being CRICOS registered to Cumberland, which will need to be updated with TEQSA and accurately reflected in our university systems so compliant eCOEs can be issued to international students.

Students applying for 2021 entry in the following courses:
- Bachelor of Health Sciences (Honours) and;
- Bachelor of Applied Science (Exercise and Sport Science) Honours

will require the correct location be listed so compliant eCOEs can be issued.

<table>
<thead>
<tr>
<th>CRICOS Code</th>
<th>Course Name</th>
<th>Course Level</th>
<th>Active eCOEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>058961E</td>
<td>Bachelor of Health Sciences (Honours)</td>
<td>Bachelor Honours Degree</td>
<td>No</td>
</tr>
<tr>
<td>074245M</td>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>Bachelor’s degree</td>
<td>Yes</td>
</tr>
<tr>
<td>058697E</td>
<td>Doctor of Philosophy in Health Sciences</td>
<td>Doctoral Degree</td>
<td>Yes</td>
</tr>
<tr>
<td>052757B</td>
<td>Master of Applied Science (Health Sciences)</td>
<td>Master’s Degree (Research)</td>
<td>Yes</td>
</tr>
<tr>
<td>028770E</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) Honours</td>
<td>Bachelor Honours Degree</td>
<td>No</td>
</tr>
</tbody>
</table>

CONSULTATION AND COMMUNICATIONS

"Respect is a core value of the Academic Board”
Maridarangun Academic Boardmirung
Consultation with Compliance (Lianty Ng) has occurred.

In addition to communications already sent to student cohorts, additional communications to students will be sent advising them of the change of location to Camperdown in 2021. Students applying for the Honours degrees in 2021 will also be advised on the location change through direct communications.

RISKS AND BENEFITS

For current students, compliant eCOEs can’t be issued until approved by Academic Board and TEQSA. For perspective students cannot apply for the Honours courses and until the location can be approved, therefore affecting enrolments. This currently affects the ability to complete admissions processes for the honours courses.

An updated location of the existing eCOEs will also be undertaken. Three (3) courses have active eCOEs linked to Cumberland Campus.

<table>
<thead>
<tr>
<th>Courses with active eCOEs</th>
<th>Number of active eCOEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>4</td>
</tr>
<tr>
<td>Doctor of Philosophy in Health Sciences</td>
<td>15</td>
</tr>
<tr>
<td>Master of Applied Science (Health Sciences)</td>
<td>2</td>
</tr>
</tbody>
</table>

TRANSITIONAL ARRANGEMENTS

Implementation will occur once approved.

SIGNATURE OF DEAN

_________________________ Date: __/__/____

Signature of Dean

Approver: Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health

Faculty Sponsor: Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health

"Respect is a core value of the Academic Board"

Maridarangun Academic Boardmirung
REQUEST FOR APPROVAL OUT OF SESSION

This approval was received outside of the published approval deadlines; it is requested that the Committee review the proposal due to the following needs:

1. Strategic imperative of the proposal for the University (link to 2016-2020 Strategic Plan)
   □ Yes  ■ No If yes, please detail.

2. External/industry requirements
   ■ Yes  □ No If yes, please detail.

   The location needs to be amended and approved with TEQSA in order to be compliant under the ESOS act. Compliance and Admissions have been consulted.

3. Other reason/s for the request for out of session approval.

   Particular courses from the Sydney School of Health Sciences have been identified as still requiring approvals to be moved to the new Susan Wakil Building on the Camperdown campus.

   Applications for the Bachelor of Health Sciences (Honours) and Bachelor of Applied Science (Exercise and Sport Science) Honours need to be amended quickly so compliant eCOEs can be issued for students applying for study in 2021.

SUMMARY

Detail the circumstances affecting the late submission of this proposal

The University’s creation of a multidisciplinary health precinct on Camperdown Campus has precipitated the relocation of courses taught in the Sydney School of Health Science from the current location at the Cumberland Campus to the Camperdown campus. The courses listed in this proposal have been identified as requiring the location amended in order to be compliant under the ESOS act and have university systems updated.
The approval of the Dean, Deputy Vice-Chancellor (Education), Vice-Principal (Operations) and Provost and Deputy Vice-Chancellor in support of the extenuating circumstances/rationale for out of session review.

Robyn Ward
Signature of Dean
Date: 30/11/20

Signature of DVC Education
Date: 11/12/2020

Signature of VP (Operations) or delegate
Date: __/__/___

Signature of Provost and Deputy Vice-Chancellor
Date: __/__/___
Dear Rochelle

Please accept this email trail in lieu of Stephen’s signature.

Regards

Edwina

Edwina Grose  
Director, Student Operations

THE UNIVERSITY OF SYDNEY  
Office of the Vice Principal Operations  
Level 6, Jane Foss Russell Building G02  
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For details on how information from COVID-19 disclosures is used, refer to our privacy notice.

Thanks Edwina, all good.  Cheers Stephen

Dear Stephen

This is a late request which requires your signature – it is slightly unusual in that the majority of
AMT work specified has already been done in order to enable students to apply for the correct campus. As such, I have no problems with recommending that you approve it please.

Thank you, and regards

Edwina

Edwina Grose
Director, Student Operations

THE UNIVERSITY OF SYDNEY
Office of the Vice Principal Operations
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Tim Field (Director, International)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Wencong Chai (Director, Admissions)</td>
</tr>
<tr>
<td></td>
<td>Shane Griffin - Executive Director, Student Recruitment and Admissions</td>
</tr>
<tr>
<td>Paper title</td>
<td>Extending the Temporary Arrangements for English for Semester 2, 2021</td>
</tr>
<tr>
<td>Purpose</td>
<td>To extend the current approval for the temporary arrangements for English for Semester 2, 2021 as we are already receiving applicants for S2 2021 and they are impacted by COVID now at their point of application.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Chair, Academic Board approve the extension of approved temporary arrangements for English due to COVID for all teaching periods of 2021 and all research periods of 2021.

EXECUTIVE SUMMARY

Currently the following temporary provisions have been made for students who are applying for admission in Semester 1, 2021 for undergraduate and postgraduate coursework and in Research Periods (RPs) 1 and 2 for Higher Degree by Research (HDR). The below provisions do not apply to pre-registration nursing courses and HDR nursing research area within the Faculty of Medicine and Health. Students impacted by English language test centre closures etc, are applying for S2 2021 currently and we need to extend the approval to cover those students so as to not lose those applicants.

Currently these measures are in place and we would like to extend the validity to cover S2 2021 applicants, or more importantly to extend the validity to cover students applying during COVID where they are able to demonstrate that standard testing was not available to them.

While some countries less affected by COVID may be able to start an in person testing regime earlier than others, the processing complexity of trying to distinguish between greater and lesser affected countries, does not make a differential approach a viable option.

We have extended the current English language test validity to 3 years.

We accept the IELTS Indicator from countries where standard testing procedures are not currently available.

We will accept TOEFL iBT Special Home Edition from countries where standard testing procedures are not currently available.

Once authorised English tests become available, these temporary arrangements will no longer be accepted. In all communications we note that the University acceptance of these tests is not related to any visa requirement. It is the students’ responsibility to check Home Affairs website for all visa related information.

Recruitment is not done by intake and the cycle is often 12 to 18 months in advance. We need to recognize that a student applying during COVID is impacted now and enable them to proceed with applying for us so that we can better service their needs, provide certainty to our prospective students/markets and enable us to better convert an applicant pool through to enrolled.
ADMISSIONS STANDARDS – ENGLISH LANGUAGE PROFICIENCY

1 Definitions
(1) Words and phrases used in these standards and not otherwise defined in this document have the meanings they have in the Coursework Policy 2014.
(2) In these standards:

- IB means the International Baccalaureate
- CAE means Cambridge English: Advanced
- CPE means Cambridge English: Proficiency
- GCE means the General Certificate of Education
- HKDSE means the Hong Kong Diploma of Secondary Education
- IELTS means the International English Language Testing System
- STPM means the Sijil Tinggi Persekolahan Malaysia
- TOEFL means the Test of English as a Foreign Language
- TOEFL iBT means internet based TOEFL
- UK A Level English means the GCE English subject that has been undertaken at full Advanced (A2) level
- UK AS Level English means the GCE English Language and Literature subject or English Language subject.
- UK A Levels Humanities means any of the following GCE A Level humanities subjects: History, Humanities, Philosophy – Critical Thinking, Politics, Law, Religion, Sociology and Psychology

2 Applicants whose first language is English
(1) In order to satisfy the requirements of clauses 21A and 23A of the Coursework Policy 2014, or section 7.1 of the University of Sydney (Higher Degree by Research) Rule 2011, the applicant must have citizenship or permanent long-term residency (minimum ten years) from one or more of the following countries and have completed secondary or tertiary study from one of the following countries:

(a) American Samoa
(b) Australia
(c) Botswana
(d) Canada (excluding Quebec)
Admissions Standards – English Language Proficiency

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(e) Fiji
(f) Ghana
(g) Guyana
(h) Ireland
(i) Jamaica
(j) Kenya
(k) Lesotho
(l) Liberia
(m) New Zealand
(n) Nigeria
(o) Papua New Guinea
(p) Samoa
(q) Singapore
(r) Solomon Islands
(s) South Africa
(t) Tonga
(u) Trinidad and Tobago
(v) United Kingdom (including Northern Ireland)
(w) United States of America
(x) Zambia
(y) Zimbabwe

(2) An applicant for admission to an undergraduate award course in a faculty that has set proof of English as a first language separate to the countries listed in 2(1) must meet the faculty’s requirements, as approved by the Academic Board.

Note These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(3) For applicants for admission to pre - registration courses in the Susan Wakil School of Nursing and Midwifery, only recognised countries specified in the Nursing and Midwifery Board of Australia Registration Standard: English Language Skills may be used for the purposes of demonstrating English as a first language.

3 Applicants whose first language is not English – secondary qualifications

(1) These standards apply to undergraduate coursework applicants:
(a) whose first language is not English;
(b) who wish to demonstrate English proficiency through secondary qualifications; and
(c) who, if successful, will commence studies after 1 January 2019.
(2) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.

(3) An applicant whose first language is not English must have:
   (a) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
      (i) in an English speaking country; or
      (ii) in which the instruction and assessment were entirely in English; or
   (b) achieved a record of satisfactory achievement in secondary studies within two years of the date on which they will commence the course:
      (i) not undertaken in English; but
      (ii) which meets the requirements listed in Table 1 or Table 2.

(4) An applicant for admission to an undergraduate award course in a faculty that has set English language requirements above the minimum requirements set out in subclause 3(3) must meet the faculty’s requirements, as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

4 Applicants whose first language is not English – tertiary studies

(1) These standards apply to undergraduate and postgraduate coursework, and higher degree by research, applicants:
   (a) whose first language is not English;
   (b) who wish to demonstrate English proficiency through tertiary studies; and
   (c) who, if successful, will commence studies after 1 January 2019.

(2) An applicant whose first language is not English must have achieved a record of satisfactory achievement in tertiary studies:
   (a) within five years of the date on which they will commence the course;
   (b) at a provider approved by the University; and
   (c) in which the duration of study:
      (i) was at least one year of full-time (or equivalent part time) conducted in an English speaking country as defined in Item 2(1) and where the language of instruction, assessment, examination, and the institution was English; or
      (ii) was a completed undergraduate degree of at least three years full time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English; or
      (iii) was a completed postgraduate or higher degree by research award course of at least one year full-time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English.
(3) An applicant for admission to an award course that has English language duration of study requirements separate to the requirements established in 4(2)(c) must meet the faculty’s requirements as approved by the Academic Board.  

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(4) The courses and separate requirements referenced in 4(3) are listed below:

(a) admission to all postgraduate award courses offered by the School of Architecture, Design and Planning requires, in addition to 4(2)(a) and 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:

(i) was at least two years of full time (or equivalent part time) conducted in an English Speaking country as defined in 2(1) and where the language of instruction, assessment, examination, and the institution was English; or

(ii) was a completed undergraduate degree of at least three years full time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English; or

(iii) was a completed postgraduate or higher degree by research award course of at least two years full-time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English.

(b) admission to pre-registration courses offered by the Susan Wakil School of Nursing requires meeting all applicable standards specified in the Nursing and Midwifery Board of Australia Registration Standard: English Language Skills, including those relating to duration, location and nature of study.

(c) admission to all post-registration postgraduate courses offered by the Sydney Nursing School requires, in addition to 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:

(i) was a three year degree, completed no more than five years prior to the commencement of study in which the language of instruction, assessment, examination, and the institution was English; or

(ii) was a degree of two years or more, completed no more than three years prior to the commencement of study in which the language of instruction, assessment, examination, and the institution was English.

5 Applicants whose first language is not English – English language test scores

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research, applicants:

(a) whose first language is not English;

(b) who wish to demonstrate English language proficiency through an English language skills test score;

(c) who, if successful, will commence studies after 1 January 2019.

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 Except as provided in subclause 5(2A), an applicant whose first language is not English must have achieved within two years of the date on which the applicant will commence the course an IELTS overall band score of:

(a) 6.5, with at least 6.0 in each band; or
(b) an equivalent score as listed in Table 3.

(2A) For entry to all courses except for pre-registration courses offered by the Susan Wakil School of Nursing in teaching period two of 2020, research periods three and four of 2020, all teaching periods one of 2021 and all research periods one and two of 2021:

(a) an applicant whose first language is not English may rely on IELTS (or equivalent) scores achieved within three years prior to course commencement;
(b) the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL IBT;
(c) the IELTS Indicator will be considered equivalent to the IELTS;
(d) for applicants residing in countries where neither of the TOEFL Special Home Edition Test nor the IELTS Indicator is available:
(i) the Password English language test will be considered equivalent to IELTS; and
(ii) Linguaskill will be considered equivalent to the Cambridge English Scale.

Note: See the Learning and Teaching Policy 2019 for the definition of teaching periods.

(3) An applicant for admission to an award course in a faculty that has set English language requirements in addition to or above the minimum requirements set out in subclause 5(2) must meet the faculty’s requirements as approved by the Academic Board and listed in Table 4 (undergraduate courses) and Table 5 (postgraduate courses).

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(4) The Head of School and Dean of the Sydney College of the Arts may, on application and at their discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.

(5) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at their discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.

6 Other applicants whose first language is not English

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research applicants:
(a) whose first language is not English;
(b) who wish to demonstrate English proficiency otherwise than in accordance with clauses 3 – 5; and
Admissions Standards – English Language Proficiency

6A Applicants for Study Abroad and Exchange program whose first language is not English – secondary qualifications

(1) These standards apply to Study Abroad and Exchange coursework applicants:
   (a) whose first language is not English;
   (b) who wish to demonstrate English proficiency through secondary qualifications; and
   (c) who, if successful, will commence studies after 1 August 2020.

(2) Inbound applicants seeking admission to a Study Abroad and Exchange program on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.

(3) An applicant whose first language is not English must have:
   (a) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
      (i) in an English speaking country; or
      (ii) in which the instruction and assessment were entirely in English; or
   (b) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
      (i) not undertaken in English; but
      (ii) which meets the requirements listed in Table 1 or Table 2.
7 Exceptional circumstances

(1) In exceptional circumstances, a Dean may determine that an applicant demonstrates English language proficiency requirements by means other than those prescribed in these standards, provided that:

(a) the applicant must have:
   (i) an IELTS score or equivalent as specified in Table 3; and:
   (ii) an overall or average band score no more than 0.5 below the overall or average band score otherwise required; and
   (iii) no individual band score more than 1.0 below the individual band score otherwise required; or
(b) the Dean is satisfied that the applicant has demonstrated enough competence in written and spoken English to complete the course successfully.

(2) For undergraduate applicants, the Chair of the Undergraduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a), as they apply in a particular case.

(3) For postgraduate coursework and higher degree by research applicants, the Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a), as they apply in a particular case.

(4) In considering whether an applicant has demonstrated enough competence in written and spoken English to complete the course successfully, the Dean:

(a) must take into account any advice of the relevant Associate Dean; and
(b) may consider any other relevant matter, including:
   (i) the applicant’s ability to communicate in an academic environment;
   (ii) whether the applicant has been known to the faculty for at least two years;
   (iii) any appropriate work experience that the applicant has had in an English language environment; and
   (iv) any oral discussions between faculty members and the applicant.

(5) The Dean must record in writing on the student file any approval to waive English language requirements, including:

(a) the proof of proficiency in English provided by the applicant; and
(b) the Dean’s reasons for granting the exemption.
TABLE 1

Concordance estimates for qualifications used to provide evidence of English language proficiency

<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>UK A Level English</th>
<th>Singapore-Cambridge A Levels: English Language and Linguistics</th>
<th>HKDSE English Language and Literature in English</th>
<th>STPM Literature (920)</th>
<th>UK A Levels Humanities</th>
<th>UK AS Levels English</th>
<th>IB English A – Higher Level</th>
<th>IB English A – Standard Level</th>
<th>IB English B – Higher Level</th>
<th>IB English B – Standard Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>D</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.0</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
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<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>B/C</td>
<td>B/C</td>
<td>B/C</td>
<td>A/B</td>
<td>A/B</td>
<td>4</td>
<td>5</td>
<td>4</td>
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<tr>
<td>7.0</td>
<td>A</td>
<td>A</td>
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<td>A</td>
<td>A</td>
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</table>
### TABLE 2

Subject and grade requirements guide for accepted secondary qualifications not undertaken in English

<table>
<thead>
<tr>
<th>Qualification/subject</th>
<th>Grade requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark Studentereksamen</td>
<td>7 in English A or 10 in English B</td>
</tr>
<tr>
<td>Finland Upper Secondary School Certificate</td>
<td>8 in English or English A Language</td>
</tr>
<tr>
<td>Germany Abitur</td>
<td>3 in Advanced Level English (LF)</td>
</tr>
<tr>
<td>Netherlands VWO</td>
<td>8 in Level 6 High School English</td>
</tr>
<tr>
<td>Norway Vitnemal</td>
<td>4 in English</td>
</tr>
<tr>
<td>STPM Literature</td>
<td>B/C</td>
</tr>
<tr>
<td>Sweden Avgangsbetyg/Slutbetyg</td>
<td>VG or C in English</td>
</tr>
</tbody>
</table>
# English Language Skills Tests conversion table – Overall scores

<table>
<thead>
<tr>
<th>IELTS Academic</th>
<th>TOEFL iBT</th>
<th>PTE Academic</th>
<th>Cambridge English Scale: CAE and CPE (from 2015)</th>
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<tbody>
<tr>
<td>5.5</td>
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<td>46</td>
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</tr>
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<td>8.5</td>
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<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>120</td>
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<td>209</td>
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</tbody>
</table>

## English language Individual skills tests

<table>
<thead>
<tr>
<th>R/L/S/W</th>
<th>R/L/S</th>
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<th>Section</th>
<th>Section</th>
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<tbody>
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<tr>
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<td>7.5</td>
<td>25</td>
<td>27</td>
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<td>191</td>
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<td>8.0</td>
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<td>8.5</td>
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<tr>
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<td>30</td>
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<td>209</td>
</tr>
</tbody>
</table>

**Note:** Scores from TOEFL Paper Based Tests taken after 14 October 2017 are not accepted as this test is no longer offered by ETS.

**Note:** For entry to all courses except for pre-registration courses offered by the Susan Wakil School of Nursing in teaching period two of 2020, research periods three and four of 2020, all teaching periods one of 2021 and all research periods one and two of 2021:

- the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT;
- the IELTS Indicator will be considered equivalent to the IELTS Academic;
- for applicants residing in countries where neither the TOEFL Special Home Edition Test nor the IELTS Indicator is available:

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the Password English-language test will be considered equivalent to IELTS; and

- Linguaskill will be considered equivalent to the Cambridge English Scale

See subclause 5(2A)
## TABLE 4

**Faculty-specific English Language Requirements – Undergraduate**

<table>
<thead>
<tr>
<th>Faculty/Course</th>
<th>English Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sydney School of Architecture, Design and Planning</strong></td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td><strong>Faculty of Arts and Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications)</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Economics, Bachelor of Economics / Bachelor of Advanced Studies</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
</tbody>
</table>
| Bachelor of Education (all streams) | IELTS: Minimum overall result of 7.5  
Minimum of 8.0 in speaking and listening modules  
Minimum of 7.0 in reading and writing modules |
| **Sydney Business School** | |
| All undergraduate courses except combined law and Bachelor of Commerce / Doctor of Medicine (see below) | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| **Faculty of Engineering** | |
| Bachelor of Engineering Honours / Bachelor of Commerce | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| Bachelor of Advanced Computing / Bachelor of Commerce | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
### Faculty of Health Sciences

<table>
<thead>
<tr>
<th>Degree</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
</tbody>
</table>

### Sydney Law School

<table>
<thead>
<tr>
<th>Course</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All undergraduate courses</td>
<td>Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
</tbody>
</table>

### Faculty of Medicine and Health

<table>
<thead>
<tr>
<th>Degree</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science / Doctor of Medicine</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Arts / Doctor of Medicine</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Nursing and Midwifery combined degrees</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Nursing (Advanced Studies)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Dental Medicine</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Programme</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Veterinary Biology / Doctor of Veterinary Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
</tbody>
</table>
### TABLE 5

**Faculty-specific English Language Requirements – Postgraduate**

<table>
<thead>
<tr>
<th>Sydney School of Architecture, Design and Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All postgraduate (coursework and research) award courses</td>
<td>For students without a Bachelor's Degree from an English language university, and who have studied less than two years in an institution of English instruction, an IELTS score of a minimum average of 7.0 with no section below 6.0 must be provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Arts and Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Master of Arts and Social Sciences</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Art Curating, Graduate Diploma in Art Curating, Graduate Certificate in Art Curating</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Creative Writing, Graduate Diploma in Creative Writing, Graduate Certificate in Creative Writing</td>
<td>IELTS overall 7.0 with a minimum of 7.0 in the Writing band and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics, Graduate Certificate in Crosscultural and Applied Linguistics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Cultural Studies, Graduate Diploma in Cultural Studies, Graduate Certificate in Cultural Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Development Studies, Graduate Diploma in Development Studies, Graduate Certificate in Development Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Digital Communication and Culture, Graduate Diploma in Digital Communication and Culture, Graduate Certificate in Digital Communication and Culture</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Economic Analysis, Graduate Diploma in Economic Analysis</td>
<td>IELTS overall 7.0 and a minimum of 6.5 in other bands</td>
</tr>
<tr>
<td>Master of Economics, Graduate Diploma in Economics, Graduate Certificate in Economics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Overall Requirement</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Master of English Studies, Graduate Diploma</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Communication, Graduate Diploma in Health Communication</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Security, Graduate Diploma in Health Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Human Rights, Graduate Diploma in Human Rights</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Security, Graduate Diploma in International Security, Graduate Certificate in International Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Studies, Graduate Diploma in International Studies, Graduate Certificate in International Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Media Practice, Graduate Diploma in Media Practice, Graduate Certificate in Media Practice</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Political Economy, Graduate Diploma in Political Economy, Graduate Certificate in Political Economy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Public Policy, Graduate Diploma in Public Policy, Graduate Certificate in Public Policy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Course Description</td>
<td>IELTS requirements</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Publishing, Graduate Diploma in Publishing, Graduate Certificate in</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Publishing</td>
<td></td>
</tr>
<tr>
<td>Master of Strategic Public Relations, Graduate Diploma in Strategic Public</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Relations, Graduate Certificate in Strategic Public Relations</td>
<td></td>
</tr>
<tr>
<td>Master of US Studies, Graduate Diploma in US Studies, Graduate Certificate in US</td>
<td>IELTS – Overall band score of 7.0 or above with</td>
</tr>
<tr>
<td>Studies</td>
<td>a result of a minimum of 6.5 in Speaking and Writing and</td>
</tr>
<tr>
<td></td>
<td>a minimum of 6.0 in Listening and Reading</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>IELTS – Overall band score of 7.5 or better with</td>
</tr>
<tr>
<td></td>
<td>minimum of 8.0 in speaking and listening modules and</td>
</tr>
<tr>
<td></td>
<td>minimum of 7.0 in reading and writing modules</td>
</tr>
<tr>
<td>Master of Social Work (Qualifying)</td>
<td>IELTS – Overall band score of 7.5 or better with</td>
</tr>
<tr>
<td></td>
<td>minimum of 7.0 in each band</td>
</tr>
<tr>
<td><strong>Sydney Business School</strong></td>
<td></td>
</tr>
<tr>
<td>Executive Master of Business Administration</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Business Administration (Leadership and Enterprise)</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Commerce (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Human Resource Management and Industrial Relations (and embedded</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td>sequences)</td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of International Business (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Logistics and Supply Chain Management (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Management, Master of Management (CEMS)</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Professional Accounting</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with no component being below 6.0</td>
</tr>
<tr>
<td>All research degrees</td>
<td>IELTS – Overall band score of 7.0 or better,</td>
</tr>
<tr>
<td></td>
<td>with a section minimum of 6.5</td>
</tr>
<tr>
<td><strong>Faculty of Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Master of Professional Engineering</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Professional Engineering (Accelerated)</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.5 in each band</td>
</tr>
<tr>
<td>Master of Complex Systems, Graduate Diploma in Complex Systems</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Project and Program Management</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Certificate in Project and Program Management</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Certificate in Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Diploma in Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.5 for Speaking and for Writing on each band</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Speech Language Pathology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td></td>
</tr>
<tr>
<td>All postgraduate (coursework and research) award course except for those below</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.5</td>
</tr>
<tr>
<td>Master of Music Studies (Composition)</td>
<td>IELTS – Overall band of 6.5 with no band less than 6.0</td>
</tr>
<tr>
<td>Master of Music Studies (Opera Performance), Graduate Diploma in Music (Opera Performance)</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
</tbody>
</table>
### Admissions Standards – English Language Proficiency

<table>
<thead>
<tr>
<th>Course</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma of Music (Performance)</td>
<td>IELTS – Overall band of 6.0</td>
</tr>
<tr>
<td>Master of Music Studies (Performance)</td>
<td>IELTS – Overall band of 6.0</td>
</tr>
<tr>
<td><strong>Sydney Law School</strong></td>
<td></td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>IELTS – Overall band score of 7.5 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>All other postgraduate (coursework and research) award courses</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.0 in each of the components</td>
</tr>
<tr>
<td><strong>Faculty of Medicine and Health</strong></td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (Medicine and Health)</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Master of Bioethics, Graduate Diploma in Bioethics</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Doctor of Clinical Dentistry, Graduate Diploma in Clinical Dentistry</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Clinical Trials Research, Graduate Diploma in Clinical Trials Research, Graduate Certificate in Clinical Trials Research</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Medicine (stream), Master of Medicine (Advanced) (stream), Master of Science in Medicine (stream), Master of Science in Medicine (Advanced) (stream), Master of Medicine (stream)/Master of Philosophy, Master of Science in Medicine (stream)/Master of Philosophy, Graduate Diploma in Medicine (stream), Graduate Diploma in Science in Medicine (stream), Graduate Certificate in Medicine (stream), Graduate Certificate in Science in Medicine (stream).</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
</tbody>
</table>

This applies only to the following streams: Critical Care Medicine, Clinical Neurophysiology, Child and Adolescent Health, General Practice and Primary Health Care, Internal Medicine, Metabolic Health, Paediatric Medicine, Psychiatry, Pharmaceutical and Medical Device Development, Sexual and Reproductive
<table>
<thead>
<tr>
<th>Program</th>
<th>English Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Sleep Medicine and, Trauma informed Psychotherapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components.</td>
</tr>
<tr>
<td>Nursing and Midwifery – Master of Nursing (Pre-registration)</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components. Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills</td>
</tr>
<tr>
<td>Nursing and Midwifery – All postgraduate (coursework and research) award courses other than the Master of Nursing (Pre-registration)</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Pharmacy - All postgraduate award courses, with the exception of the Master of Philosophy and Doctor of Philosophy and Graduate Certificate in Evidence-Based Complementary Medicines</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.5</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td></td>
</tr>
<tr>
<td>Master of Clinical Psychology Master of Clinical Psychology/Doctor of Philosophy</td>
<td>IELTS – Overall band score of 7.0 with no band less than 7.0 Additional English language requirements apply under the current Australian Health Practitioners Regulation Agency (AHPRA) standards for registration. Where these are inconsistent with University of Sydney standards, the higher standard will apply.</td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Certificate in Coaching Psychology</td>
<td>IELTS – Overall band score of 7.5 as a minimum on each band with no band falling below a score of 6.0</td>
</tr>
<tr>
<td>Master of Environmental Science and Law</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
<tr>
<td>Master of Nutrition and Dietetics</td>
<td>IELTS – Overall band score of 7.5 or better, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine</td>
<td>IELTS – Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
</tbody>
</table>
## Suspension of Master of Biomedical Science streams

**Name of Curriculum Component**
Master of Biomedical Science (Cancer) and (Advanced Diagnostics and Prognostics) and their embedded degrees

**Purpose**
- ☐ Suspension with intention to delete
- ☒ Suspension with potential to review
- ☐ Deletion (if currently suspended – complete Appendix A)

**Recommendation**
That the Chair, Academic Board on behalf of the Academic Board approve the proposal from the Faculty of Medicine and Health to
1. suspend admissions to the Master of Biomedical Science (Cancer) and the Master of Biomedical Science (Advanced Diagnostics and Prognostics) streams and their embedded degrees for 2021.

**School/Department**
Professional Education in Health/School of Medical Sciences

**Faculty**
Faculty of Medicine and Health

**Proposal Presenter**
Prof Scott Byrne

### Consultation Pipeline

- **Education Committee**
  - Chair’s Action: 14/12/20
- **Faculty Board**
  - Chair’s Action: 15/12/20
- **UE SCSPC Exempt**
- **GSC (for noting)**
- **AB Executive Approval**

### List of Affected Courses
- Graduate Certificate in Biomedical Science (Advanced Diagnostics & Prognostics)
- Graduate Certificate in Biomedical Science (Cancer)
- Graduate Diploma in Biomedical Science (Advanced Diagnostics & Prognostics)
- Graduate Diploma in Biomedical Science (Cancer)
- Master of Biomedical Science (Advanced Diagnostics & Prognostics)
- Master of Biomedical Science (Cancer)

**Course codes:**
- GCBMDSAP-01
- GCBMDSCA-01
- GNBMDSAP-01
- GNBMDSCA-01
- MABMDSAP-01
- MABMDSCA-01

**Course Type**
- ☐ Undergraduate
- ☒ Postgraduate coursework
- ☐ Postgraduate research
- ☐ Sydney Professional Certificate

**Other Faculties**
Does the curriculum component identified for suspension/deletion include interdisciplinary units?
- ☐ Yes ☒ No

**Embedded sequence**
Is this curriculum component part of an embedded sequences?
- ☒ Yes ☐ No

**Operational Impact Assessment**
Does the curriculum component identified for suspension/deletion have fewer than 50 FTE enrolments (for UG) or fewer than 20 FTE enrolments (for PG)?
- ☒ Yes ☐ No
**Last Semester Intake**

Domestic: The courses were not offered in 2020. 2021 is the first year of intake.

International: The courses were not offered in 2020. 2021 is the first year of intake.

**Current students**

Are there any continuing (enrolled) students or suspended students in the curriculum component?
- ☒ Yes  ☐ No

We currently have students enrolled in the Infection and Immunity and Genomics and Precision Medicine streams in the pre-existing Master of Medicine and Master of Science in Medicine courses.

If yes, are there international students who are currently undertaking foundation or English language studies and planning to take this curriculum component e.g., students who received a package offer?
- ☐ Yes  ☒ No

Has consultation been undertaken with Sydney Future Students regarding the numbers of applications or offers in progress?
- ☒ Yes  ☐ No

**Impact on existing policies and rules**

Will the suspension or deletion of the course or component impact any rules or policies that may require amendments based on the suspension? (e.g. HDR Rule, PPR for HDR Students Policy, Coursework policy)
- ☒ Yes  ☐ No

The resolutions for the courses listed above, as well as the Infection and Immunity and Genomics and Precision Medicine streams, will be amended to note that the Graduate Certificate can only be offered part-time. The Graduate Diploma streams will also be opened to international students intake.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>102410M</td>
<td>Graduate Certificate in Biomedical Science (Advanced Diagnostics and Prognostics)</td>
</tr>
<tr>
<td>102413H</td>
<td>Graduate Certificate in Biomedical Science (Cancer)</td>
</tr>
<tr>
<td>102409D</td>
<td>Graduate Diploma in Biomedical Science (Advanced Diagnostics and Prognostics)</td>
</tr>
<tr>
<td>102412J</td>
<td>Graduate Diploma in Biomedical Science (Cancer)</td>
</tr>
<tr>
<td>102407F</td>
<td>Master of Biomedical Science (Advanced Diagnostics and Prognostics)</td>
</tr>
<tr>
<td>102411K</td>
<td>Master of Biomedical Science (Cancer)</td>
</tr>
</tbody>
</table>

**External registration codes (if applicable)**

Is the course currently CRICOS registered? Please list current registration number.

- 102410M
- 102413H
- 102409D
- 102412J
- 102407F
- 102411K

When will the course need to be de-registered?

- It is intended to review re-opening these streams from 2022, so we do not yet want to de-register the CRICOS registrations for these courses.

**Course Closure Administration (if applicable)**

Proposed date for course closure in SITS: Sem 1, 2021

Proposed date for fees to cease to be assigned to this course in SITS: It is intended to review re-opening these streams from 2022 and as such no date can be provided yet in relation to ceasing the fees assigned to this course in SITS.
EXECUTIVE SUMMARY

It is proposed to urgently suspend the Master of Biomedical Science (Cancer) and the Master of Biomedical Science (Advanced Diagnostics and Prognostics) streams and their embedded degrees for 2021. Noting:

- The Faculty is committed to keeping the remaining two streams (Infection and Immunity and Genomics and Precision Medicine) open for 2021.
- The Faculty wishes to review re-opening the Cancer and Advanced Diagnostics and Prognostics streams again from 2022.

RATIONALE

The Master of Biomedical Science and its 4 streams was opened for the first time in 2020 for a 2021 intake. Two of the streams – Cancer and Advanced Diagnostics and Prognostics – have not received adequate numbers of enrolments to ensure viability of the courses.

The other two streams - Infection and Immunity and Genomics and Precision Medicine - continue in 2021 as there are existing students in the equivalent Master of Medicine streams that will need teaching as well as receiving new applications.

CONSULTATION AND COMMUNICATIONS

Associate Dean (Education) Prof Inam Haq, FMH Head of Education Sarah Brown, Course Directors Prof Scott Byrne and Pieta Joy, Senior Manager, Curriculum and Quality have consulted with Prof Pip Pattison (DVCE), Nerida Olson and Erika Anza-Mosman (Sydney Future Students) and Georgie Wheadon and Andrew Horne in DVCE. Secretariat has agreed to allow these to progress under executive approval.

RISKS AND BENEFITS

Risks

- Currently, one student has accepted and offer into the Grad Cert (Adv Diag Prog). However, we have a communication plan organised for after consultation with DVCE and OGC.

Benefits

- Avoid delay in continuing a program that is non-viable from a curriculum sustainability viewpoint, and provide certainty for the future for staff and students.

TRANSITIONAL ARRANGEMENTS

The Faculty is committed to keeping the remaining two streams (Infection and Immunity and Genomics and Precision Medicine) open for 2021 and will review re-opening the closed streams from 2022.
NON-CONFIDENTIAL

APPROVALS

__________________________ Date: _15_/__12_/__2020__

Dean

__________________________ Date: _/__/____

Faculty General Manager

__________________________ Date: _/__/____

Deputy Vice-Chancellor (Education)

__________________________ Date: _/__/____

Divisional Finance Director

__________________________ Date: _/__/____

Executive Director,
Sydney Future Students

__________________________ Date: _/__/____

Director, Student Operations

__________________________ Date: _/__/____

Library Director

<table>
<thead>
<tr>
<th>Approver</th>
<th>Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Proposal Sponsor</td>
<td>Professor Inam Haq, Associate Dean (Education), Faculty of Medicine and Health</td>
</tr>
</tbody>
</table>
“Respect is a core value of the Academic Board”

Maridarangun Academic Boardmirung

Non-Confidential

APPROVALS

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Dean
Date: _15_/__12_/__2020__

__________________________
Faculty General Manager
Date: __/__/____

__________________________
Deputy Vice-Chancellor (Education)
Date: __/__/____

__________________________
Divisional Finance Director
Date: __/__/____

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Executive Director,
Sydney Future Students
Date: __/__/____

__________________________
Director, Student Operations
Date: __/__/____

__________________________
Library Director
Date: _16_/__12_/__20__

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Non-Confidential

APPROVALS

________________________________________________________________________________________

Dean
Date: _15_/ _12_/ _2020_

Faculty General Manager
Date: _/ _/

Deputy Vice-Chancellor (Education)
Date: 17 / 12 / 2020

Divisional Finance Director
Date: _/ _/

Executive Director, Sydney Future Students
Date: _/ _/

Director, Student Operations
Date: _/ _/

Library Director
Date: _/ _/

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APPROVALS

______________________________  Date: _15_/ _12_/ _2020_
Dean

______________________________  Date: _15_/ _12_/ _2020_
Faculty General Manager

______________________________  Date: _/_/_
Deputy Vice-Chancellor (Education)

______________________________  Date: _/_/_
Divisional Finance Director

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Executive Director,
Sydney Future Students

______________________________  Date: _/_/_
Director, Student Operations

______________________________  Date: _/_/_
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</tr>
</tbody>
</table>
Email approval attached

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 +61 2 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: Stephen Phillips <stephen.phillips@sydney.edu.au>
Sent: Thursday, 17 December 2020 2:05 PM
To: Edwina Grose <edwina.grose@sydney.edu.au>
Subject: Re: Stephen Phillip’s signature required for out of session proposal

Approved thanks Edwina. S

STEPHEN PHILLIPS | Vice-Principal, Operations
THE UNIVERSITY OF SYDNEY
T +61 2 9036 5406 | M +61 428 759 815
E stephen.phillips@sydney.edu.au

Sent from my iPhone

On 17 Dec 2020, at 1:51 pm, Edwina Grose <edwina.grose@sydney.edu.au> wrote:

Dear Stephen

I’m seeking your approval for the attached suspensions – I have confirmed with faculty that there is minimal student impact, and the AMT can do this quickly. As such, I recommend you approve the attached.

Thanks and regards

Edwina
Proposal Title: Amendment to - New UAC Schedules for 2022 & Interim International Baccalaureate Schedule for 2022

Recommendation: That the Chair, Academic Board, on behalf of the Academic Board, approve the amendments to the International Baccalaureate Schedule and the adoption of an interim International Baccalaureate Admissions schedule, with effect from Semester 1, 2022 admissions.

Proposal Presenter: Wencong Chai (Director, Admissions)
Shane Griffin - Executive Director, Student Recruitment and Admissions

Consultation Pipeline:
Sydney Future Student → Academic Board

EXECUTIVE SUMMARY

The 2019 ‘new schedules’ paper approved by the ASC and Academic Board contained information on the University’s adoption of a new International Baccalaureate Schedule for 2022 onwards. This change was announced as being major and required implementation across Domestic and International Admissions simultaneously due to the significant change in the method used to derive ATAR equivalent ranks (increased granularity). This approved course of action has now been impacted by a delay triggered by The Australasian Conference of Tertiary Admission Centres (ACTAC) in the adoption of the previously approved 2022 IB Schedule due to COVID-19 issues (see ATTACHMENT 1).

Consequently, the 2020 (ATTACHMENT 2) version of the IB schedule will continue to be used for 2022 admissions by UAC. Where possible, it is desirable for Sydney to be using the current Schedule (which under the previous plan we would have not implemented). The changes from our current Schedule are very minor and only impact 5 courses in generally making the entry requirement 1 IB mark lower.

RATIONALE/IMPACT

IB mark requirements are published in addition to the ATAR based selection rank. Admissions is now seeking to implement the following interim IB Schedule for Semester 2, 2021 and 2022 use in both Domestic and International admissions. The changes compared to the current IB Schedule are minor with the most typical impact being a reduction of 1 mark in the IB mark required compared to the previous year. The change only affect certain comparison points in the IB to ATAR conversion which limits this change to 5 Undergraduate Courses:

<table>
<thead>
<tr>
<th>Course Name – ATAR Selection Rank</th>
<th>OLD IB REQ.</th>
<th>NEW IB REQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Science/D Dental Medicine – 99.6</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>B Advanced Computing(all streams) – 90.0</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>B Nursing (Advanced) – 84.00</td>
<td>84</td>
<td>83</td>
</tr>
<tr>
<td>B Education (Early Childhood) – 77.00</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>B Science/B Advanced Studies (Agriculture) – 70.00</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

For an example of how this information is published please refer to pages 13-14 of the University’s 2021 Undergraduate Admissions Guide: (https://www.sydney.edu.au/content/dam/corporate/documents/study/guides/usyd-undergraduate-guide.pdf)

Beyond 2022, failing any further delays in the introduction to the new more granular IB schedule, we will be implementing the following as approved by the ASC and AB in 2019.
Extract below from 2019 ‘New Schedules’ ASC paper:

ITEM 5: S9001 INTERNATIONAL BACCALEAREATE 2020 – 2022

The International Baccalaureate Schedule as used by UAC has also been revised for Semester 1 2020 intake. The ranks derived have not been varied greatly but have unfortunately impacted two market dependant ATAR equivalent points for the university. The timing of the release of the new IB schedule places it well after we have advised both the Domestic and International markets on IB result requirements (out of 45) for all University of Sydney undergraduate course offerings – for both guaranteed and indicative equivalents.

Two areas of deflation in the rank equivalence coincided with both ATAR equivalent for 95.00 (affecting B Commerce guaranteed ATAR) and the equivalence for an ATAR of 80.00. Any impact on the ATAR 80.00 entry point will impact many of our high-volume course offerings including staples – B Arts, B Science combined Nursing, many education courses, Adv Computing and B Social Work.

The nature of the release of the IB schedule also places it at odds with the long-held UAC advisory process. From 2018, responsibility for the International Baccalaureate conversion schedule has been taken over by the Australasian Conference of Tertiary Admissions Centre (ACTAC) to reflect the need for a standardised national approach in IB conversions and a shift away from individual TACs developing potentially irregular conversions of their own.

UAC rank conversion table – IB Schedule S9001 2019-2020

<table>
<thead>
<tr>
<th>Overall IB score</th>
<th>UAC rank for entry in 2019</th>
<th>UAC rank for entry in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
<td>99.95</td>
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<tr>
<td>44</td>
<td>99.85</td>
<td>99.85</td>
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<tr>
<td>43</td>
<td>99.70</td>
<td>99.60</td>
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<tr>
<td>42</td>
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<tr>
<td>41</td>
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<tr>
<td>40</td>
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<td>24</td>
<td>68.70</td>
<td>68.45</td>
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</tbody>
</table>
For 2022 admissions, an improved conversion schedule for IB scores will be introduced. The International Baccalaureate will provide UAC access to percentage marks for each subject, offering more conversion points and more detailed information about Diploma students on the same overall score. This greater level of delineation will result in less IB applicants being eligible for the highest conversion score of 99.95.

The new process does not substantially change the Combined Rank for individual students, it simply allows for a more detailed scale to be used. UAC research suggests that roughly 60% of students would receive the same rank on the new conversion table, 25% will see an increase in their rank and 15% will see a decrease in their rank. Even where a Combined Rank goes up or down under the new process, it is still close to the value

**2022 International Baccalaureate Conversion table.**

### Sample rank conversion table – 2022 admissions (ACTAC Developed)

<table>
<thead>
<tr>
<th>Fine-grained IB score</th>
<th>Proposed fine-grained schedule</th>
<th>Fine-grained IB score</th>
<th>Proposed fine-grained schedule</th>
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</thead>
<tbody>
<tr>
<td>45.50</td>
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<td>37.25</td>
<td>95.45</td>
<td>27.00</td>
<td>76.40</td>
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</tbody>
</table>
This ranking schedule marks a seismic shift in the conversion methodology used by UAC in converting IB grades. UAC has been very transparent on this change and been liaising with the IBO throughout. Students undertaking the IB in 2022 will be very aware that they will be subject to this new schedule. The final schedule will be available in 2021.

There has already been significant media attention on the proposed changes for 2022:


Recommendation:

2022 IB Schedule: The 2022 IB schedule S9001 be implemented across both Domestic and International applicants for Semester 1, 2022 intake to ensure that the new calculation methodology is deployed consistently. If approved, our website will also carry information to ensure that future applicants are aware of our changed entry requirements for this intake.

ATTACHMENTS

ATTACHMENT 1 – Advice email from UAC on delay in 2022 implementation of new fine grain IB Schedule
ATTACHMENT 2 – Proposed Interim Schedule for 2022 as approved by ACTAC in May 2020.
## International Baccalaureate

<table>
<thead>
<tr>
<th>Aggregate score including bonus and penalty points</th>
<th>Combined Rank</th>
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<tbody>
<tr>
<td>45</td>
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<td>44</td>
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<tr>
<td>25</td>
<td>72.00</td>
</tr>
<tr>
<td>24</td>
<td>69.10</td>
</tr>
</tbody>
</table>

Incomplete Diploma $^{b,c}$

---

a  For tertiary entrance purposes in all Australian States and Territories. This Combined Rank measure of overall achievement is comparable with the Australian Tertiary Admissions Rank (ATAR). This means that a Combined Rank of 92.80 equals an ATAR of 92.80.

b  To be eligible for the award of Diploma of the International Baccalaureate, students must obtain a minimum of 24 points. Up to three bonus points may be awarded for performance in the Extended Essay and Theory of Knowledge. Prior to 1990, it was possible for negative marks to be awarded in these two areas, therefore reducing the total aggregate.

c  If the student is not eligible for the award of the Diploma of the International Baccalaureate, the qualification is deemed not assessable.

---

Changed as a result of ACTAC agreement to develop a National Schedule for implementation in UAS08 and reviewed by ACTAC in April 2020.
Proposal Title: Adjustment to foundation program requirements in Coursework Policy 2014

Recommendation: That the Chair, Academic Board, through delegated authority granted by the Academic Board, approve changes to clause 15 of the Coursework Policy, recommended by the Academic Standards and Policy Committee to the Academic Board.

Implementation: On approval

Proposal Presenter: Wencong Chai (Director, Admissions)
Tim Field (Director, International)

Consultation Pipeline:
Chair, Academic Board → Academic Board

EXECUTIVE SUMMARY
At its meeting of 9 February, 2021, the Academic Standards and Policy Committee resolved to recommend the addition of the UK Foundation Network Foundation program, King's Education Group Foundation program and Aceleader Education Group Foundation program for entry into the first year of a bachelor degree at the University of Sydney in line with existing foundation level entry requirements and as per the schedule outlined.

Clause 15 of the Coursework Policy 2014 is the enabling clause for the acceptance of foundation/preparation programs. Currently, it specifically includes only the Advanced International Certificate of Education, University of Cambridge. In order to accommodate the use of these additional foundation/preparation programs, the Academic Standards and Policy Committee recommended changes to make clause 15 of the Coursework Policy more general. As the University is in the midst of a crucial enrolment round, it is necessary to have these changes forwarded to the Policy Manager as soon as possible.

This memorandum requests that the Chair of the Academic Board, through delegated authority granted by the Academic Board, approve changes to clause 15 of the Coursework Policy, recommended by the Academic Standards and Policy Committee to the Academic Board.

DETAILS OF CHANGES
The Academic Standards and Policy Committee, at its meeting of 9 February 2021, resolved to recommend the following changes to the Coursework Policy.

AMENDMENTS TO COURSEWORK POLICY– INTERNATIONAL STUDENT PREPARATORY PROGRAMS
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; and
(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.

(1)(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
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(b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.

(2)(3) The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students and will publish a list of approved programs on its website on a case-by-case basis.

(4)(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).

(2)(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.

RISKS / BENEFITS

Without these changes the University will not have access to a cohort of appropriately prepared students.

IMPLEMENTATION

Following registration of the policy changes on the Policy Register.

<table>
<thead>
<tr>
<th>Approver</th>
<th>Shane Griffin (Executive Director, Sydney Future Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Proposal Sponsor</td>
<td>Wencong Chai (Director, Admissions)</td>
</tr>
<tr>
<td></td>
<td>Tim Field (Director, International)</td>
</tr>
</tbody>
</table>

ATTACHMENTS

Attachment 1  Marked up version of Coursework Policy 2014.
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)

9 June 2020 (commencing 6 May 2020)

15 September 2020 (commencing 24 September 2020)

17 November 2020 (commencing 18 November 2020)

Signature:

Position: Chair, Academic Board

Variation due to COVID-pandemic emergency

See clauses: 13A; 19A; 20(3); 55(5); 67A; 69(1)(g); 73(4); 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
\textit{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.

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.

converted weighted average mark  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.

Note: 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 University of Sydney (Coursework) Rule 2014.
credit means advanced standing based on previous attainment in:
- another award course at the University or at another institution;
- a non-award course, other than a microcredential, approved by the Academic Board;
- a microcredential obtained from the University; or
- another non award course, including a microcredential obtained from another institution, approved for credit as provided in this policy.

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 eligible microcredential has the meaning given in the *Continuing and Extra-Curricular Education Policy 2017*. At the date of this policy that is:

- means a microcredential awarded by the University which:
  - meets the requirements of subclause 8A(7) [of that policy]; and
  - has been approved as being eligible for a specified number of credit points towards specified award courses for a specified amount of time.

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.
**digital badge** has the meaning given in the *Continuing and Extra-Curricular Education Policy 2017*. At the date of this policy that is:

means a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and establishing resources for its validation.

**Note:** For the specifications for digital badges, see the Open Data Standard published by IMS Global Learning Consortium.

**disability** has the meaning prescribed in Section 4 of the *Disability Discrimination Act 1992 (Cth)*. At the date of this policy the definition is:

disability, in relation to a person, means:

(a) total or partial loss of the person’s bodily or mental functions; or

(b) total or partial loss of a part of the body; or

(c) the presence in the body of organisms causing disease or illness; or

(d) the presence in the body of organisms capable of causing disease or illness; or

(e) the malfunction, malformation or disfigurement of a part of the person’s body; or

(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

(g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(a) presently exists; or

(b) previously existed but no longer exists; or

(c) may exist in the future (including because of a genetic predisposition to that disability); or

(d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.
domestic applicant means an applicant who is:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

domestic student means a student who is:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

everal 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 Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

enrolment means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.
exchange student means a person who is:

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

exemption means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

faculty means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.

feedback means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

flexible 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 Master’s Degree (Extended).

microcredential

has the meaning given in the Continuing and Extra-Curricular Education Policy 2017. At the date of this policy, that is:

means a continuing education course which results in certification of assessed learning that focuses on specific knowledge, skills and capabilities and verifies that the holder possesses a particular professional skill. It is a non-award certification, which may in certain circumstances be considered for credit towards an award course. For the purposes of this policy, the Sydney Professional Certificate is not a microcredential.

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.

Sydney 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 candidate on the day on which they:
      (i) complete their acceptance online, or complete their acceptance 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 candidacy 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.
13A International applicants – courses requiring physical presence

(1) This clause applies to all international applicants for admission to undergraduate award courses in 2021.

(2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine that an award course is one which requires the student to be physically present at the University or at a place or places in Australia as directed by the University.

(a) Such determinations must:
   (i) be made in writing;
   (ii) published in the Admission Standards on the Academic Board Standards and Guidelines website; and
   (iii) list the courses to which they apply.

(3) International applicants for courses determined under subclause 13A(2) will be eligible for admission only if, as at the date specified in the offer made to them by the University:

(a) they are physically present in Australia; and

(b) they demonstrate this to the University by providing a statutory declaration, in the form specified by the University, in which they attest to:
   (i) being physically present in Australia;
   (ii) having been physically present when the declaration was witnessed; and
   (iii) having provided the witness with photographic identification of the applicant.

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; and
(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 and will publish a list of approved programs on its website, 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.

19A International applicants – courses requiring physical presence

(1) This clause applies to all international applicants for admission to postgraduate coursework award courses in 2021.

(2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine that an award course is one which requires the student to be physically present at the University or at a place or places in Australia as directed by the University.

(a) Such determinations must:
   (i) be made in writing;
   (ii) published in the Admission Standards on the Academic Board Standards and Guidelines website; and
(iii) list the courses to which they apply.

(3) International applicants for courses determined under subclause 19A(2) will be eligible for admission only if, as at the dates specified in the offer made to them by the University:

(a) they are physically present in Australia; and

(b) they demonstrate this to the University by providing a statutory declaration, in the form specified by the University, in which they attest to:

(i) being physically present in Australia;

(ii) having been physically present when the declaration was witnessed; and

(iii) having provided the witness with photographic identification of the applicant.

20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (3) 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.

(3) No exemptions under this clause may be granted in relation to the eligibility requirements set out in clause 19A.

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;
whether the applicant is likely to complete the course successfully;
the applicant's work experience;
any relevant TAFE or AQF courses successfully completed by the applicant.

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

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.

The Elite Athletes and Performers Scheme is available to domestic applicants who:

have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
can demonstrate that their sporting or performance commitments have impeded their HSC performance.

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.

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.

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.

The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.

The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.

Where the Elite Athletes and Performers Selection Committee endorses an assessment of an applicant, the Committee will forward the application to the relevant faculty for consideration.

Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme may be granted an adjustment factor of up to five points.

The Associate Dean may admit an applicant to an undergraduate award course under the elite athletes or performers scheme only if the applicant has:

a selection rank equal to or greater than the minimum selection rank for the course; and

an ATAR or equivalent equal to or greater than the minimum ATAR for the course.
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.
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 or 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, and within any framework established by the relevant Associate Dean, 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 program director to be equivalent to a specific University of Sydney unit of study.

Note: See University of Sydney (Delegations of Authority) Rule 2020.

(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) A program director may, in accordance with this policy, the faculty resolutions and the award course resolutions, and within any framework established by the relevant Associate Dean, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) **Note:** See *University of Sydney (Delegations of Authority) Rule 2020*, 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 (including a microcredential offered by another institution); or
(h) in a credit eligible microcredential, in relation to which the time period of credit availability has expired.

**Note:** See also the *Continuing and Extra-Curricular Education Policy 2017*.

(2) Factors to be taken into account by a Program Director when evaluating a program for the purposes of subclause (1) include:

(a) learning outcomes;
(b) academic standards and complexity;
(c) volume of learning;
(d) assessment, including academic integrity;
(e) quality assurance mechanisms; and
(f) whether the knowledge acquired is still current.

(3) Subject to the limits specified in clause 44, a student who successfully completes a credit eligible microcredential is entitled to apply for and to receive non-specific credit:

(a) on admission to an award course;
(b) within the period specified;
(c) for the number of credit points;

as specified in the digital badge awarded for the microcredential.

(4) Admission to the University’s courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.
(5) 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) except with the permission of the program director, for units of study undertaken at another tertiary institution from which the student has been excluded;
   (c) except with the permission of the program director, 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
   (d) except with the permission of the program director, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

(6) When granting credit, a program director 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.

(7) 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.

(8) 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.

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 and any study for which credit is awarded under subclauses 42(1) and 42(2)) 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 program director 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.

(8) Credit for microcredentials and other non-award courses must not exceed:

(a) one third of the total credit points required for the completion of the award course, for award courses of 72 credit points or less; and
(b) 24 credit points, for award courses of more than 72 credit points.

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 online and in-person attendance and participation requirements for its courses and units of study. Online learning and assessment activities may:
   (a) be conducted in real time, through website interaction or, where appropriate, delayed replay; and
   (b) include, but not be limited to:
      (i) online lectures;
      (ii) online tutorials;
      (iii) online practical work; and
      (iv) online quizzes, tests and examinations.

   Note: See the Assessment Procedures 2011.

(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.
A program director may specify the circumstances under which a student who does not satisfy attendance and participation requirements may be deemed not to have completed a unit of study or award course.

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).

If a unit of study co-ordinator is satisfied that a student is unable to meet in-person attendance or participation requirements, the unit of study co-ordinator may permit the student to participate instead in online learning and assessment activities, provided that:

(a) the online activities provide comparable opportunities for:
   (i) active engagement; and
   (ii) achievement of learning outcomes; and
(b) the relevant Associate Dean endorses the proposed course of action.

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.
A student may suspend their enrolment in a course by notice to the University for a maximum period of one year in any one notification.

The suspension must be notified to the University in a manner approved or accepted by the faculty.

A student must apply for and obtain the approval of the relevant Associate Dean for:
(a) a single suspension of more than one year; or
(b) any suspension that would result in a total period of suspension of more than one year over the student's candidature.

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**

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.

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.

If a student fails to re-enrol in that and the subsequent semester, their candidature will be terminated automatically.

**59 Return to candidature**

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.

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**

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.
Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.

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 two weeks before the commencement of the semester or teaching block in which the unit is offered, 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 2021; 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 2021, 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) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

70 Responsibilities for implementation of this Part

(1) The Academic Board is responsible for:

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

(3) 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.

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**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 2021, 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(1) or as 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:
   (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;
   (b) the student’s average mark for the teaching period was less than 50;
   (c) the award course resolutions stipulate that:
      (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and
      (ii) alternative enrolment is available; and
      the student’s average mark for all the units of study in which they were enrolled for the semester or other specified period was less than the average mark required by the award course resolutions;
   (d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;
(e) the student has failed twice to pass the same unit of study;
(f) the student’s attendance record during the teaching period was unsatisfactory (see Clause 73(4)); or
(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 – Students identified for the first time as not meeting academic progression requirements

(1) The Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.
(2) The letter will advise each student:
   (a) that they have been identified as not meeting academic progression requirements;
   (b) why they have been identified as not meeting academic progression requirements;
   (c) that they are advised to:
      (i) complete a Staying on Track survey; and
      (ii) attend a Staying on Track information session;
   (d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and
   (e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:
      (i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and
      (ii) they are recommended to consult an academic adviser in their faculty.
(3) Associate Deans may require students to consult an academic adviser.
(4) The Staying on Track survey will:
   (a) assist students to identify why they are having difficulties meeting academic progression requirements;
   (b) advise students to avail themselves of, and include details of, student support services available at the University, including:
      (i) the Counselling Service;
      (ii) the Learning Centre;
      (iii) the University Health Service; and
      (iv) the student representative bodies.
(5) The Staying on Track information session will:
   (a) provide information on study skills; and
   (b) introduce students to the student support services in subclause (4) (b).

Note: See clause 78 for information on the show cause process.
77 Stage 2 – Students at risk of being asked to show good cause

(1) Students who:
   (a) are enrolled in an award course whose normal full-time duration is two years or less; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

   will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:
   (a) are enrolled in an award course whose normal full-time duration is more than two years; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82

   will be sent a warning letter and a Staying on Track survey by the faculty.

(3) The letter will advise each student:
   (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) 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 transdisciplinary 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) Faculties may admit candidates to two postgraduate award courses and allow units of study 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-time except 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range ...</th>
<th>will be awarded honours ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.
97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.

97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and
(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and
(b) the requirements for the combined degree as set out in the award course resolutions.
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).

A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range ...</th>
<th>will be awarded honours ...</th>
</tr>
</thead>
<tbody>
<tr>
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<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

A student who achieves a mark of less than 65 is not awarded honours.

The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.

Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the title of the combined degree, consistently with the following examples:

(a) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy);

(b) Bachelor of Science / Bachelor of Advanced Studies (Mathematics) (Philosophy Honours);

(c) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.
(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:
   
   (a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;

   (b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

   (c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues their enrolment in a course during their first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

   (a) the student, or someone acting on the student's behalf, made a material misrepresentation in applying for admission to an award course;

   (b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

   (c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.
(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student’s candidature be terminated;

(b) inform the student that they may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student’s candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:

(a) consider the student’s submissions within 10 working days of receiving them; and

(b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:

(a) the disqualifying circumstances specified in the notice exist; and

(b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:

(a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and

(b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and

(c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.
102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:

(a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;

(b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;

(c) Assessment Policy 2011, which commenced on 9 November 2011;

(d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;

(e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and

(f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to

(a) all new courses approved after 25 July 2016; and

(b) all other courses from 1 January 2018.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF Absent fail</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>2</td>
<td>CA Credit (Aegrotat)</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>CN</td>
<td>Cancelled</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>4</td>
<td>CR</td>
<td>Credit</td>
<td>Range from 65 to less than 75</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>5</td>
<td>DA</td>
<td>Distinction (Aegrotat)</td>
<td>Range from 75 to less than 85</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>Discontinue - fail</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>7</td>
<td>DI</td>
<td>Distinction</td>
<td>Range from 75 to less than 85</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>8</td>
<td>DC</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may also 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(12)(a)(vii) and (viii) of the Assessment Procedures 2011).</td>
<td>Not included in WAM</td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>Included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
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</tr>
<tr>
<td>10</td>
<td>FR* Failed Requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>11</td>
<td>HA High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td>12</td>
<td>HD High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td>13</td>
<td>IC Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. 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.</td>
<td>Not included in WAM</td>
<td>No impact on progression</td>
</tr>
<tr>
<td>14</td>
<td>PA Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>PS Pass</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>16</td>
<td>SA* Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>17</td>
<td>RI Result incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td>Not included</td>
<td>Not included</td>
</tr>
<tr>
<td>18</td>
<td>SR* Satisfied requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>19</td>
<td>UC Unit of Study Continuing</td>
<td>No mark</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td>Not included</td>
<td>Progression status to be assessed at the last semester of the unit of study</td>
</tr>
<tr>
<td>20</td>
<td>WD Withdrawn</td>
<td>No mark</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td>Not included</td>
<td>No impact on progression</td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:
   (a) advanced skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;
   (b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;
   (c) strong skills and insight in the interpretation of results, data and appropriate information sources;
   (d) a capacity for illuminating critical analysis and self-evaluation;
   (e) outstanding skills in written and oral communication and in organisation and documentation;
   (f) exceptionally innovative, creative and imaginative thinking; and
   (g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
   (a) competently defending, where appropriate, their research within the chosen academic discipline at an expert level;
   (b) autonomy in thinking and motivation;
   (c) imagination, originality and insight;
   (d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:
(a) advanced or professional skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.
4 Second Class Honours, Division I

(1) Knowledge: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.

(2) Skills: A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip them to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) Application of knowledge and skills: A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize their work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 Second Class Honours, Division II

(1) Knowledge: A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) Skills: A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip them to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and

(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.
(3) Application of knowledge and skills: A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and

(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip them to understand problems;
(b) some understanding of the methods, techniques and subject matter of the field studied;
(c) cognitive skills to understand the interpretation of results and data with supervision;
(d) communication skills that are able to articulate a problem and an approach taken to its solution; and
(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
SCHEDULE 3

Weighted Average Marks

(1) The weighted average 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:

\[ \sum (\text{mark} \times \text{credit point value} \times \text{level weight}) / \sum (\text{credit point value} \times \text{level weight}) \]

(2) 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 WAM may be used by faculties for purposes:

(a) specified in faculty resolutions; and

(b) 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) the University will also calculate a converted weighted average mark (CWAM) at the conclusion of a student's award course.

(b) The CWAM will be calculated according to the same formula as the WAM but will excluding all marks from the designated teaching period or component part of a teaching period.

(c) 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 arch 2019
15 October 2019 (commencing 1 January 2020)
9 June 2020 (commencing 6 May 2020)
15 September 2020 (commencing 24 September 2020)
17 November 2020 (commencing 18 November 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

Learning and Teaching Policy 2015

Assessment Procedures 2011

Recordkeeping Manual

### AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tbody>
<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>78 (Note)</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
</tr>
<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
</tr>
<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
</tr>
<tr>
<td>38</td>
<td>Deferment replaced by Deferral.</td>
<td>1 January 2016</td>
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<tr>
<td>5(1), 41 (Note 27), 42, 43, 43A, 43B, 67, 69</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>25</td>
<td>Amendment to include reference to Dux Admission Scheme</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
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<td>Provision</td>
<td>Amendment</td>
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</tr>
<tr>
<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>38, 39, 43A, 57, 60, 101, Schedule 1</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>101 (8) (a), 101 (8) (b)</td>
<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes; References to course changed to award course.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>8(a); 8(b); 11(2); 14(2); 16(c); 17; 25(2); 42(1); 43(1); 43B(1); 44(6); 44(7); 45(4); 47(1); 47(4); 47(6); 48(2); 51(1); 55(2); 57(3); 71; 75(2); 86(3); 86(4); 87(3); 88(4); 88(5); 89(4); 89(5); 91(3); 93(1); 93(2); 93(4); 95(1); 96(1); 97(1); 97(3).</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>20(2); 65(2); 85(2)(c).</td>
<td>References to Dux Admission Scheme changed to Future Leaders Scheme.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>26A(1): 26A(2)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>44(1)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
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</tr>
<tr>
<td>44(7) note</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>83A; 83B; 83C</td>
<td>New clauses added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>93(3)</td>
<td>New subclause (3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(2)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97</td>
<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>33</td>
<td>Deleted</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Administrative amendment to remove reference to obsolete grades.</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
</tr>
<tr>
<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment–t - updated references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Administrative amendment–t - updated hyperlink to University of Sydney Act 1989</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Deleted reference to University of Sydney By-law 1999 (as amended)</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
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<tr>
<td>Notes</td>
<td>Administrative amendment – replaced “University of Sydney By-law” with University of Sydney (Student Discipline) Rule 2016</td>
<td>18 September 2017</td>
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</tbody>
</table>
Provision Amendment

7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c); 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii); 28(6)(b)(i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (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 University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

Commencing

1 January 2018

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) – Replacing “Degree” with “degree”

1 January 2018
<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3); 83C;</td>
<td>Replacing “Policy” with “policy”</td>
<td>1 January 2018</td>
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<tr>
<td>83C(1)-(2)</td>
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<tr>
<td>2; 3; 6;</td>
<td>Replacing “he or she” with “they” or “their” and matching associated verbs - gender equity requirements.</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>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</td>
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<td>4(1)(b); 9(2); 11(6)(b); 25(3); 28(4); 28(6)(a)(ii); 37(2); 39(1)-(8); 41(4) and note; 43(1); 43A(2)(a); 48(1); 50(2); 51(1)(a); 56(2)-(3); 57(1); 58(3); 77(4)(b); 78(1); 78(8); 80(1); 81(3); 82(1)-(2); 83(1)-(3); 100 notes; 101(3)(b); Schedule 2</td>
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<tr>
<td>2(3)(a); 2(4)(a); 4(2)(a); 4(3)(c); 5(2)(a); 6(2)(a)</td>
<td>Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”</td>
<td>1 January 2018</td>
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<tr>
<td>6</td>
<td>Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>30(9) note</td>
<td>note moved from after 30(10) to after 30(9)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>58(3)</td>
<td>“automatically terminated” now reads “terminated automatically”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>60(1)(b)</td>
<td>“as defined in the Learning and Teaching Policy 2015” deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>79(2)</td>
<td>Delete “outlined” after process and replace with “set out”</td>
<td>1 January 2018</td>
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<tr>
<td>Part 17 note</td>
<td>Clause reference now reads “see also clauses 18(1)-(10) of the Learning and Teaching Policy 2015”</td>
<td>1 January 2018</td>
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<tr>
<td>87A; 91A; 91B; 91C</td>
<td>New clauses inserted</td>
<td>1 January 2018</td>
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<tr>
<td>90(4)</td>
<td>Delete “will”; replace with “must not”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)-(3)</td>
<td>Clauses deleted</td>
<td>1 January 2018</td>
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<tr>
<td>92(2)</td>
<td>New clause added to replace clauses 92(2)-(3)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>5</td>
<td>early intervention strategy definition amended and English Language Proficiency Standards definition added</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>9A, 14A</td>
<td>Amendments to provide clarity of admission standards</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>21; 21A; 21B;</td>
<td>Amendments to English Language Requirements – Undergraduate Courses – update links</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>23; 23A; 24</td>
<td>Amendments to English Language Requirements – Postgraduate Courses</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>57</td>
<td>Amendment to provide clarity of suspension of enrolment</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>73A</td>
<td>Amendment to early intervention strategies</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>5</td>
<td>Removed definition of Registrar</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>6;10(5);12A(2)</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>70(2)</td>
<td>Removed reference to Registrar and replaced with Executive Director, Student Administrative Services</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>92A</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>3</td>
<td>Added note regarding ‘Masters Degrees’ and added definition and note for the Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>5</td>
<td>Expanded definition of Award Course and Coursework Award Course to include the Sydney Professional Certificate; updated definitions of Exchange Student and Study Abroad Student</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>15A</td>
<td>Added eligibility criteria for a Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>16; 17</td>
<td>Amended to address the status of the Sydney Professional Certificate as an admission qualification</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>21; 21A; 23; 23A</td>
<td>Administrative amendments to standardise reference to the English Language Proficiency Standards and correct hyperlinks</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>31(4)</td>
<td>Administrative correction of clause numbering</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>44(5)</td>
<td>Added credit available from a Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>89A</td>
<td>Added award course requirements for a Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>97A</td>
<td>Added examples of naming conventions for honours qualifications within combined degrees that include the Bachelor of Advanced Studies</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>25(3)</td>
<td>Addition of ‘the Broadway Scheme’ after Gadigal Program</td>
<td>24 July 2019</td>
</tr>
<tr>
<td>27(2)</td>
<td>Amended rank points available via the Broadway Scheme from five to ten</td>
<td>14 August 2019</td>
</tr>
<tr>
<td>3</td>
<td>New administrative note</td>
<td>1 January 2020</td>
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<td>4</td>
<td>Administrative amendment</td>
<td>1 January 2020</td>
</tr>
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<td>5</td>
<td>Definition of adjustment factor amended to read ‘means an adjustment made to an ATAR or equivalent under Part 7 of this Policy’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Guaranteed ATR Selection Rank cut off removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendment made to Bachelor degree definition</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to cross-semester average mark (CASM) definition</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of embedded honours coursed added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of exchange student amended with addition words ‘under the terms of the exchange agreement’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Words ‘flexible entry pathway scheme’ amended to read ‘flexible admission scheme’ and ‘means an admission pathway’ added to body of definition</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>5</td>
<td>Word honours amended administratively and new definition added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Industry and community project unit (ICPU) definition added.</td>
<td>1 January 2020</td>
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<tr>
<td>5</td>
<td>Integrated honours course definition added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>minimum ATAR definition added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>minimum selection rank definition added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendment to principal examiner</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to ‘progression profile’, ‘progression rate’, ‘progression requirements’ and ‘recent school leaver’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of selection rank added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of semester added</td>
<td>1 January 2020</td>
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<tr>
<td>5</td>
<td>Administrative amendments made to ‘semester average mark’, ‘simple extension’, ‘special admission program’, ‘specialisation’, ‘stream’ and ‘student’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘study abroad student’ amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to ‘Sydney professional certificate’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘teaching period’ amended</td>
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</tr>
<tr>
<td>5</td>
<td>Definition of Summer School removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘teaching block’ added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of University removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Winter School removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>7(2)</td>
<td>Minor administrative amendment</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>8(1)(a); 8(2)</td>
<td>Administrative amendment and addition of 8(2)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>10; 10(2)</td>
<td>Minor administrative amendment and addition of 10(2). Renumbering of subsequent sub-clauses</td>
<td>1 January 2020</td>
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<td>10(5)(a); 10(5)(b)</td>
<td>‘ATAR or equivalent’ added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>14</td>
<td>‘entry’ replaced by admission and admission pathway</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>16(a); 17(a)</td>
<td>new sub-clause (a) added and subsequent re-numbering of sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>21A</td>
<td>Administrative amendments to Note.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>25</td>
<td>Clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>26</td>
<td>Entry replaced by admission and clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>26A</td>
<td>Clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>27(1); 27(4)</td>
<td>Amendment to subclauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>28</td>
<td>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).</td>
<td>1 January 2020</td>
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<tr>
<td>29(3); 29(4), 29(5); 29(6)</td>
<td>Minor administrative amendments to 29(3) and 29(4). New sub-clauses 29(5) and 29(6) added.</td>
<td>1 January 2020</td>
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<td>30(6)(d)</td>
<td>Minor administrative amendment</td>
<td>1 January 2020</td>
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<tr>
<td>30(9); 30(10)</td>
<td>New sub-clause added and subsequent renumbering of sub-clauses</td>
<td>1 January 2020</td>
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<tr>
<td>31(4)(b)(iii); 31(4)(b)(iv); 31(4)(b)(v)</td>
<td>Addition of numbering to (iii), (iv) and (v)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>32(1)</td>
<td>Remove second paragraph and (a)</td>
<td>1 January 2020</td>
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<tr>
<td>32(8); 32(9); 32(10); 32(10)(a); 32(10)(b)</td>
<td>Add new sub-clause numbering and new sub-clauses 9, 10, 10(a) and 10(b).</td>
<td>1 January 2020</td>
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<tr>
<td>34(2)</td>
<td>Remove 34(2) and renumber subsequent sub-clauses. Addition of subclauses 34(3), 34(4) and 34(a) and (b)</td>
<td>1 January 2020</td>
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<tr>
<td>35(4)</td>
<td>Replace ATAR cut off points with minimum selection rank</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>38; 38(5)</td>
<td>'undergraduate' removed from 38, 38(5) and 'must' replaced with 'may be required'</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>42(3)</td>
<td>'Entry' replaced with 'Admission'</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>48(1)</td>
<td>new 48(1) inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>51(1); 51(2)</td>
<td>New sub-clauses inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>53(1)(b)</td>
<td>New sub-clause inserted</td>
<td>1 January 2020</td>
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<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<td>56(2); 56(3); 56(3a); 56(3)(b)</td>
<td>New sub-clause 56(2) inserted. New sub-clause 56(3) inserted and subsequent subclauses renumbered.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>58(1); 58(3)</td>
<td>Words ‘that semester’ inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>66A(3)</td>
<td>New sub-clause inserted</td>
<td>1 January 2020</td>
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<tr>
<td>70(3); 70(4); 70(5); 70(6)</td>
<td>New subclause 70(3) inserted. Further sub-clauses re-numbered to 70(6)</td>
<td>1 January 2020</td>
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<td>70(7); 70(8); 70(9)</td>
<td>New sub-clause 70(7) inserted. Further sub-clauses re-numbered to 70(9).</td>
<td>1 January 2020</td>
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<tr>
<td>75(1); 75(2)</td>
<td>New sub-clauses inserted.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>81(3)</td>
<td>Sub-clause amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>55(5)</td>
<td>New subclause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>67A</td>
<td>New clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>69 (1)(g)</td>
<td>New subclause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>73(3)</td>
<td>New subclause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>New schedule added</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>13A</td>
<td>Clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>19A</td>
<td>Clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>20(3)</td>
<td>Subclause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(2), 57(3)</td>
<td>Subclause replaced.</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(3)</td>
<td>Subclause deleted, with subsequent renumbering</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(5)</td>
<td>Subclause replaced, renumbered 57(4)</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>6</td>
<td>Definition of credit amended. New definitions of ‘credit eligible microcredential’, ‘digital badge’ and ‘microcredential’ added.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>41(2); 42(1)</td>
<td>‘and within any framework established by the relevant Associate Dean’ added. ‘Associate Dean’ replaced by ‘program director’ and new Note added.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>42(1)(g); 42(1)(h); 42(2); 42(3);</td>
<td>New sub-clauses added and consequential re-numbering of sub-clauses.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>42(4); 42(5); 42(6); 42(7); 42(8); 44(7)</td>
<td>Numbering inserted to create new sub-clauses.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(1)(c)</td>
<td>And any study for which credit is awarded under subclauses 42(1) and 42(2))' inserted after 'university'.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(5)(c)</td>
<td>‘Associate Dean’ replaced by ‘program director’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(8); 55</td>
<td>New sub-clauses inserted.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>63(1)</td>
<td>‘in the first week of any offering of the unit’ removed and replaced by ‘two weeks before the commencement of the semester or teaching block in which the unit is offered’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>67A(1)(a); 69(g); 73(4)</td>
<td>2020 replaced by 2021</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>73(4)</td>
<td>Addition of ‘55(1) or as permitted by subclause 55(5)’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>90(2); 90(3)</td>
<td>Subclauses removed.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>90(4)</td>
<td>Sub-clause re-numbered to become 90(2). ‘a maximum of 12 credit points’ replaced by ‘units of study’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>Schedule 1 (8)</td>
<td>‘also’ inserted before ‘determine’.</td>
<td>18 November 2020</td>
</tr>
</tbody>
</table>
Proposal Title | Adjustment to attendance requirements in Coursework Policy 2014
---|---
Recommendation | That the Chair, through delegated authority granted by the Academic Board, rescind clauses 55(5) and 73 (4) of the Coursework Policy.
Implementation | On approval
Proposal Presenter | Registrar and Academic Director (Education), Associate Professor Peter McCallum
Consultation Pipeline | Chair, Academic Board → Academic Board

EXECUTIVE SUMMARY

On 17 November 2020, the Academic Board approved extension to the temporary measures put in place on delegated authority by the Chair on 7 May 2020 in the Coursework Policy 2014. The temporary measures and their extensions had been put in place to ensure, among other things, that students obliged to study remotely due to the pandemic were not penalised for being unable to meet face to face attendance requirements. As set out in Table 1, the changes allowed faculties to establish the attendance and participation requirements for both on-campus and online students (55 (1)) and also allowed coordinators, with the approval of the Associate Dean to allow a student to study online if satisfied the student could not study face to face (55(5)). The extensions took effect on 1 January 2021.

Subsequent to the discussion at the Academic Standards and Policy Committee (ASPC) of 6 October that approved these changes, a project led by Dr Hayley Fisher undertook detailed analysis of programs that could not be completed remotely and Student Administrative Services established separate enrolment options for on-campus and remote students. Students in 2021 enrol in an on-campus or (where available) a version of a unit upfront. Student Administrative Services has analysed student enrolments and developed tailored communications to inform them of potential problems. However, although designed to provide a better student experience, this process is not compatible with clause 55 (5) as approved last November, giving unit coordinators authority to change the study mode from face-to-face to remote. Accordingly, it is requested that clause 55 (5), approved on 17 November to take effect on 1 January, be rescinded. Clause 73 (4) references that clause and should also be amended. Clause 55 (1) supports the new process and should be retained.

DETAILS OF CHANGES

Table 1 shows the changes made on 7 May, 17 November and the changes requested in this memo.

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Part and Clause</th>
<th>Approved 7 May</th>
<th>Approved 17 November</th>
<th>Requested with this memo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework Policy 2014</td>
<td>Part 55 Attendance</td>
<td>Added 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</td>
<td>The previous 55 (5) became 55 (1) A faculty may specify the online and in-person attendance and participation requirements for its courses and units of study. Online learning and assessment activities may:</td>
<td>Retain compatible with new enrolment provisions for on-campus and remote enrolment</td>
</tr>
<tr>
<td>Coursework Policy 2014</td>
<td>Part 15 Progression Clause 73</td>
<td>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 unsatisfactory if they have met specified attendance requirements</td>
<td>Until 31 December 2021, 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)</td>
<td>Amend, deleting reference to 55 (5)</td>
</tr>
</tbody>
</table>
## Non-Confidential

| 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 | (55 (1) or as permitted in by subclause 55 (5)). |

### RISKS / BENEFITS

Analyse the risks and benefits associated with the proposal. Explain how the risks will be managed and what benefits will be achieved.

### IMPLEMENTATION

Describe how the decision will be implemented.

| Approver | Registrar and Academic Director (Education) Associate Professor Peter McCallum |
| Faculty/Proposal Sponsor | Registrar and Academic Director (Education) Associate Professor Peter McCallum |

### ATTACHMENTS

| Attachment 1 | Coursework Policy 2014 |

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Page 3 of 3
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)

9 June 2020 (commencing 6 May 2020)

15 September 2020 (commencing 24 September 2020)

17 November 2020 (commencing 18 November 2020)

Signature:

Position: Chair, Academic Board

Variation due to COVID-pandemic emergency

See clauses: 13A; 19A; 20(3); 55(5); 67A; 69(1)(g); 73(4); 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.
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.

converted weighted average mark 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.

Note: 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 University of Sydney (Coursework) Rule 2014.
credit means advanced standing based on previous attainment in:

- another award course at the University or at another institution;
- a non-award course, other than a microcredential, approved by the Academic Board;
- a microcredential obtained from the University; or
- another non award course, including a microcredential obtained from another institution, approved for credit as provided in this policy.

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 eligible microcredential has the meaning given in the Continuing and Extra-Curricular Education Policy 2017. At the date of this policy that is:

means a microcredential awarded by the University which:

- meets the requirements of subclause 8A(7) [of that policy]; and
- has been approved as being eligible for a specified number of credit points towards specified award courses for a specified amount of time.

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.
digital badge has the meaning given in the Continuing and Extra-Curricular Education Policy 2017. At the date of this policy that is:

means a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and establishing resources for its validation.

Note: For the specifications for digital badges, see the Open Data Standard published by IMS Global Learning Consortium.

disability has the meaning prescribed in Section 4 of the Disability Discrimination Act 1992 (Cth). At the date of this policy the definition is:

disability, in relation to a person, means:

(a) total or partial loss of the person’s bodily or mental functions; or
(b) total or partial loss of a part of the body; or
(c) the presence in the body of organisms causing disease or illness; or
(d) the presence in the body of organisms capable of causing disease or illness; or
(e) the malfunction, malformation or disfigurement of a part of the person’s body; or
(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
(g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(a) presently exists; or
(b) previously existed but no longer exists; or
(c) may exist in the future (including because of a genetic predisposition to that disability); or
(d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.
domestic applicant means an applicant who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

domestic student means a student who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

early intervention strategy means a study plan to support students who identify themselves as being at risk of not meeting progression requirements, as provided in clause 73A.

educational access scheme means an admission scheme approved by the Academic Board in accordance Part 7 of this policy.

embedded honours course means a course that leads to an award of a degree with honours where the honours component:

- is undertaken as a program of study of 36-48 credit points;
- requires the completion of specified honours units of study within the same credit point requirement as for the pass degree; and
- leads to an honours class award based on an honours mark.

embedded program means a sequence of linked courses in closely related academic or professional areas that:

- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
- allows credit points for a unit of study to count towards more than one of the linked awards.

English Language Proficiency Standards means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

enrolment means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.
exchange student means a person who is:

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

exemption means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

faculty means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.

feedback means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

flexible 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)'.

**microcredential**
has the meaning given in the *Continuing and Extra-Curricular Education Policy 2017*. At the date of this policy, that is:

means a continuing education course which results in certification of assessed learning that focuses on specific knowledge, skills and capabilities and verifies that the holder possesses a particular professional skill. It is a non-award certification, which may in certain circumstances be considered for credit towards an award course. For the purposes of this policy, the Sydney Professional Certificate is not a microcredential.

**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.

Sydney 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 coordinator 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.

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 candidate on the day on which they:

(i) complete their acceptance online, or complete their acceptance 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.
13A International applicants – courses requiring physical presence

(1) This clause applies to all international applicants for admission to undergraduate award courses in 2021.

(2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine that an award course is one which requires the student to be physically present at the University or at a place or places in Australia as directed by the University.

   (a) Such determinations must:

      (i) be made in writing;

      (ii) published in the Admission Standards on the Academic Board Standards and Guidelines website; and

      (iii) list the courses to which they apply.

(3) International applicants for courses determined under subclause 13A(2) will be eligible for admission only if, as at the date specified in the offer made to them by the University:

   (a) they are physically present in Australia; and

   (b) they demonstrate this to the University by providing a statutory declaration, in the form specified by the University, in which they attest to:

      (i) being physically present in Australia;

      (ii) having been physically present when the declaration was witnessed; and

      (iii) having provided the witness with photographic identification of the applicant.

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.

19A International applicants – courses requiring physical presence

(1) This clause applies to all international applicants for admission to postgraduate coursework award courses in 2021.

(2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine that an award course is one which requires the student to be physically present at the University or at a place or places in Australia as directed by the University.

(a) Such determinations must:
   (i) be made in writing;
   (ii) published in the Admission Standards on the Academic Board Standards and Guidelines website; and
(iii) list the courses to which they apply.

(3) International applicants for courses determined under subclause 19A(2) will be eligible for admission only if, as at the dates specified in the offer made to them by the University:

(a) they are physically present in Australia; and

(b) they demonstrate this to the University by providing a statutory declaration, in the form specified by the University, in which they attest to:

(i) being physically present in Australia;

(ii) having been physically present when the declaration was witnessed; and

(iii) having provided the witness with photographic identification of the applicant.

20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (3) 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.

(3) No exemptions under this clause may be granted in relation to the eligibility requirements set out in clause 19A.

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:

- whether the home environment or conditions for study for the applicant were adverse;
- any chronic illness, disability or personal trauma, the applicant suffered;
- whether the applicant's schooling or family life has been disrupted;
- whether the applicant has English language difficulties;
- whether the applicant's family responsibilities are or were excessive;
- any financial hardship affecting the applicant;
- whether the applicant was in a remote or isolated location;
- 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:

- evidence provided by the Principal of the applicant's school;
- performance in the Record of School Achievement;
- performance in a test approved by the Academic Board;
- 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:

- has a selection rank equivalent to the relevant minimum selection rank; and
- 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.
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.

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.

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.

Applicants may be required to attend an interview.

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.

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.

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.

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.

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.

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;
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.

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.
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.
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.

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**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.

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**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 or 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.

Subject to this policy and the award course resolutions, and within any framework established by the relevant Associate Dean, 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 program director to be equivalent to a specific University of Sydney unit of study.

Note: See University of Sydney (Delegations of Authority) Rule 2020.

(2) 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.

(3) 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) A program director may, in accordance with this policy, the faculty resolutions and the award course resolutions, and within any framework established by the relevant Associate Dean, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) Note: See University of Sydney (Delegations of Authority) Rule 2020 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 (including a microcredential offered by another institution); or
(h) in a credit eligible microcredential, in relation to which the time period of credit availability has expired.

Note: See also the Continuing and Extra-Curricular Education Policy 2017.

(2) Factors to be taken into account by a Program Director when evaluating a program for the purposes of subclause (1) include:

(a) learning outcomes;
(b) academic standards and complexity;
(c) volume of learning;
(d) assessment, including academic integrity;
(e) quality assurance mechanisms; and
(f) whether the knowledge acquired is still current.

(3) Subject to the limits specified in clause 44, a student who successfully completes a credit eligible microcredential is entitled to apply for and to receive non-specific credit:

(a) on admission to an award course;
(b) within the period specified;
(c) for the number of credit points;

as specified in the digital badge awarded for the microcredential.

(4) Admission to the University’s courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.
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) except with the permission of the program director, for units of study undertaken at another tertiary institution from which the student has been excluded;

(c) except with the permission of the program director, 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

(d) except with the permission of the program director, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

When granting credit, a program director 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.

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.

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 and any study for which credit is awarded under subclauses 42(1) and 42(2)) 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 program director 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.

(8) Credit for microcredentials and other non-award courses must not exceed:

(a) one third of the total credit points required for the completion of the award course, for award courses of 72 credit points or less; and
(b) 24 credit points, for award courses of more than 72 credit points.

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 online and in-person attendance and participation requirements for its courses and units of study. Online learning and assessment activities may:
   (a) be conducted in real time, through website interaction or, where appropriate, delayed replay; and
   (b) include, but not be limited to:
      (i) online lectures;
      (ii) online tutorials;
      (iii) online practical work; and
      (iv) online quizzes, tests and examinations.

Note: See the Assessment Procedures 2011.

(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 and participation 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) If a unit of study co-ordinator is satisfied that a student is unable to meet in-person attendance or participation requirements, the unit of study co-ordinator may permit the student to participate instead in online learning and assessment activities, provided that:

(a) the online activities provide comparable opportunities for:
   (i) active engagement; and
   (ii) achievement of learning outcomes; and

(b) the relevant Associate Dean endorses the proposed course of action.

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.
A student may suspend their enrolment in a course by notice to the University for a maximum period of one year in any one notification.

The suspension must be notified to the University in a manner approved or accepted by the faculty.

A student must apply for and obtain the approval of the relevant Associate Dean for:

(a) a single suspension of more than one year; or
(b) any suspension that would result in a total period of suspension of more than one year over the student’s candidature.

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 two weeks before the commencement of the semester or teaching block in which the unit is offered, 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 2021; 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 2021, 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) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

70 Responsibilities for implementation of this Part

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

(3) 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.

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**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 2021, 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(1) or as 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:
   (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;
   (b) the student’s average mark for the teaching period was less than 50;
   (c) the award course resolutions stipulate that:
      (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and
      (ii) alternative enrolment is available; and
      the student’s average mark for all the units of study in which they were enrolled for the semester or other specified period was less than the average mark required by the award course resolutions;
   (d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;
(e) the student has failed twice to pass the same unit of study;

(f) the student’s attendance record during the teaching period was unsatisfactory (see Clause 73(4)); or

(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 – Students identified for the first time as not meeting academic progression requirements

(1) The Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.

(2) The letter will advise each student:

(a) that they have been identified as not meeting academic progression requirements;

(b) why they have been identified as not meeting academic progression requirements;

(c) that they are advised to:

(i) complete a Staying on Track survey; and

(ii) attend a Staying on Track information session;

(d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and

(e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:

(i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and

(ii) they are recommended to consult an academic adviser in their faculty.

(3) Associate Deans may require students to consult an academic adviser.

(4) The Staying on Track survey will:

(a) assist students to identify why they are having difficulties meeting academic progression requirements;

(b) advise students to avail themselves of, and include details of, student support services available at the University, including:

(i) the Counselling Service;

(ii) the Learning Centre;

(iii) the University Health Service; and

(iv) the student representative bodies.

(5) The Staying on Track information session will:

(a) provide information on study skills; and

(b) introduce students to the student support services in subclause (4) (b).

Note: See clause 78 for information on the show cause process.
77 Stage 2 – Students at risk of being asked to show good cause

(1) Students who:

(a) are enrolled in an award course whose normal full-time duration is two years or less; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:

(a) are enrolled in an award course whose normal full-time duration is more than two years; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82

will be sent a warning letter and a Staying on Track survey by the faculty.

(3) The letter will advise each student:

(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) 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) Faculties may admit candidates to two postgraduate award courses and allow units of study 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-time except 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.
97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.

97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and

(b) the requirements for the combined degree as set out in the award course resolutions.
(6) The honours mark will be:
   (a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and
   (b) based on results from 36-48 credit points of work as specified in subclause 97A(3).

(7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Absent fail</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
</tr>
<tr>
<td>2</td>
<td>CA</td>
<td>Credit (Aegrotat)</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by</td>
<td>Included in WAM</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>CN</td>
<td>Cancelled</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>4</td>
<td>CR</td>
<td>Credit</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>5</td>
<td>DA</td>
<td>Distinction (Aegrotat)</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>Discontinue - fail</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>7</td>
<td>DI</td>
<td>Distinction</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>8</td>
<td>DC</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Not included in WAM</td>
<td>Not to count as fail</td>
</tr>
<tr>
<td>9</td>
<td>FA</td>
<td>Fail</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails</td>
<td>Included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------------</td>
<td>-----</td>
<td>------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>10 FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>11 HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td>12 HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as High Distinction</td>
</tr>
<tr>
<td>13 IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. 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.</td>
<td>Not included in WAM</td>
<td>No impact on progression</td>
</tr>
<tr>
<td>14 PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------------</td>
<td>-----</td>
<td>------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>15 PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>16 SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>17 RI</td>
<td>Result incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td>Not included</td>
<td>Not included</td>
</tr>
<tr>
<td>18 SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>19 UC</td>
<td>Unit of Study Continuing</td>
<td>No mark</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td>Not included</td>
<td>Progression status to be assessed at the last semester of the unit of study</td>
</tr>
<tr>
<td>20 WD</td>
<td>Withdrawn</td>
<td>No mark</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td>Not included</td>
<td>No impact on progression</td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;
(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;
(c) strong skills and insight in the interpretation of results, data and appropriate information sources;
(d) a capacity for illuminating critical analysis and self-evaluation;
(e) outstanding skills in written and oral communication and in organisation and documentation;
(f) exceptionally innovative, creative and imaginative thinking; and
(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, their research within the chosen academic discipline at an expert level;
(b) autonomy in thinking and motivation;
(c) imagination, originality and insight;
(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

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 Average Marks

(1) The weighted average 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:

\[ \frac{\sum (\text{mark} \times \text{credit point value} \times \text{level weight})}{\sum (\text{credit point value} \times \text{level weight})} \]

(2) 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 WAM may be used by faculties for purposes:

(a) specified in faculty resolutions; and

(b) 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) the University will also calculate a converted weighted average mark (CWAM) at the conclusion of a student’s award course.

(b) The CWAM will be calculated according to the same formula as the WAM but will excluding all marks from the designated teaching period or component part of a teaching period.

(c) 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 arc 2019
15 October 2019 (commencing 1 January 202)
9 June 2020 (commencing 6 May 2020)
15 September 2020 (commencing 24 September 2020)
17 November 2020 (commencing 18 November 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
## AMENDMENT HISTORY

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<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
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<tr>
<td>78 (Note)</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
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<td>39</td>
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<td>13 April 2015</td>
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<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
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<tr>
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<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
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<td>38</td>
<td>Deferment replaced by Deferral.</td>
<td>1 January 2016</td>
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<tr>
<td>5(1), 41 (Note 27), 42, 43, 43A, 43B, 67, 69</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
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<tr>
<td>25</td>
<td>Amendment to include reference to Dux Admission Scheme</td>
<td>1 January 2016</td>
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<tr>
<td>5, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
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<td>Provision</td>
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<tr>
<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
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<tr>
<td>38, 39, 43A, 57, 60, 101, Schedule 1</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
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<tr>
<td>101 (8) (a), 101 (8) (b)</td>
<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
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<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes; References to course changed to award course.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>8(a); 8(b); 11(2); 14(2); 16(c); 17; 25(2); 42(1); 43(1); 43B(1); 44(6); 44(7); 45(4); 47(1); 47(4); 47(6); 48(2); 51(1); 55(2); 57(3); 71; 75(2); 86(3); 86(4); 87(3); 88(4); 88(5); 89(4); 89(5); 91(3); 93(1); 93(2); 93(4); 95(1); 96(1); 97(1); 97(3).</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
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<tr>
<td>20(2); 65(2); 85(2)(c).</td>
<td>References to Dux Admission Scheme changed to Future Leaders Scheme.</td>
<td>25 July 2016</td>
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<tr>
<td>26A(1); 26A(2)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>44(1)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>Provision</td>
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<tr>
<td>44(7) note</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
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<tr>
<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
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<td>83A; 83B; 83C</td>
<td>New clauses added.</td>
<td>25 July 2016</td>
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<tr>
<td>93(3)</td>
<td>New subclause (3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>97A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
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<tr>
<td>99(2)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
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<tr>
<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
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<tr>
<td>102(3)</td>
<td>New subclause added.</td>
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<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
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<td>33</td>
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<tr>
<td>Schedule 1</td>
<td>Administrative amendment to remove reference to obsolete grades.</td>
<td>1 January 2017</td>
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<tr>
<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
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<tr>
<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
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<tr>
<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment–t - updated references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>18 September 2017</td>
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<tr>
<td>5(1)</td>
<td>Administrative amendment–t - updated hyperlink to University of Sydney Act 1989</td>
<td>18 September 2017</td>
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<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
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<tr>
<td>5(1)</td>
<td>Deleted reference to University of Sydney By-law 1999 (as amended)</td>
<td>18 September 2017</td>
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<tr>
<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
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<td>Notes</td>
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<td>18 September 2017</td>
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<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<td>7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c); 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii); 28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (9); 31(7); 31(2) 31(6); 38(4); 38(6); 42(6); 43(1) – 43(4); 43A(4); 43B(1) – (2); 44(7); 46(1) – (2); 47(6); 52(1)- (2); 54(1)-(2); 55(3); 55(4); 56(3)(a); 58(2); 72(2)-(3); 59(2); 70(3); 73(1) – (3); 74(1); 75(1); 76(1); 76(3); 77(2); 77(5); 82(2); 90(4)(b); 93(1); 93(2); 93(3); 93(3)(a)(iii); 93(5); 100 note;</td>
<td>Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>1 January 2018</td>
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<tr>
<td>5; 21(7); 21(8); 70(3)(c); 70(4); 70(4)(a); 70(5)</td>
<td>Consequential amendments arising from organisational design change</td>
<td>1 January 2018</td>
</tr>
</tbody>
</table>

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)(ii); 83B; 83B(1) – | Replacing “Degree” with “degree” | 1 January 2018 |
<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
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</thead>
<tbody>
<tr>
<td>(3); 83C; 83C(1)-(2)</td>
<td>Replacing “Policy” with “policy”</td>
<td>1 January 2018</td>
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<tr>
<td>2; 3; 6; 7 note; 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</td>
<td>Replacing “he or she” with “they” or “their” and matching associated verbs – gender equity requirements.</td>
<td>1 January 2018</td>
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<tr>
<td>4(1)(b); 9(2); 11(6)(b); 25(3); 28(4); 28(6)(a)(ii); 37(2); 39(1)-8; 41(4) and note; 43(1); 43A(2)(a); 48(1); 50(2); 51(1)(a); 56(2)-3; 57(1); 58(3); 77(4)(b); 78(1); 78(8); 80(1); 81(3); 82(1)-2; 83(1)-3; 100 notes; 101(3)(b); Schedule 2 2(3)(a); 2(4)(a); 4(2)(a); 4(3)(c); 5(2)(a); 6(2)(a)</td>
<td>Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”</td>
<td>1 January 2018</td>
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<tr>
<td>30(9) note</td>
<td>note moved from after 30(10) to after 30(9)</td>
<td>1 January 2018</td>
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<td>58(3)</td>
<td>“automatically terminated” now reads “terminated automatically”</td>
<td>1 January 2018</td>
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<tr>
<td>60(1)(b)</td>
<td>“as defined in the <em>Learning and Teaching Policy 2015</em>” deleted</td>
<td>1 January 2018</td>
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<td>79(2)</td>
<td>Delete “outlined” after process and replace with “set out”</td>
<td>1 January 2018</td>
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<tr>
<td>Part 17 note</td>
<td>Clause reference now reads “see also clauses 18(1)-(10) of the <em>Learning and Teaching Policy 2015</em>”</td>
<td>1 January 2018</td>
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<tr>
<td>87A; 91A; 91B; 91C</td>
<td>New clauses inserted</td>
<td>1 January 2018</td>
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<tr>
<td>90(4)</td>
<td>Delete “will”; replace with “must not”</td>
<td>1 January 2018</td>
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<tr>
<td>92(2)-(3)</td>
<td>Clauses deleted</td>
<td>1 January 2018</td>
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<tr>
<td>92(2)</td>
<td>New clause added to replace clauses 92(2)-(3)</td>
<td>1 January 2018</td>
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<td>5</td>
<td>early intervention strategy definition amended and English Language Proficiency Standards definition added</td>
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<tr>
<td>9A, 14A</td>
<td>Amendments to provide clarity of admission standards</td>
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<td>21; 21A; 21B; 21B</td>
<td>Amendments to English Language Requirements – Undergraduate Courses – update links</td>
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<td>Removed definition of Registrar</td>
<td>24 March 2019</td>
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<tr>
<td>6;10(5);12A(2)</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
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<tr>
<td>70(2)</td>
<td>Removed reference to Registrar and replaced with Executive Director, Student Administrative Services</td>
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<tr>
<td>92A</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
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<tr>
<td>3</td>
<td>Added note regarding ‘Masters Degrees’ and added definition and note for the Sydney Professional Certificate</td>
<td>1 July 2019</td>
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<tr>
<td>5</td>
<td>Expanded definition of Award Course and Coursework Award Course to include the Sydney Professional Certificate; updated definitions of Exchange Student and Study Abroad Student</td>
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<td>1 July 2019</td>
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<td>21; 21A; 23; 23A</td>
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<td>Added credit available from a Sydney Professional Certificate</td>
<td>1 July 2019</td>
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<td>89A</td>
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<td>1 July 2019</td>
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<tr>
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<td>Added examples of naming conventions for honours qualifications within combined degrees that include the Bachelor of Advanced Studies</td>
<td>1 July 2019</td>
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<td>4</td>
<td>Administrative amendment</td>
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<tr>
<td>5</td>
<td>Definition of adjustment factor amended to read ‘means an adjustment made to an ATAR or equivalent under Part 7 of this Policy</td>
<td>1 January 2020</td>
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<tr>
<td>5</td>
<td>Definition of Guaranteed ATR Selection Rank cut off removed</td>
<td>1 January 2020</td>
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<tr>
<td>5</td>
<td>Administrative amendment made to Bachelor degree definition</td>
<td>1 January 2020</td>
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<td>5</td>
<td>Administrative amendments made to cross-semester average mark (CASM) definition</td>
<td>1 January 2020</td>
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<td>5</td>
<td>Definition of embedded honours coursed added</td>
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<td>5</td>
<td>Definition of exchange student amended with addition words ‘under the terms of the exchange agreement’</td>
<td>1 January 2020</td>
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<tr>
<td>5</td>
<td>Words ‘flexible entry pathway scheme’ amended to read ‘flexible admission scheme’ and ‘means an admission pathway’ added to body of definition</td>
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<td>Provision</td>
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<tr>
<td>5</td>
<td>Word honours amended administratively and new definition added.</td>
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<td>Industry and community project unit (ICPU) definition added.</td>
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<td>5</td>
<td>Integrated honours course definition added</td>
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<td>5</td>
<td>minimum ATAR definition added</td>
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<td>5</td>
<td>minimum selection rank definition added</td>
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<td>1 January 2020</td>
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<tr>
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<td>5</td>
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<tr>
<td>5</td>
<td>Administrative amendments made to ‘semester average mark’, ‘simple extension’, ‘special admission program’, ‘specialisation’, ‘stream’ and ‘student’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘study abroad student’ amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to ‘Sydney professional certificate’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘teaching period’ amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Summer School removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘teaching block’ added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of University removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Winter School removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>7(2)</td>
<td>Minor administrative amendment</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>8(1)(a); 8(2)</td>
<td>Administrative amendment and addition of 8(2)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>10; 10(2)</td>
<td>Minor administrative amendment and addition of 10(2). Renumbering of subsequent sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>10(5)(a); 10(5)(b)</td>
<td>‘ATAR or equivalent’ added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>14</td>
<td>‘entry’ replaced by admission and admission pathway</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>16(a); 17(a)</td>
<td>new sub-clause (a) added and subsequent re-numbering of sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>21A</td>
<td>Administrative amendments to Note.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>25</td>
<td>Clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>26</td>
<td>Entry replaced by admission and clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>26A</td>
<td>Clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>27(1); 27(4)</td>
<td>Amendment to subclauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>28</td>
<td>Amendments to replace Cadigal with Gadigal and addition of sub-clauses (6) and (7) and subsequent re-numbering of sub-clauses. New28(8)(a)(i) added. Note removed from (9).</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>29(3); 29(4), 29(5); 29(6)</td>
<td>Minor administrative amendments to 29(3) and 29(4). New sub-clauses 29(5) and 29(6) added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>30(6)(d)</td>
<td>Minor administrative amendment</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>30(9); 30(10)</td>
<td>New sub-clause added and subsequent renumbering of sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>31(4)(b)(iii); 31(4)(b)(iv); 31(4)(b)(v)</td>
<td>Addition of numbering to (iii), (iv) and (v)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>32(1)</td>
<td>Remove second paragraph and (a)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>32(8); 32(9); 32(10); 32(10)(a); 32(10)(b)</td>
<td>Add new sub-clause numbering and new sub-clauses 9, 10, 10(a) and 10(b).</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>34(2)</td>
<td>Remove 34(2) and renumber subsequent sub-clauses. Addition of subclauses 34(3), 34(4) and 34(a) and (b)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>35(4)</td>
<td>Replace ATAR cut off points with minimum selection rank</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>38; 38(5)</td>
<td>‘undergraduate’ removed from 38, 38(5) and ‘must’ replaced with ‘may be required’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>42(3)</td>
<td>‘Entry’ replaced with ‘Admission’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>48(1)</td>
<td>new 48(1) inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>51(1); 51(2)</td>
<td>New sub-clauses inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>53(1)(b)</td>
<td>New sub-clause inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>56(2); 56(3);</td>
<td>New sub-clause 56(2) inserted. New sub-clause</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>56(3a); 56(3)(b)</td>
<td>56(3) inserted and subsequent subclauses renumbered.</td>
<td></td>
</tr>
<tr>
<td>58(1); (58(3)</td>
<td>Words ‘that semester’ inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>66A(3)</td>
<td>New sub-clause inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>70(3); 70(4);</td>
<td>New sub-clause 70(3) inserted. Further sub-clauses re-numbered to 70(6)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>70(5); 70(6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70(7); 70(8);</td>
<td>New sub-clause 70(7) inserted. Further sub-clauses re-numbered to 70(9).</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>70(9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75(1); 75(2)</td>
<td>New sub-clauses inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>81(3)</td>
<td>Sub-clause amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>55(5)</td>
<td>New sub-clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>67A</td>
<td>New clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>69 (1)(g)</td>
<td>New sub-clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>73(3)</td>
<td>New sub-clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>New schedule added</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>13A</td>
<td>Clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>19A</td>
<td>Clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>20(3)</td>
<td>Sub-clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(2)</td>
<td>Sub-clause replaced</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(3)</td>
<td>Sub-clause deleted, with subsequent renumbering</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(5)</td>
<td>Sub-clause replaced, renumbered 57(4)</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>6</td>
<td>Definition of credit amended. New definitions of ‘credit eligible</td>
<td>18 November 2020</td>
</tr>
<tr>
<td></td>
<td>microcredential’, ‘digital badge’ and ‘microcredential’ added.</td>
<td></td>
</tr>
<tr>
<td>41(2); 42(1)</td>
<td>‘and within any framework established by the relevant Associate Dean’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td></td>
<td>added. ‘Associate Dean’ replaced by ‘program director’ and new Note</td>
<td></td>
</tr>
<tr>
<td></td>
<td>added.</td>
<td></td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>42(1)(g); 42(1)(h); 42(2); 42(3);</td>
<td>New sub-clauses added and consequential re-numbering of sub-clauses.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>42(4); 42(5); 42(6); 42(7); 42(8); 44(7)</td>
<td>Numbering inserted to create new sub-clauses.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(1)(c)</td>
<td>And any study for which credit is awarded under subclauses 42(1) and 42(2)’ inserted after ‘university’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(5)(c)</td>
<td>‘Associate Dean’ replaced by ‘program director’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(8); 55</td>
<td>New sub-clauses inserted.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>63(1)</td>
<td>‘in the first week of any offering of the unit’ removed and replaced by ‘two weeks before the commencement of the semester or teaching block in which the unit is offered’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>67A(1)(a); 69(g); 73(4)</td>
<td>2020 replaced by 2021</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>73(4)</td>
<td>Addition of ‘55(1) or as permitted by subclause 55(5)’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>90(2); 90(3)</td>
<td>Subclauses removed.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>90(4)</td>
<td>Sub-clause re-numbered to become 90(2). ‘a maximum of 12 credit points’ replaced by ‘units of study’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>Schedule 1 (8)</td>
<td>‘also’ inserted before ‘determine’.</td>
<td>18 November 2020</td>
</tr>
</tbody>
</table>
COVID-19 Response: Temporary Acceptance of Alternative Academic Tests for USYD Undergraduate Admissions for students who are unable to sit for SAT or ACT tests

That the Chair, Academic Board approve the Advanced Placement (AP) subjects as an alternative academic test to replace the SAT or ACT standardised tests for international students to enter the undergraduate programs offered at the University of Sydney through a direct application. The alternative tests would be accepted for all relevant international applications received during 2021. A review for continuation of the assessment from 2022 onward would be required in early 2022.

EXECUTIVE SUMMARY

That the committee approves the Advanced Placement (AP) subjects as evidence of an academic qualification of international students for the basis of admission to enter an undergraduate course via direct application at the University during the COVID-19 pandemic.

This paper provides background on the current situation of the SAT and ACT tests in USA and overseas due to the COVID-19 pandemic. Due to the closure of test centres and the cancellation of the scheduled tests since March 2020, many students are unable to sit for the tests and obtain a test score for admission to University. These closures have greatly impacted students situated overseas in numerous countries, especially the ones where the secondary qualification is not recognised based on the current assessment schedules of the University Sydney. To respond to the current situations, it is necessary to provide students with a reliable, accessible, equivalent academic test for these students to meet the academic entry requirements set out for the undergraduate courses.

This paper provides market information on Advanced Placement (AP) subjects to support the recommendation of adopting the AP subjects as an alternative to replace the SAT or ACT test. The paper also recommends a set of the ATAR equivalents for admission for the alternative. Further risks and benefits are identified, and implementation plans are included.

BACKGROUND / CONTEXT

Currently, students residing overseas can use the SAT or ACT test inclusive of the Essay or Writing component in addition to their completed high school diploma, as a basis of admission to enter an undergraduate course at the University of Sydney. Up to two Advanced Placement (AP) subjects can be added as bonus points to contribute to a higher ATAR conversion.

Due to COVID-19, the SAT test centres have closed and the many scheduled SAT exams have been cancelled since March 2020 in USA and overseas. As there are continuing uncertainties due to the coronavirus, there is limited testing capacity in certain regions as the test centres may close or make changes on short notice, including on the test day, and they may even close for the scheduled makeup date. Currently the College Board has scheduled the 2021 SAT Dates on 13 March, 8 May and 5 June 2021. However, there are still limited opportunities for students to take the test as test centres will have reduced capacity due to social distancing guidelines and may encounter unexpected closures. The limited availability and capacity of the test centre are unable to meet high demand and needs of students. The College Board has suggested to consider students who are unable to take the test due to COVID-19 equally for admission to universities.
Similarly, the COVID-19 pandemic has resulted in the closure of the test centres and cancellation of exams for ACT. The International ACT tests for December 2020 and February 2021 have been cancelled. The next exams will be held on 16 or 17 April, 11 or 12 June and 16 and 17 July 2021. Hundreds of thousands of students have been unable to sit the exam since 2020.

Both SAT and ACT tests have no online test option available. According to the National Association for College Admissions Counselling (NACAC), over 1,450 colleges and universities have confirmed that they will not penalise students without a test score during the upcoming admission cycle and move towards a “student-centred, holistic approach” which includes a “test-optional policy”. Therefore, providing alternative options to replace the SAT and ACT tests will support the University and SFS’s strategies and maintain the required targets for the 2021 and the future years.

A table listing the general information about the SAT, AP and ACT tests can be found in Appendix 1.

**Current entry requirements to our undergraduate programs**

The current entry requirements to the undergraduate programs require:

- A minimum score of the SAT with Essay or ACT with Writing
- Evidence of completion of a secondary qualification
- A maximum of two AP grades can be included for bonus points only. The AP results may be undertaken in the same year or accumulated over two years.

There are around three to four hundred international students commencing study in 2019 and 2020 at the University of Sydney based on the SAT or ACT results combined with a high school diploma qualification. The percentage of applicants using the SAT and ACT qualifications are increasing each year. The table below has provided the numbers of international acceptances for commencing students holding a SAT or ACT qualification from 2017-2020 at the University of Sydney.

As can be seen from the table, the 465 acceptances from SAT and ACT qualifications in 2020 shows an increase in acceptances compared to previous years. However, it is important to point out that from these 465 acceptances, only 43 applicants sat for the SAT or ACT in 2020. The remaining 422 applicants applied using the scores from 2019 or earlier. This means that the percentage of students entering based on SAT and ACT qualifications will gradually be reduced from the entire population due to the continuous cancellation of SAT and ACT exams in 2020 and the following years affected by the pandemic.

<table>
<thead>
<tr>
<th>Year</th>
<th>Acceptances from SAT and ACT qualification at USYD</th>
<th>Total Acceptances</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>169</td>
<td>5578</td>
<td>3.03%</td>
</tr>
<tr>
<td>2018</td>
<td>246</td>
<td>6296</td>
<td>3.91%</td>
</tr>
<tr>
<td>2019</td>
<td>368</td>
<td>7342</td>
<td>5.01%</td>
</tr>
<tr>
<td>2020</td>
<td>465</td>
<td>6655</td>
<td>6.99%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1324</td>
<td>25871</td>
<td></td>
</tr>
</tbody>
</table>

**ABOUT THE ADVANCED PLACEMENT (AP) SUBJECTS**

The Advanced Placement (AP) subjects

The Advanced Placement Program (AP) is offered at high schools across the United States and Canada. The AP Program offers students in high school the equivalent of first year university study in a variety of areas where currently, 38 AP subjects are available to choose. The AP examinations are administered by the College Board of the United States. These subjects can be credited in the undergraduate studies at many USA and Canada universities, and many universities in other countries. Regularly the AP exams are in May each year. The 2021 AP exams have been scheduled in May this year.
The AP grading scales are:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

NOOSR does not provide an individual assessment level for AP subjects as a qualification, however it assesses the level of the AP program as equivalent to the college level. NOOSR also indicates that “students taking AP exams may receive recognition from more than 3,600 colleges and universities that annually receive AP Exam scores. Over 90% of 4-year colleges in the USA provide credit and/or advanced placement for qualifying scores.”

Currently five G08 Universities have accepted from two up to four AP subjects as a basis for admission to enter their undergraduate programs. The table below shows the comparisons between these G08 universities regarding the AP scores to date. As a response to COVID-19 some universities, such as The University of Melbourne, have recently also adopted the acceptance of AP scoring. However, information is still limited regarding AP scoring schedules as it is an uncommonly used qualification for many universities in Australia. We need to align with our Australian counterparts and offer an AP solution or prospective students utilising these qualifications.

### Market information of AP Subjects in the G08 Universities

<table>
<thead>
<tr>
<th>ATAR for 2-4 AP scores</th>
<th>University of Queensland (2-4 AP subjects)</th>
<th>Monash University (2 AP subjects)</th>
<th>University of Western Australia (2 or more AP subject, scores below 3 not to be counted)</th>
<th>Adelaide University (3 AP subjects)</th>
<th>University of Melbourne (3-4 AP subjects) + Y12 GAP (scores below 3 not to be counted)</th>
<th>Proposed USYD (3 or 4 AP subjects only, scores below 3 not to be counted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.95</td>
<td>19</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99.5</td>
<td>18</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>17</td>
<td>16</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>15</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>10</td>
<td>15</td>
<td>18 + GPA 3.7</td>
<td>15</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>96.45</td>
<td>14</td>
<td>14</td>
<td>18 + GPA 3.7</td>
<td>15</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>16</td>
<td>9</td>
<td>18 + GPA 3.7</td>
<td>14</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>9</td>
<td>14</td>
<td>17 + GPA 3.5</td>
<td>14</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td></td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>16</td>
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</tr>
<tr>
<td>90</td>
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<td>12</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td></td>
<td>14</td>
<td></td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td></td>
<td>8</td>
<td>12</td>
<td>13 + GPA 3.2</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>84</td>
<td></td>
<td>13</td>
<td>13 + GPA 3.2</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td></td>
<td>7</td>
<td></td>
<td>11</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td></td>
<td>7</td>
<td>9</td>
<td>13 + GPA 3.2</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>80</td>
<td></td>
<td>8</td>
<td>9</td>
<td>13 + GPA 3.2</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>79</td>
<td></td>
<td>7</td>
<td></td>
<td>10</td>
<td>13</td>
<td></td>
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<td>78</td>
<td></td>
<td>7</td>
<td></td>
<td>10</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td></td>
<td>7</td>
<td></td>
<td>10</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
<td>6</td>
<td>7</td>
<td>9 + GPA 3.0</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>73</td>
<td></td>
<td>6</td>
<td>7</td>
<td>9 + GPA 3.0</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>70</td>
<td></td>
<td>8</td>
<td>7</td>
<td>9 + GPA 3.0</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>68</td>
<td></td>
<td>7</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
<td>6</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Internationally many top UK universities have accepted AP subjects as a recognised qualification for students to enter to their undergraduate programs. UK NARIC has clearly assessed that the AP exam is equivalent to...
Market information of AP Subjects in the UK Universities

<table>
<thead>
<tr>
<th>Oxford University</th>
<th>Cambridge University</th>
<th>University College London</th>
<th>King’s College London</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SAT or ACT, and APs or SAT subjects or combined at least 3 or more subjects with grade 5</td>
<td>• SAT or ACT, and 5 or more AP subjects at grade 5, and High school diploma</td>
<td>• SAT or ACT with the Writing score of 10, and 5 AP subjects taken in the final 3 years, and A combination of 5 AP or SAT subjects tests, at least 3 AP subjects at grades of 5, and, High school diploma with GPA of 3.3/4.0</td>
<td>• High School Diploma and A combination of Aps and SAT and ACT ✓ 3APs+ACT ✓ 3APs+SAT ✓ 5 Aps ✓ 3 SAT subject tests + ACT ✓ 3 SAT subject tests + SAT</td>
</tr>
</tbody>
</table>

ARRANGEMENTS FOR ACCEPTING AP

Proposed entry requirements for AP subjects

This proposal will apply to the direct international applicants who want to use the SAT or ACT test for entry with a completed secondary qualification in their country, particularly for the applicants where their high school or secondary qualification is not assessed as equivalent to the Australian Year 12 qualification according to the UAC schedules.

In addition to the evidence of completion of a secondary qualification, it is proposed that the aggregate AP score is calculated using the three or four best AP subjects. English subjects listed below may be included in the aggregate calculation. Scores of 2 or below and the Calculus AB subgrade are not to be included in the calculation. Advanced Placement results may be undertaken in the same year or accumulated over two years.

These English subjects are:

• AP English Language and Composition
• AP English Literature and Composition
• AP English Language

If English subject/s is not included as part of AP exams, the standard English Entry Requirement will apply.

The ATAR can be converted based on the aggregate of the best three or four AP subjects.

<table>
<thead>
<tr>
<th>ATAR Rank</th>
<th>Aggregate of Three AP Subjects</th>
<th>Aggregate of Four AP Subjects</th>
<th>Samples of Minimum of AP Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR 98-99.95</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>ATAR 95.5 – 97.99</td>
<td>15</td>
<td>18-20</td>
<td>(5,5,5) or (5,5,5,5) or (5,5,5,4) or (5,5,5,3) or (5,5,4,4)</td>
</tr>
<tr>
<td>ATAR 93-95</td>
<td>14</td>
<td>17</td>
<td>(5,5,4) or (5,5,4,3) or (5,4,4,4)</td>
</tr>
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<td>16</td>
<td>(5,4,4) or (5,4,4,3) or (4,4,4,4) or (5,5,3,3)</td>
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<tr>
<td>ATAR 85-89.99</td>
<td>12</td>
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</tr>
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<td>12</td>
<td>(3,3,3) or (3,3,3,3)</td>
</tr>
</tbody>
</table>
Non-Confidential

The highest and lowest scores in our proposed schedule have matched the top scores of the University of Melbourne. However, the scores in the middle range are slightly lower than the Melbourne University and higher than other G08 universities.

RISKS / BENEFITS

Benefits

There are many benefits to using the proposed alternative tests for students affected by the COVID-19 pandemic and who are unable to access a SAT or ACT test. The key benefit is that students who are unable to sit the SAT or ACT can use their existing AP studies to be considered for undergraduate entry. This means that the university can manage the shortages caused by the cancelled tests and maintain the inflow of students in the SAT and ACT cohorts. In addition, some international schools in China and other countries have encouraged students to take two to four AP exams during 2020 and 2021 academic years. It means that these students already have had two to four AP scores, but we have no assessment schedule to assess their eligibility for entry to date. These students must apply for courses in UK or universities in Australia where the AP scores can be used as a basis for admission. If the proposed alternative options can be approved, the numbers of SAT and ACT cohorts can be retained in 2021 and following years.

An added benefit is that affected students are less stressed by their absence to sit the SAT or ACT tests and are still able to continue their tertiary study on time. For students who choose to apply using their AP results, the AP exams are scheduled for May in 2021 with scores received in July 2021. This is great timing for the entry of S2, 2021. If the AP tests are approved to be an alternative, students will have more options for exams to take and ensure that they have a backup for applying to our courses.

Risk Analysis

The first risk is that the proposed cut-off minimum scores and ATAR conversion for the AP subjects are a new admission qualification requirement that has not been previously used by the University of Sydney. This means that there is a lack of empirical data regarding the specified entry requirements which are currently based on market research conducted by the Admissions team. This runs the risk of the proposed schedules not reflecting the true ATAR equivalences. Highlighted below are the individual risks associated with the AP alternative tests.

The AP subjects are assessed equivalent to a GCE A level standard by UK NARIC. A general trend seen in other universities that accept AP subjects as a qualification is that they must be combined with a second qualification. For example, Russel Group universities King’s College London requires students to have 3APs and the SAT or ACT test, or 5 AP subjects to enter undergraduate studies. Similarly, Oxford University requires the SAT or ACT test combined with three or more AP subjects at a Grade of 5, or 700 or more in three SAT Subject Tests for undergraduate. In Australia, The University of Melbourne also requires students to achieve a GPA of 3.0 or above in Year 12 study combined with 3 or 4 AP subjects. The risk in our proposed schedule is that it requires only AP subjects, which may let through students which do well in AP exams but not in their general studies in Year 12 and are not holistic and well-rounded.

To mitigate and manage these risks we have required one of the AP subjects must be one of the listed English subjects as well as have proposed to use these entry requirements for a maximum of two intakes as a trial and review the student’s performance after their first semester to make further decisions or adjustments.

Another risk is that the AP subjects can only be sat once per test cycle. Consequently, students who are unable to access an exam venue due to COVID-19 reasons may be excluded. However, this risk can be managed as the College Board has developed at home AP testing due to the pandemic. Thus, students will have an opportunity to sit the tests online for their AP subjects and do not have to worry about missing the test.

IMPLEMENTATION

If it is approved, the assessment will be implemented immediately to apply to all relevant international applications received during 2021. A review for continuation of the assessment in 2022 and onwards is required in early 2022.
COMMUNICATION

The discussion and consultation have been taken places in following departments:

- Recruitment
- Faculty Liaison
- Agents

The Admissions have received supports from internal and external stakeholders and have made necessary changes after the consultation process.

ATTACHMENTS AND APPENDIXS

Attachment 1 – Proposed Schedule for Advanced Placement (AP) Subjects

Appendix Below:

Appendix 1 – Table of the General Information about the SAT, ACT, and AP Tests

<table>
<thead>
<tr>
<th>Test Content</th>
<th>AP</th>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Online</td>
<td>Exam Centre</td>
<td>Exam Centre</td>
</tr>
<tr>
<td>Scores</td>
<td>A scale of 1-5</td>
<td>1-1600</td>
<td>1-36</td>
</tr>
<tr>
<td>Validity</td>
<td>Same year or accumulated over two years</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Test Content</td>
<td>Most exams are 2-3 hours</td>
<td>Multiple Choices in Reading, Writing and Language, Maths and Essay Test (optional)</td>
<td>Multiple Choice in English, Mathematics Reading, Science, Writing Test (optional)</td>
</tr>
<tr>
<td>Access</td>
<td>Online</td>
<td>Exam Centre</td>
<td>Exam Centre</td>
</tr>
<tr>
<td>Scores</td>
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<td>1-1600</td>
<td>1-36</td>
</tr>
<tr>
<td>Validity</td>
<td>Same year or accumulated over two years</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Test Content</td>
<td>The Part 1 of the exam usually consists of multiple choices</td>
<td>65 minutes Reading test: 52 multiple choices</td>
<td>45 minutes English test:75 multiple choices</td>
</tr>
<tr>
<td>Access</td>
<td>Online</td>
<td>Exam Centre</td>
<td>Exam Centre</td>
</tr>
<tr>
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<td>Same year or accumulated over two years</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Test Content</td>
<td>The Part 2 of the exam usually consists of free-response questions that requires students to generate their own responses.</td>
<td>35 minutes Writing and Language test: 44 multiple choices</td>
<td>60 minutes Mathematic test: 60 multiple choices</td>
</tr>
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<td>Same year or accumulated over two years</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Test Content</td>
<td></td>
<td>80 minutes Maths test: 58 questions (45 multiple choices, 13 grid-in)</td>
<td>35 minutes Reading test: 40 multiple choices</td>
</tr>
<tr>
<td>Access</td>
<td>Online</td>
<td>Exam Centre</td>
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<td>N/A</td>
</tr>
<tr>
<td>Test Content</td>
<td></td>
<td></td>
<td>50 minutes SAT Essay (1 task)</td>
</tr>
<tr>
<td>Access</td>
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</table>

References:

- College Board SAT Coronavirus Updates: https://pages.collegeboard.org/sat-covid-19-updates
- Adelaide University UG Admissions: https://www.adelaide.edu.au/degree-finder/2021/barts_bart.html#df-acc-admission
Non-Confidential

- King’s College London UG Admissions: https://www.kcl.ac.uk/study/undergraduate/apply/entry-requirements/international
- Oxford University UG Admissions: https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/for-international-students/international-qualifications
- University of Cambridge UG Admissions: https://www.undergraduate.study.cam.ac.uk/applying/entrance-requirements
- University College London UG Admissions: https://www.ucl.ac.uk/prospective-students/international/united-states-america
Advanced Placement (AP) Subjects Assessment Guide

(Updated 9 February 2021)

<table>
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<tr>
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Assessment Notes:

1. A grade 3, 4 or 5 in any Advanced Placement (AP) subject will be included in the aggregate. The aggregate is based on the applicant’s best 3 or 4 subjects.
2. Scores of 2 or below and Calculus AB subgrade are not to be included in the calculation.
3. Advanced Placement results may be undertaken in the same year or accumulated over two years.
4. English subjects listed below may be included in the aggregate calculation. These English subjects are:
   - AP English Language and Composition
   - AP English Literature and Composition
   - AP English Language
   - If English Subject(s) is not included as part of AP exams, the standard English Entry Requirement will apply.
5. Evidence of completion of a secondary qualification must be presented.
APPROVED ALTERNATIVE TESTS FOR ADMISSION INTO UNDERGRADUATE STUDY

1 Definitions

(1) Words and phrases used in these standards and not otherwise defined in this document have the meanings they have in the Coursework Policy 2014.

2 Advanced Placement (AP) Subjects Assessment Guide

Applicable until the 31 December 2021 due to COVID-pandemic emergency

As provided by clause 10(3) of the Coursework Policy 2014, ‘the University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board’. Approved conversion tables will be displayed on the Academic Board website. As approved by the Academic Board on XXX, The Advanced Placement (AP) subjects can be used as evidence of an academic qualification, in lieu of the SAT or ACT standardised tests, for admission to undergraduate programs offered at the University of Sydney until the 31 December 2021. The conversion tables and assessment guide are detailed in Table 1.

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Assessment Notes:

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2. Scores of 2 or below and Calculus AB subgrade are not to be included in the calculation.

3. Advanced Placement results may be undertaken in the same year or accumulated over two years.

4. English subjects listed below may be included in the aggregate calculation. These English subjects are:
   - AP English Language and Composition
   - AP English Literature and Composition
   - AP English Language
   - If English Subject(s) is not included as part of AP exams, the standard English Entry Requirement will apply.

5. Evidence of completion of a secondary qualification must be presented.
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)

9 June 2020 (commencing 6 May 2020)

15 September 2020 (commencing 24 September 2020)

17 November 2020 (commencing 18 November 2020)

XXXX 2021 (commencing XXX 2021)

Signature:

Position: Chair, Academic Board

Variation due to COVID-pandemic emergency

See clauses: 13A; 19A; 20(3); 55(5); 67A; 69(1)(g); 73(4); 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.

converted weighted average mark 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.

Note: 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 University of Sydney (Coursework) Rule 2014.
credit means advanced standing based on previous attainment in:

- another award course at the University or at another institution;
- a non-award course, other than a microcredential, approved by the Academic Board;
- a microcredential obtained from the University; or
- another non award course, including a microcredential obtained from another institution, approved for credit as provided in this policy.

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 eligible microcredential has the meaning given in the Continuing and Extra-Curricular Education Policy 2017. At the date of this policy that is:

means a microcredential awarded by the University which:

- meets the requirements of subclause 8A(7) [of that policy]; and
- has been approved as being eligible for a specified number of credit points towards specified award courses for a specified amount of time.

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.
digital badge has the meaning given in the Continuing and Extra-Curricular Education Policy 2017. At the date of this policy that is:

means a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and establishing resources for its validation.

Note: For the specifications for digital badges, see the Open Data Standard published by IMS Global Learning Consortium.

disability has the meaning prescribed in Section 4 of the Disability Discrimination Act 1992 (Cth). At the date of this policy the definition is:

disability, in relation to a person, means:

(a) total or partial loss of the person’s bodily or mental functions; or

(b) total or partial loss of a part of the body; or

(c) the presence in the body of organisms causing disease or illness; or

(d) the presence in the body of organisms capable of causing disease or illness; or

(e) the malfunction, malformation or disfigurement of a part of the person’s body; or

(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

(g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(a) presently exists; or

(b) previously existed but no longer exists; or

(c) may exist in the future (including because of a genetic predisposition to that disability); or

(d) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.
domestic applicant means an applicant who is:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

domestic student means a student who is:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

early intervention strategy means a study plan to support students who identify themselves as being at risk of not meeting progression requirements, as provided in clause 73A.

educational access scheme means an admission scheme approved by the Academic Board in accordance Part 7 of this policy.

embedded honours course means a course that leads to an award of a degree with honours where the honours component:
- is undertaken as a program of study of 36-48 credit points;
- requires the completion of specified honours units of study within the same credit point requirement as for the pass degree; and
- leads to an honours class award based on an honours mark.

embedded program means a sequence of linked courses in closely related academic or professional areas that:
- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
- allows credit points for a unit of study to count towards more than one of the linked awards.

English Language Proficiency Standards means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

enrolment means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.
exchange student means a person who is:

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

exemption means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

faculty means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.

feedback means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

flexible 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)'.

microcredential has the meaning given in the Continuing and Extra-Curricular Education Policy 2017. At the date of this policy, that is:

means a continuing education course which results in certification of assessed learning that focuses on specific knowledge, skills and capabilities and verifies that the holder possesses a particular professional skill. It is a non-award certification, which may in certain circumstances be considered for credit towards an award course. For the purposes of this policy, the Sydney Professional Certificate is not a microcredential.

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.

**Sydney 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 coordinator 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 candidate on the day on which they:
   (i) complete their acceptance online, or complete their acceptance offer form.
   (ii) pay the applicable fees to the University; and
   (iii) enrol for the first time.
Enrolment may be deferred in accordance with clause 38 of this policy.

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. Approved conversion tables will be published on the Academic Board website.

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;
(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.
13A International applicants – courses requiring physical presence

(1) This clause applies to all international applicants for admission to undergraduate award courses in 2021.

(2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine that an award course is one which requires the student to be physically present at the University or at a place or places in Australia as directed by the University.

(a) Such determinations must:
    (i) be made in writing;
    (ii) published in the Admission Standards on the Academic Board Standards and Guidelines website; and
    (iii) list the courses to which they apply.

(3) International applicants for courses determined under subclause 13A(2) will be eligible for admission only if, as at the date specified in the offer made to them by the University:

(a) they are physically present in Australia; and

(b) they demonstrate this to the University by providing a statutory declaration, in the form specified by the University, in which they attest to:
    (i) being physically present in Australia;
    (ii) having been physically present when the declaration was witnessed; and
    (iii) having provided the witness with photographic identification of the applicant.

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; and

(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 and will publish a list of approved programs on its website.

(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.

19A International applicants – courses requiring physical presence

(1) This clause applies to all international applicants for admission to postgraduate coursework award courses in 2021.
(2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine that an award course is one which requires the student to be physically present at the University or at a place or places in Australia as directed by the University.
(a) Such determinations must:
   (i) be made in writing;
   (ii) published in the Admission Standards on the Academic Board Standards and Guidelines website; and
(iii) list the courses to which they apply.

(3) International applicants for courses determined under subclause 19A(2) will be eligible for admission only if, as at the dates specified in the offer made to them by the University:

(a) they are physically present in Australia; and

(b) they demonstrate this to the University by providing a statutory declaration, in the form specified by the University, in which they attest to:

(i) being physically present in Australia;

(ii) having been physically present when the declaration was witnessed; and

(iii) having provided the witness with photographic identification of the applicant.

20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (3) 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.

(3) No exemptions under this clause may be granted in relation to the eligibility requirements set out in clause 19A.

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.
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 or 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.

Subject to this policy and the award course resolutions, and within any framework established by the relevant Associate Dean, 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 program director to be equivalent to a specific University of Sydney unit of study.

Note: See University of Sydney (Delegations of Authority) Rule 2020.

(2) 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.

(3) 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) A program director may, in accordance with this policy, the faculty resolutions and the award course resolutions, and within any framework established by the relevant Associate Dean, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) Note: See University of Sydney (Delegations of Authority) Rule 2020 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 (including a microcredential offered by another institution); or
(h) in a credit eligible microcredential, in relation to which the time period of credit availability has expired.

Note: See also the Continuing and Extra-Curricular Education Policy 2017.

(2) Factors to be taken into account by a Program Director when evaluating a program for the purposes of subclause (1) include:

(a) learning outcomes;
(b) academic standards and complexity;
(c) volume of learning;
(d) assessment, including academic integrity;
(e) quality assurance mechanisms; and
(f) whether the knowledge acquired is still current.

(3) Subject to the limits specified in clause 44, a student who successfully completes a credit eligible microcredential is entitled to apply for and to receive non-specific credit:

(a) on admission to an award course;
(b) within the period specified;
(c) for the number of credit points;
as specified in the digital badge awarded for the microcredential.

(4) Admission to the University’s courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.
(5) 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) except with the permission of the program director, for units of study
       undertaken at another tertiary institution from which the student has been
       excluded;
   (c) except with the permission of the program director, 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
   (d) except with the permission of the program director, to reinstate specific
       credit or non-specific credit that has previously been rescinded, on request
       by the student in accordance with clause 43B.

(6) When granting credit, a program director 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.

(7) 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.

(8) 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 and any study for which credit is awarded under subclauses 42(1) and 42(2)) 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 program director 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.

(8) Credit for microcredentials and other non-award courses must not exceed:

(a) one third of the total credit points required for the completion of the award course, for award courses of 72 credit points or less; and
(b) 24 credit points, for award courses of more than 72 credit points.

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 online and in-person attendance and participation requirements for its courses and units of study. Online learning and assessment activities may:
   (a) be conducted in real time, through website interaction or, where appropriate, delayed replay; and
   (b) include, but not be limited to:
      (i) online lectures;
      (ii) online tutorials;
      (iii) online practical work; and
      (iv) online quizzes, tests and examinations.

   Note: See the Assessment Procedures 2011.

(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 and participation 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) If a unit of study co-ordinator is satisfied that a student is unable to meet in-person attendance or participation requirements, the unit of study co-ordinator may permit the student to participate instead in online learning and assessment activities, provided that:
   (a) the online activities provide comparable opportunities for:
      (i) active engagement; and
      (ii) achievement of learning outcomes; and
   (b) the relevant Associate Dean endorses the proposed course of action.

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.
A student may suspend their enrolment in a course by notice to the University for a maximum period of one year in any one notification.

The suspension must be notified to the University in a manner approved or accepted by the faculty.

A student must apply for and obtain the approval of the relevant Associate Dean for:

(a) a single suspension of more than one year; or
(b) any suspension that would result in a total period of suspension of more than one year over the student’s candidature.

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.
Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.

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 two weeks before the commencement of the semester or teaching block in which the unit is offered, 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 2021; 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 2021, 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) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

70 Responsibilities for implementation of this Part

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

(3) 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.

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**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 2021, 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(1) or as 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:
    (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;
    (b) the student’s average mark for the teaching period was less than 50;
    (c) the award course resolutions stipulate that:
        (i) an average mark above 50 is required in order to remain enrolled in
            an award course or stream; and
        (ii) alternative enrolment is available; and
            the student’s average mark for all the units of study in which they were
            enrolled for the semester or other specified period was less than the average
            mark required by the award course resolutions;
    (d) the student failed one or more barrier units of study, compulsory units of
        study, field work, clinical work, practicum or other professional experience
        specified in the award course resolutions;
(e) the student has failed twice to pass the same unit of study;
(f) the student's attendance record during the teaching period was unsatisfactory (see Clause 73(4)); or
(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 – Students identified for the first time as not meeting academic progression requirements

(1) The Associate Dean will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.

(2) The letter will advise each student:
   (a) that they have been identified as not meeting academic progression requirements;
   (b) why they have been identified as not meeting academic progression requirements;
   (c) that they are advised to:
       (i) complete a Staying on Track survey; and
       (ii) attend a Staying on Track information session;
   (d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and
   (e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:
       (i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and
       (ii) they are recommended to consult an academic adviser in their faculty.

(3) Associate Deans may require students to consult an academic adviser.

(4) The Staying on Track survey will:
   (a) assist students to identify why they are having difficulties meeting academic progression requirements;
   (b) advise students to avail themselves of, and include details of, student support services available at the University, including:
       (i) the Counselling Service;
       (ii) the Learning Centre;
       (iii) the University Health Service; and
       (iv) the student representative bodies.

(5) The Staying on Track information session will:
   (a) provide information on study skills; and
   (b) introduce students to the student support services in subclause (4) (b).

Note: See clause 78 for information on the show cause process.
77 Stage 2 – Students at risk of being asked to show good cause

(1) Students who:
   (a) are enrolled in an award course whose normal full-time duration is two years or less; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:
   (a) are enrolled in an award course whose normal full-time duration is more than two years; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82

will be sent a warning letter and a Staying on Track survey by the faculty.

(3) The letter will advise each student:
   (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.
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) 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. Faculties may admit candidates to two postgraduate award courses and allow units of study 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-time except 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.
97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.

97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and

(b) the requirements for the combined degree as set out in the award course resolutions.
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).

A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range</th>
<th>will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

A student who achieves a mark of less than 65 is not awarded honours.

The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.

Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the title of the combined degree, consistently with the following examples:

(a) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy);

(b) Bachelor of Science / Bachelor of Advanced Studies (Mathematics) (Philosophy Honours);

(c) Bachelor of Science / Bachelor of Advanced Studies (Mathematics Honours) (Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.
(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:

(a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;

(b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

(c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues their enrolment in a course during their first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.
(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student’s candidature be terminated;

(b) inform the student that they may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student’s candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:

(a) consider the student’s submissions within 10 working days of receiving them; and

(b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:

(a) the disqualifying circumstances specified in the notice exist; and

(b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:

(a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and

(b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and

(c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.
102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:

(a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
(b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
(c) Assessment Policy 2011, which commenced on 9 November 2011;
(d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
(e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
(f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to

(a) all new courses approved after 25 July 2016; and
(b) all other courses from 1 January 2018.
**SCHEDULE 1**

**Common Result Grades**

1. The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

2. Learning outcomes for units of study are reported in one of two ways:
   - (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   - (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

3. Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AF</td>
<td>Absent fail</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>2 CA</td>
<td>Credit (Aegrotat)</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------</td>
<td>------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>3 CN</td>
<td>Cancelled</td>
<td>No mark</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>4 CR</td>
<td>Credit</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>5 DA</td>
<td>Distinction (Aegrotat)</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>6 DF</td>
<td>Discontinue - fail</td>
<td>No mark</td>
<td>Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation of classes for the unit of study and where a faculty has not determined that a grade of DC is warranted.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>7 DI</td>
<td>Distinction</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>8 DC</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may also 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(12)(a)(vii) and (viii) of the Assessment Procedures 2011).</td>
<td>Not included in WAM</td>
<td>Not to count as fail</td>
</tr>
<tr>
<td>9 FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails</td>
<td>Included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------------</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Mark Range</td>
<td>Use</td>
<td>Use in WAM</td>
<td>Impact on Progression/at risk status</td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>15</td>
<td>PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>SA*</td>
<td>Satisfied Requirements</td>
<td>No mark</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Aegrotat)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>RI</td>
<td>Result incomplete</td>
<td>No mark</td>
<td>Not included</td>
<td>Not included</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>UC</td>
<td>Unit of Study</td>
<td>No mark</td>
<td>Not included</td>
<td>Progression status to be assessed at the last semester of the unit of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>WD</td>
<td>Withdrawn</td>
<td>No mark</td>
<td>Not included</td>
<td>No impact on progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;

(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;

(c) strong skills and insight in the interpretation of results, data and appropriate information sources;

(d) a capacity for illuminating critical analysis and self-evaluation;

(e) outstanding skills in written and oral communication and in organisation and documentation;

(f) exceptionally innovative, creative and imaginative thinking; and

(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, their research within the chosen academic discipline at an expert level;

(b) autonomy in thinking and motivation;

(c) imagination, originality and insight;

(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:

(a) advanced or professional skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.
4 Second Class Honours, Division I

(1) Knowledge: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.

(2) Skills: A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip them to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) Application of knowledge and skills: A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize their work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 Second Class Honours, Division II

(1) Knowledge: A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) Skills: A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip them to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and

(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.
(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and

(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 **Third Class Honours**

(1) **Knowledge:** A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) **Skills:** A student who receives Third Class Honours will have

(a) skills that equip them to understand problems;

(b) some understanding of the methods, techniques and subject matter of the field studied;

(c) cognitive skills to understand the interpretation of results and data with supervision;

(d) communication skills that are able to articulate a problem and an approach taken to its solution; and

(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) **Application of knowledge and skills:** A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 **Fail**

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
SCHEDULE 3

Weighted Average Marks

(1) The weighted average 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:

\[
\sum \frac{(\text{mark} \times \text{credit point value} \times \text{level weight})}{\sum \text{credit point value} \times \text{level weight}}
\]

(2) 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 WAM may be used by faculties for purposes:
   
   (a) specified in faculty resolutions; and
   (b) 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) the University will also calculate a converted weighted average mark (CWAM) at the conclusion of a student’s award course.
   (b) The CWAM will be calculated according to the same formula as the WAM but will excluding all marks from the designated teaching period or component part of a teaching period.
   (c) 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 arch 2019
15 October 2019 (commencing 1 January 2020)
9 June 2020 (commencing 6 May 2020)
15 September 2020 (commencing 24 September 2020)
17 November 2020 (commencing 18 November 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
### AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>78 (Note)</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
</tr>
<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
</tr>
<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
</tr>
<tr>
<td>38</td>
<td>Deferment replaced by Deferral.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5(1), 41 (Note 27), 42, 43, 43A, 43B, 67, 69</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>25</td>
<td>Amendment to include reference to Dux Admission Scheme</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>38, 39, 43A, 57, 60, 101, Schedule 1</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
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<tr>
<td>101 (8) (a), 101 (8) (b)</td>
<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes; References to course changed to award course.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>8(a); 8(b); 11(2); 14(2); 16(c); 17; 25(2); 42(1); 43(1); 43B(1); 44(6); 44(7); 45(4); 47(1); 47(4); 47(6); 48(2); 51(1); 55(2); 57(3); 71; 75(2); 86(3); 86(4); 87(3); 88(4); 88(5); 89(4); 89(5); 91(3); 93(1); 93(2); 93(4); 95(1); 96(1); 97(1); 97(3).</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>20(2); 65(2); 85(2)(c).</td>
<td>References to Dux Admission Scheme changed to Future Leaders Scheme.</td>
<td>25 July 2016</td>
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<td>26A(1); 26A(2)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>44(1)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
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<td>44(7) note</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
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<tr>
<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>83A; 83B; 83C</td>
<td>New clauses added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>93(3)</td>
<td>New subclause (3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(2)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97</td>
<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>33</td>
<td>Deleted</td>
<td>1 January 2017</td>
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<tr>
<td>Schedule 1</td>
<td>Administrative amendment to remove reference to obsolete grades.</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
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<tr>
<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
</tr>
<tr>
<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment – updated references to <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Administrative amendment – updated hyperlink to <em>University of Sydney Act 1989</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Deleted reference to <em>University of Sydney By-law 1999 (as amended)</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>Notes</td>
<td>Administrative amendment – replaced “<em>University of Sydney By-law</em>” with <em>University of Sydney (Student Discipline) Rule 2016</em></td>
<td>18 September 2017</td>
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</table>
Provision | Amendment | Commencing
--- | --- | ---
7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c); 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii); 28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (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 University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 | 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) – | Replacing “Degree” with “degree” | 1 January 2018
<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3); 83C; 83C(1)-(2)</td>
<td>Replacing “Policy” with “policy”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>2; 3; 6; 7note; 8(a); 9(3); 24(1)(a)(1)- (ii); 24(1)(b); 24(4)(b); 26(b); 35(4) note; 41(2); 41(1); 47(5); 71: 100 notes</td>
<td>Replacing “he or she” with “they” or “their” and matching associated verbs – gender equity requirements.</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>4(1)(b); 9(2); 11(6)(b); 25(3); 28(4); 28(6)(a)(ii); 37(2); 39(1)-(8); 41(4) and note; 43(1); 43A(2)(a); 48(1); 50(2); 51(1)(a); 56(2)-(3); 57(1); 58(3); 77(4)(b); 78(1); 78(8); 80(1); 81(3); 82(1)-(2); 83(1)-(3); 100 notes; Schedule 2 2(3)(a); 2(4)(a); 4(2)(a); 4(3)(c); 5(2)(a); 6(2)(a)</td>
<td>Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>30(9) note</td>
<td>note moved from after 30(10) to after 30(9)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>58(3)</td>
<td>“automatically terminated” now reads “terminated automatically”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
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<tr>
<td>60(1)(b)</td>
<td>“as defined in the <em>Learning and Teaching Policy 2015</em>” deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>79(2)</td>
<td>Delete “outlined” after process and replace with “set out”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Part 17 note</td>
<td>Clause reference now reads “see also clauses 18(1)-(10) of the <em>Learning and Teaching Policy 2015</em>”</td>
<td>1 January 2018</td>
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<tr>
<td>87A; 91A; 91B; 91C</td>
<td>New clauses inserted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>90(4)</td>
<td>Delete “will”; replace with “must not”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)-(3)</td>
<td>Clauses deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)</td>
<td>New clause added to replace clauses 92(2)-(3)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>5</td>
<td>early intervention strategy definition amended and English Language Proficiency Standards definition added</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>9A, 14A</td>
<td>Amendments to provide clarity of admission standards</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>21; 21A; 21B; 21B</td>
<td>Amendments to English Language Requirements – Undergraduate Courses – update links</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>23; 23A; 24</td>
<td>Amendments to English Language Requirements – Postgraduate Courses</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>57</td>
<td>Amendment to provide clarity of suspension of enrolment</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>73A</td>
<td>Amendment to early intervention strategies</td>
<td>1 January 2019</td>
</tr>
<tr>
<td>5</td>
<td>Removed definition of Registrar</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>6;10(5);12A(2)</td>
<td>Removed reference to Registrar and replaced with Deputy Vice- Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>70(2)</td>
<td>Removed reference to Registrar and replaced with Executive Director, Student Administrative Services</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>92A</td>
<td>Removed reference to Registrar and replaced with Deputy Vice-Chancellor (Education)</td>
<td>24 March 2019</td>
</tr>
<tr>
<td>3</td>
<td>Added note regarding ‘Masters Degrees’ and added definition and note for the Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>5</td>
<td>Expanded definition of Award Course and Coursework Award Course to include the Sydney Professional Certificate; updated definitions of Exchange Student and Study Abroad Student</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------</td>
</tr>
<tr>
<td>15A</td>
<td>Added eligibility criteria for a Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>16; 17</td>
<td>Amended to address the status of the Sydney Professional Certificate as an admission qualification</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>21; 21A; 23; 23A</td>
<td>Administrative amendments to standardise reference to the English Language Proficiency Standards and correct hyperlinks</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>31(4)</td>
<td>Administrative correction of clause numbering</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>44(5)</td>
<td>Added credit available from a Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>89A</td>
<td>Added award course requirements for a Sydney Professional Certificate</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>97A</td>
<td>Added examples of naming conventions for honours qualifications within combined degrees that include the Bachelor of Advanced Studies</td>
<td>1 July 2019</td>
</tr>
<tr>
<td>25(3)</td>
<td>Addition of ‘the Broadway Scheme’ after Gadigal Program</td>
<td>24 July 2019</td>
</tr>
<tr>
<td>27(2)</td>
<td>Amended rank points available via the Broadway Scheme from five to ten</td>
<td>14 August 2019</td>
</tr>
<tr>
<td>3</td>
<td>New administrative note</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>4</td>
<td>Administrative amendment</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of adjustment factor amended to read ‘means an adjustment made to an ATAR or equivalent under Part 7 of this Policy</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Guaranteed ATR Selection Rank cut off removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendment made to Bachelor degree definition</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to cross-semester average mark (CASM) definition</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of embedded honours coursed added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of exchange student amended with addition words ‘under the terms of the exchange agreement’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Words ‘flexible entry pathway scheme’ amended to read ‘flexible admission scheme’ and ‘means an admission pathway’ added to body of definition</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>5</td>
<td>Word honours amended administratively and new definition added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Industry and community project unit (ICPU) definition added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Integrated honours course definition added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>minimum ATAR definition added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>minimum selection rank definition added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendment to principal examiner</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to ‘progression profile’, ‘progression rate’, ‘progression requirements’ and ‘recent school leaver’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of selection rank added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of semester added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to ‘semester average mark’, ‘simple extension’, ‘special admission program’, ‘specialisation’, ‘stream’ and ‘student’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘study abroad student’ amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Administrative amendments made to ‘Sydney professional certificate’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘teaching period’ amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Summer School removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of ‘teaching block’ added</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of University removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>5</td>
<td>Definition of Winter School removed</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>7(2)</td>
<td>Minor administrative amendment</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>8(1)(a); 8(2)</td>
<td>Administrative amendment and addition of 8(2)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>10; 10(2)</td>
<td>Minor administrative amendment and addition of 10(2). Renumbering of subsequent sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>10(5)(a); 10(5)(b)</td>
<td>‘ATAR or equivalent’ added.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>14</td>
<td>‘entry’ replaced by admission and admission pathway</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
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<tr>
<td>16(a); 17(a)</td>
<td>new sub-clause (a) added and subsequent re-numbering of sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>21A</td>
<td>Administrative amendments to Note.</td>
<td>1 January 2020</td>
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<tr>
<td>25</td>
<td>Clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>26</td>
<td>Entry replaced by admission and clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>26A</td>
<td>Clause re-written</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>27(1); 27(4)</td>
<td>Amendment to subclauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>28</td>
<td>Amendments to replace Cadigal with Gadigal and addition of sub-clauses (6) and (7) and subsequent re-numbering of sub-clauses. New28(8)(a)(i) added. Note removed from (9).</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>29(3); 29(4), 29(5); 29(6)</td>
<td>Minor administrative amendments to 29(3) and 29(4). New sub-clauses 29(5) and 29(6) added.</td>
<td>1 January 2020</td>
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<tr>
<td>30(6)(d)</td>
<td>Minor administrative amendment</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>30(9); 30(10)</td>
<td>New sub-clause added and subsequent renumbering of sub-clauses</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>31(4)(b)(iii); 31(4)(b)(iv); 31(4)(b)(v)</td>
<td>Addition of numbering to (iii), (iv) and (v)</td>
<td>1 January 2020</td>
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<tr>
<td>32(1)</td>
<td>Remove second paragraph and (a)</td>
<td>1 January 2020</td>
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<tr>
<td>32(8); 32(9); 32(10); 32(10)(a); 32(10)(b)</td>
<td>Add new sub-clause numbering and new sub-clauses 9, 10, 10(a) and 10(b).</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>34(2)</td>
<td>Remove 34(2) and renumber subsequent sub-clauses. Addition of subclauses 34(3), 34(4) and 34(a) and (b)</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>35(4)</td>
<td>Replace ATAR cut off points with minimum selection rank</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>38; 38(5)</td>
<td>‘undergraduate’ removed from 38, 38(5) and ‘must’ replaced with ‘may be required’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>42(3)</td>
<td>‘Entry’ replaced with ‘Admission’</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>48(1)</td>
<td>new 48(1) inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>51(1); 51(2)</td>
<td>New sub-clauses inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>53(1)(b)</td>
<td>New sub-clause inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>56(2); 56(3); 56(3a); 56(3)(b)</td>
<td>New sub-clause 56(2) inserted. New sub-clause 56(3) inserted and subsequent subclauses renumbered.</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>58(1); (58(3)</td>
<td>Words ‘that semester’ inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>66A(3)</td>
<td>New sub-clause inserted</td>
<td>1 January 2020</td>
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<tr>
<td>70(3); 70(4); 70(5); 70(6)</td>
<td>New sub-clause 70(3) inserted. Further sub-clauses re-numbered to 70(6)</td>
<td>1 January 2020</td>
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<tr>
<td>70(7); 70(8); 70(9)</td>
<td>New sub-clause 70(7) inserted. Further sub-clauses re-numbered to 70(9).</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>75(1); 75(2)</td>
<td>New sub-clauses inserted</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>81(3)</td>
<td>Sub-clause amended</td>
<td>1 January 2020</td>
</tr>
<tr>
<td>55(5)</td>
<td>New sub-clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>67A</td>
<td>New clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>69 (1)(g)</td>
<td>New sub-clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>73(3)</td>
<td>New sub-clause inserted</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>New schedule added</td>
<td>6 May 2020</td>
</tr>
<tr>
<td>13A</td>
<td>Clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>19A</td>
<td>Clause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>20(3)</td>
<td>Subclause added</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(2),</td>
<td>Subclause replaced</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(3)</td>
<td>Subclause deleted, with subsequent renumbering</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>57(5)</td>
<td>Subclause replaced, renumbered 57(4)</td>
<td>24 September 2020</td>
</tr>
<tr>
<td>6</td>
<td>Definition of credit amended. New definitions of ‘credit eligible microcredential’, ‘digital badge’ and ‘microcredential’ added.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>41(2); 42(1)</td>
<td>‘and within any framework established by the relevant Associate Dean’ added. ‘Associate Dean’ replaced by ‘program director’ and new Note added.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>42(1)(g); 42(1)(h); 42(2); 42(3);</td>
<td>New sub-clauses added and consequential re-numbering of sub-clauses.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>42(4); 42(5); 42(6); 42(7); 42(8); 44(7)</td>
<td>Numbering inserted to create new sub-clauses.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(1)(c)</td>
<td>And any study for which credit is awarded under subclauses 42(1) and 42(2))’ inserted after ‘university’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(5)(c)</td>
<td>‘Associate Dean’ replaced by ‘program director’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>44(8); 55</td>
<td>New sub-clauses inserted.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>63(1)</td>
<td>‘in the first week of any offering of the unit' removed and replaced by ‘two weeks before the commencement of the semester or teaching block in which the unit is offered’</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>67A(1)(a); 69(g); 73(4)</td>
<td>2020 replaced by 2021</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>73(4)</td>
<td>Addition of ‘55(1) or as permitted by subclause 55(5)’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>90(2); 90(3)</td>
<td>Subclauses removed.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>90(4)</td>
<td>Sub-clause re-numbered to become 90(2). ‘a maximum of 12 credit points’ replaced by ‘units of study’.</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>Schedule 1 (8)</td>
<td>‘also’ inserted before ‘determine’.</td>
<td>18 November 2020</td>
</tr>
</tbody>
</table>
Attachment 8 - Exemption from Assessment Procedures Special Consideration Requirements

From: Anthony Masters  
Sent: Wednesday, 16 December 2020 8:31 PM  
To: Sally Pearce <sally.pearce@sydney.edu.au>  
Cc: Peter McCallum <peter.mccallum@sydney.edu.au>; Brendon Nelson <brendon.nelson@sydney.edu.au>; Tanya Talwar <tanya.talwar@sydney.edu.au>; Alyssa White <alyssa.white@sydney.edu.au>  
Subject: RE: Approval to vary special consideration requirements for seven exams - Assessments Procedures 2011

Sally,

I have consulted with the Chairs of the Academic Board Committees and Sub-Committees. I approve this change, noting that the exemption applies to this particular circumstance.

Tony

Tony Masters | Chair, Academic Board | Associate Professor, School of Chemistry  
THE UNIVERSITY OF SYDNEY  
Level 5, F23 Administration Building | The University of Sydney | NSW | 2008  
T +61 2 9351 5655  
E chair.academicboard@sydney.edu.au | W http://sydney.edu.au  
Maridarangun Academic Boardmirung  
Respect is a core value of the Academic Board

From: Sally Pearce <sally.pearce@sydney.edu.au>  
Sent: Wednesday, 16 December 2020 3:42 PM  
To: Anthony Masters <anthony.masters@sydney.edu.au>  
Cc: Peter McCallum <peter.mccallum@sydney.edu.au>; Brendon Nelson <brendon.nelson@sydney.edu.au>; Tanya Talwar <tanya.talwar@sydney.edu.au>  
Subject: Approval to vary special consideration requirements for seven exams - Assessments Procedures 2011

Dear Tony

I’ve recently re-joined the University, looking after Graduations, Exams and Special Consideration in Student Administration and I need your assistance. I am seeking an exception from a section of the Assessment Procedures 2011 relating to special consideration. I am seeking your assistance in the first instance as Peter McCallum is on leave this week.

An internet problem impacted a large cohort of students undertaking their final exams at 5PM on Friday evening. Intermittent internet outages occurred across SE Asia and Australia and caused many students to be repeatedly disconnected from their proctored (Type A and B) exams, with some students unable to connect/reconnect. Some students were able to reconnect and complete their exams and others may not have been impacted.
Unfortunately we are not able to distinguish between students who were impacted, but able to successfully complete the exams and those that could not. We have asked all students who were impacted to submit an application for special consideration and they will be able to sit a replacement exam in January 2021. To date 1,423 students have applied.

As part of the processes implemented this year, the Assessment Procedures require the following:

Clause 14 (5A) Notwithstanding the requirements of subclauses 14(5) (c) and (d) and until the end of 2021, unless rescinded earlier by the Academic Board, where a professional practitioner certificate or a statutory declaration is not practicable, a student may include a student declaration in the form of Schedule 4: (i) setting out the duration and degree of the impact of the illness, injury, 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.

A portion of students applying for special consideration do not submit this declaration, requiring us to follow up with them and delaying resolution of their application.

Given the need to finalise applications by this Friday and the large number of students impacted, I am seeking an exemption from the student declaration (Cl14 (5A)) for the following units of study where a student is applying for special consideration due to the technology issue.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT6002 International Accounting</td>
<td>33.00</td>
</tr>
<tr>
<td>BUSS1020 Quantitative Business Analysis</td>
<td>492.00</td>
</tr>
<tr>
<td>BUSS6002 Data Science in Business</td>
<td>420.00</td>
</tr>
<tr>
<td>ECMT1020 Introduction to Econometrics</td>
<td>375.00</td>
</tr>
<tr>
<td>ECMT2160 Econometric Analysis</td>
<td>88.00</td>
</tr>
<tr>
<td>NURS1008 Acute Care Nursing Practice</td>
<td>7.00</td>
</tr>
<tr>
<td>NURS5084 Nursing the Acutely Ill Person</td>
<td>8.00</td>
</tr>
</tbody>
</table>

Please let me know if you need any additional information. Thank you for your help.

Sally
Sally Pearce | A/Director Student Administration
The University of Sydney
+61 417 236 607
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
Submission To: Academic Board  
Date: 2 March 2021  
Item No: 4.3

<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Honours and Distinctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation</td>
<td>That the Academic Board note the report of the Chair of the Academic Board on honours and distinctions and congratulate the recipients.</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Chair, Academic Board</td>
</tr>
</tbody>
</table>

AUSTRALIA DAY HONOURS LIST

**Officer in the General Division of the Order of Australia (AO)**
Emeritus Professor Kathryn Marsh AO, Sydney Conservatorium of Music
Professor Roger Robert Reddel AO, Faculty of Medicine and Health

**Member in the General Division of the Order of Australia (AM)**
Dr Alison Hilary Brand AM, Faculty of Medicine and Health
Dr Peter Raymond Carroll AM, Faculty of Medicine and Health
Professor Markus Joachim Seibel AM, Faculty of Medicine and Health

**Medal in the General Division of the Order of Australia (OAM)**
Dr Sheryl Anne Van Nunen OAM, Faculty of Medicine and Health

2020 QS-WHARTON REIMAGINE EDUCATION AWARDS

Reimagine Education is a worldwide competition to reward innovative methods that increase student learning outcomes and employability.

**Job Smart Gains the Edge: Innovating Authentic Employability at Scale**, led by Lucinda Crossley Meates, University of Sydney Business School
Winner, Global Education Award

**The Student Relationship Engagement System (SRES) initiative**, led by Associate Professor Danny Liu, Educational Innovation team
Gold in the ICT Tools for Learning and Teaching Award Category

iPerioPal online platform for simulated clinical teaching in dentistry, led by Dr Tihana Divnic-Resnik, Sydney Dental School
Shortlisted in the Educational App award category

“Respect is a core value of the Academic Board”
Maridarangun Academic Boardnirung
Non-Confidential

Nurturing the next generation of leaders through industry partnerships and interdisciplinary thinking, led by Imogen Barwick, Education – Enterprise and Engagement team

Shortlisted in the Nurturing Employability Award category

The Idea Factory, led by Mahyar Shirvanimoghaddam, Centre for Internet of Things and Telecommunications

Shortlisted in the Nurturing Employability Award category

2020 EUREKA PRIZES

**Professor Carol Armour**, Faculty of Medicine and Health
Winner: Eureka Prize for Outstanding Mentor of Young Researchers

**Associate Professor Alice Motion**, Faculty of Science, and The University of Sydney Nano Institute
Winner: Eureka Prize for Promoting Understanding of Science

**Professor Robert Park**, Faculty of Science
Winner, Eureka Prize for Leadership in Innovation and Science

**Professor Dacheng Tao**, Faculty of Engineering
Winner: Eureka Prize for Excellence in Data Science

A team led by **Professor Benjamin Eggleton**, Faculty of Science and The University of Sydney Nano Institute, comprising:

**Dr Eric Mägi**, Faculty of Science
**Dr Moritz Merklein**, Faculty of Science
**Dr Alvaro Casas Bedoya**, The University of Sydney Nano Institute
**Dr Yang Liu**, Faculty of Science

**Associate Professor Stephen Madden**, Australian National University
Winner: Eureka Prize for Outstanding Science in Safeguarding Australia

INAUGURAL AUSTRALIAN BUSINESS DEANS COUNCIL AWARDS

A cross-institutional research team lead by academics from the University of Sydney Business School won the Australian Business Deans Council Award for Innovation and Excellence in Research. The award recognised the team’s work in enhancing the wellbeing and performance of healthcare professionals through work practices, leadership and culture. The team comprised:

**Associate Professor Helena Nguyen**, team lead, The University of Sydney
**Associate Professor Anya Johnson**, team co-lead, The University of Sydney
**Dr Karyn Wang**, The University of Sydney
**Dr Shanta Dey**, The University of Sydney
INSTITUTIONAL AWARDS

AFR Higher Education Award for Sustainability 2020
The University of Sydney won the inaugural Australian Financial Review (AFR) Higher Education Award for Sustainability in 2020 in recognition of the university’s support of Professor Thomas Maschmeyer, Faculty of Science. The award recognises the university’s backing of Professor Maschmeyer’s companies Licella Holdings, which refines end-of-life plastic and organic waste into high-value reusable products, and Gelion Technologies, which embeds zinc bromide batteries into solar photovoltaics.

2020 Australian Space Awards
The University of Sydney was named Academic Institution of the Year at the 2020 Australian Space Awards, in recognition of the achievements of space engineering teaching and research at the University of Sydney since 2001.

ARC COLLEGE OF EXPERTS
The Australian Research Council (ARC) engages an ARC College of Experts to play a key role in identifying research excellence. Its members are experts of international standing and are elected for a three-year term. Eight academics from the University of Sydney were appointed in 2021:

Professor Alexander Broom, Faculty of Arts and Social Sciences
Professor Christopher Hilliard, Faculty of Arts and Social Sciences
Professor Dietmar Muller, Faculty of Science
Professor Anna Paradowska, Faculty of Engineering
Professor Kim Rasmussen, Faculty of Engineering
Associate Professor Thom van Dooren, Faculty of Arts and Social Sciences
Professor Kimberlee Weatherall, Sydney Law School
Professor Dianne Wiley, Faculty of Engineering.

FELLOWS ELECTED TO ACADEMIES
Professor Garry Barrett, Faculty of Arts and Social Sciences
Elected as a Fellow of the Academy of the Social Sciences in Australia

Professor Hans Pols, Faculty of Science
Elected as a Fellow of the Australian Academy of the Humanities

Professor Kane Race, Faculty of Arts and Social Sciences
Elected as a Fellow of the Australian Academy of the Humanities
**Professor Evelleen Richards**, Honorary Professor, Faculty of Science
Elected as a Fellow of the Australian Academy of the Humanities

**Professor Simon Ringer**, Core Research Facilities
Elected as a Fellow of the Academy of Technology and Engineering

**Associate Professor Paul Roche**, Faculty of Arts and Social Sciences
Elected as a Fellow of the Australian Academy of the Humanities

**Professor Hala Zreiqat**, Faculty of Engineering
Elected as a Fellow of the Academy of Technology and Engineering

**Professor Willy Zwaenepoel**, Faculty of Engineering
Elected as a Fellow of the Academy of Technology and Engineering

**OTHER STAFF AWARDS**

**Dr Fady Aoun**, The University of Sydney Law School
Awarded the Inaugural Australian Legal Research Awards (ALRA) Early Career Researcher (ECR) Article/Chapter Award for his journal article ‘Whitewashing Australia’s History of Stigmatising Trade Marks and Commercial Imagery’.

**Professor Benjamin Eggleton**, Faculty of Science and The University of Sydney Nano Institute
Awarded the 2020 WH “Beattie” Steel Medal by the Australian and New Zealand Optical Society, in recognition of his outstanding contribution to the Australian international optics and photonics communities and his exception research and development record.

**Professor Nalini Joshi**, Faculty of Science
Awarded the George Szekeres Medal of the Australian Mathematic Society for sustained outstanding contribution to the mathematical sciences in Australia.

**Professor Peter Lay**, Faculty of Science
Awarded the Australian Synchrotron Lifetime Contribution Award by the Australian Nuclear Science and Technology Organisation (ANSTO).

**Associate Professor Lynette Riley**, Faculty of Arts and Social Sciences
Finalist for the 2021 NSW Aboriginal Woman of the Year, which recognises a role model who promotes the economic, cultural and/or social wellbeing of Aboriginal people in NSW.

**Professor Gregory Whitwell**, The University of Sydney Business School
Re-elected Chair of CEMS, a global alliance of leading business schools, multinational companies and NGOs that together offer the CEMS Master in International Management.
Proposal Title: Report of the Academic Standards and Policy Committee

Recommendation:
That the Academic Board note the report from the meetings of the Academic Standards and Policy Committee held on 28 January 2021 and 9 February 2021 and:

1. endorse and recommend that University of Sydney Senate approve the revised Code of Conduct for Staff and Affiliates 2021;
2. approve the amendments to the Dual and Joint Degree Policy;
3. approve the rescission of the ‘Glossary of Terms and Abbreviations’, with effect from March 10 2021;
4. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the University of Sydney (Academic Board) Rule 2017;
5. adopt the amended Academic Board Standing Orders;
6. approve the proposed amendments to the Admissions Standards – English Language Proficiency.

Proposal Presenter: Professor Jane Hanrahan (Chair, Academic Standards and Policy Committee)

Consultation Pipeline:

EXECUTIVE SUMMARY

This report summarises the business of the meetings of the Academic Standards and Policy Committee on 28 January 2021 and the 9 February 2021.

ITEMS FOR APPROVAL

The Academic Standards and Policy Committee endorsed and recommended for presentation to Academic Board the following:

7.1 **Code of Conduct for Staff and Affiliates 2021 (Code of Conduct)**
The Academic Board Academic Standards and Policy resolved to endorse and recommend that Academic Board endorse and recommend that Senate approve the revised Code of Conduct for Staff and Affiliates 2021.

7.2 **Dual and Joint Degree Policy**
The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend that the Academic Board approve the amendments to the Dual and Joint Degree Policy.

7.3 **Rescission of the Glossary of Terms and Abbreviations**
The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend that the Academic Board approve the rescission of the ‘Glossary of Terms and Abbreviations’, with effect from March 10 2021.

7.4 **Amendment to the University of Sydney (Academic Board) Rule 2017**
The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend that Academic Board:

1. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the University of Sydney (Academic Board) Rule 2017; and
2. adopt the amended Academic Board Standing Orders.

7.5 Changes to the English Language Proficiency (ELP) Standard
The Academic Board Academic Standards and Policy Committee resolved to endorse and recommend that Academic Board approve the proposed amendments to the Admissions Standards – English Language Proficiency.

7.6 Recognition of UK Foundation Network, King’s Education Group Foundation Program and Aceleader Education Group Foundation
The Academic Board Academic Standards and Policy Committee reviewed this item ahead of submission for executive approval, full details are available at Item 4.1 Attachment 5.

7.7 COVID-19 Response: Temporary Acceptance of Alternative Academic Tests for USYD Undergraduate Admissions for students who are unable to sit for SAT or ACT tests
The Academic Board Academic Standards and Policy Committee reviewed this item ahead of submission for executive approval, full details are available at Item 4.1 Attachment 7.

ITEMS FOR NOTING

The Academic Standards and Policy Committee noted:
- the report of the Chair;
- the report of the Academic Board;
- the report of the Admissions Subcommittee; and

FURTHER INFORMATION

Full agenda papers are available from the Academic Standards and Policy Committee SharePoint.

ATTACHMENTS

7.1 Code of Conduct for Staff and Affiliates 2021 (Code of Conduct)
7.2 Dual and Joint Degree Policy
7.3 Rescission of the Glossary of Terms and Abbreviations
7.4 Amendment to the University of Sydney (Academic Board) Rule 2017
7.5 Changes to the English Language Proficiency (ELP) Standard
7.6 Recognition of UK Foundation Network, King’s Education Group Foundation Program and Aceleader Education Group Foundation (See item 4.1, Attachment 5)
7.7 COVID-19 Response: Temporary Acceptance of Alternative Academic Tests for USYD Undergraduate Admissions for students who are unable to sit for SAT or ACT tests (See item 4.1, Attachment 7)
The Code of Conduct for Staff and Affiliates (the Code of Conduct) has been substantively reviewed based on recommendations from a Steering Committee convened by the Vice-Chancellor in early 2020.

The Steering Committee reviewed the effectiveness of the Code of Conduct and considered its relationship with the University’s Culture Strategy before making the following recommendations to the Vice-Chancellor and the University Executive.

The Code of Conduct references a number of other policies and procedures. The following have been identified (and scheduled for) review and amendment to align with the amendments to the Code of Conduct:

- External Interests Policy 2010
- Outside Earnings of Academic Staff Policy 2011
- Public Comment Policy
- Bullying, Harassment and Discrimination Policy 2015

**EXECUTIVE SUMMARY**
Non-Confidential

1. That the Code of Conduct be redrafted and be informed by the following principles.

The Code of Conduct should:

▪ contribute to a University culture built on our values;
▪ use clear and unambiguous language;
▪ provide guidance on how to raise concerns or make complaints;

2. That the Code of Conduct be redrafted, and include:

▪ updated references to relevant legislation and policies;
▪ a Statement of Intent that references the University’s values and defines an ethical framework;
▪ attention to policy gaps identified through the review process (for example, staff relationships with students);
▪ references to the Charter of Freedom of Speech and Academic Freedom;
▪ clarification of the University’s position on the acceptance of gifts, giving consideration to the issues that arose in Operation GERDA;
▪ a new section that outlines the obligations of the University, staff and affiliates to ensure effective implementation; and
▪ a summary of the roles and responsibilities of staff and affiliates to ensure they are clear on where responsibility lies and where to direct queries or concerns.

3. That any proposed revised Code of Conduct be released for staff consultation.

4. That the implementation of any revised Code of Conduct include:

▪ the development of supplementary guiding materials that “bring the Code of Conduct to life”, including examples and common scenarios;
▪ a thorough review of associated professional development and education programs;
▪ efforts to integrate the Code of Conduct into programs or initiatives that concern the University’s values, such as those conducted as part of the Culture Strategy; and
▪ ongoing monitoring to ensure the consistent and transparent application of the Code of Conduct.

5. That the University articulate the following documents as comprising our ethical framework:

▪ the Code of Conduct;
▪ Student Charter;
▪ the Research Code of Conduct;
▪ the Business Ethics Statement; and
▪ the Academic Honesty in Coursework Policy 2015.

6. That the University develop an Ethics Statement incorporating a unifying set of ethical principles that will apply to all members of the University community, along with guidance on ethical decision-making.

7. That the ethical principles in an Ethics Statement be developed in close consultation with those to whom it will apply – staff, affiliates and students.

These recommendations (and a revised draft of the Code of Conduct) were endorsed by the University Executive and Senate People & Culture Committee (Senate PCC) in July 2020.

A proposed redraft of the Code of Conduct was circulated to staff for consultation in November 2020. Consideration was given to the feedback provided by staff before finalising the draft.

A final version of the Code of Conduct is now provided at Attachment 1, for review and endorsement.

RATIONALE

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung
The University's Code of Conduct for Staff and Affiliates has not been substantively reviewed since 2008.

In January 2020, the Vice-Chancellor established the Code of Conduct Review Steering Committee (the Steering Committee) to advise the University Executive on the effectiveness of the Code of Conduct and associated policies, and its relationship with the Culture Strategy. The terms of reference for the Steering Committee included (without limitation):

1. the identification of principles that should inform an effective Code;
2. the alignment of the Code with the University’s response to the recommendations of the French Model Code Implementation Group; and
3. the recommendation of steps to strengthen the University’s values and culture.

The Steering Committee was chaired by the Director, Culture Strategy and comprised members of the University Executive, the Chair of Academic Board and representatives from faculties, professional service units and staff unions.

The Steering Committee drew on:

- leading practice research in building an organisational culture of respect and integrity;
- relevant and available University data (including Staff Engagement and Culture Survey data); and
- subject matter expertise

in formulating its recommendations.

All of the Steering Committee’s recommendations were endorsed by the University Executive and Senate PCC in July 2020. An endorsed draft of the revised Code of Conduct was circulated to staff for consideration in November 2020 and reviewed by the Office of General Counsel, including the University Policy Manager.

A final draft of the Code of Conduct is provided at Attachment 1 for review and endorsement.

The draft retains the current structure of the Code of Conduct as the “spine” which references relevant policies and procedures and has been updated with current legislative and policy references. Further, the draft Code of Conduct:

- includes a Statement of Intent which references the University’s values and defines the University’s ethical and employment frameworks;
- fills policy gaps which were identified through the review process (eg. staff relationships with students);
- includes reference to the Charter of Freedom of Speech and Academic Freedom;
- clarifies the University’s position on acceptance of gifts, giving consideration to the issues which arose through Operation GERDA;
- prompted a review of the Public Comment Policy, to focus on expanding its scope to social media commentary;
- includes a new section which outlines the University and staff/affiliates obligations in effective implementation; and
- summarises the roles and responsibilities of members of the University community to ensure staff and affiliates are clear on where responsibility lies and where to direct queries or concerns.

The final draft was discussed at the Academic Standards & Policy Committee (ASPC) meeting on 28 January 2021. ASPC resolved to endorse and recommend that Academic Board endorse and that Senate approve the revised Code of Conduct subject to completion of Action AB-ASPC-2021/01-02, namely:

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung
The Director, Workplace Relations to submit a revised proposal of ‘Code of Conduct for Staff and Affiliates 2021 (Code of Conduct)’ which incorporates feedback provided by the Academic Standards and Policy Committee. Namely:

1. an amendment to Clause 8(1)(h) of the Code of Conduct for Staff and Affiliates 2021 to include references to Education and Teaching as well as Bullying and Harassment; and
2. an amendment to clause 4(2) of the Code of Conduct for Staff and Affiliates 2021, to include

This feedback has been addressed in the version of the Code of Conduct provided at Attachment 1.

CONSULTATION AND COMMUNICATIONS

The Steering Committee’s deliberations were guided by an Issues Paper which included reflections from subject matter experts at the University, including the Office of General Counsel, Internal Audit and Workplace Relations. The Issues Paper also included salient feedback received through the Staff Engagement and Culture Surveys conducted over the period 2017 to 2019.

Further, the Steering Committee sought input on the Issues Paper from relevant stakeholders including staff unions, the SAGE Working Group and academic staff with expertise in ethics, organisational culture and workplace relations from the Faculty of Arts and Social Sciences, the Business School and the Law School.

As noted above, the Steering Committee’s recommendations were considered and endorsed by the University Executive and Senate PCC in July 2020.

A draft of the Code of Conduct was provided to all staff for consideration and comment over a three-week period in November 2020 and has been reviewed by the Office of General Counsel.

RISKS / BENEFITS

The Code of Conduct is the University’s primary means for setting expectations for the conduct of staff and affiliates.

The risk of not endorsing the revised Code of Conduct is that the University will continue to have outdated references and policy gaps within its Code of Conduct.

The benefits of endorsing the revised Code of Conduct is that the University will have an updated, contemporary Code of Conduct, which has been reviewed to ensure it advances our aspiration for a culture built on our values.

IMPLEMENTATION

If addition to seeking the endorsement of Academic Board, the draft Code of Conduct was provided to the University Executive and Senate PCC for consideration and endorsement, on 4 February 2021 and 19 February 2021, respectively. Provided the draft is endorsed by all of these bodies, it will proceed to Senate for approval at its meeting on 19 March 2021.

The following activities will support implementation of the revised Code of Conduct following approval.

- The HR Policy Manager and University Policy Manager have identified and will scope and schedule consequential policy amendments.
- Human Resources has partnered with Marketing & Communications to develop a comprehensive communications plan for the release of the Code of Conduct.
- Human Resources is currently reviewing all mandatory compliance training materials to align with the revised content in the Code of Conduct.
- All staff and affiliates will be required to complete the revised online training (once finalised) to ensure they are familiar with the revised content and their obligations to the University.
- Human Resources and the Office of Culture Strategy are scoping the development of supporting materials to give effect to Recommendation 4 of the Steering Committee’s recommendations (see above).
“Respect is a core value of the Academic Board”
Maridarangun Academic Boardmirung
STAFF AND AFFILIATES CODE OF CONDUCT 2021

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

Dated:

Last amended:

Signature:

Name: Professor Stephen Garton

________________________

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1 Name of policy
This is the Staff and Affiliates Code of Conduct 2020.

2 Commencement
This Code commences on [date].

3 Code is binding
Except to the extent that a contrary intention is expressed, this Code binds the University, staff at all levels and affiliates.

4 Statement of intent
(1) This Code:
   (a) specifies the University’s expected standards of conduct of staff and of affiliates; and
   (b) reflects and advances the University’s values of:
      (i) respect and integrity;
      (ii) diversity and inclusion
      (iii) openness and engagement; and
      (iv) courage and creativity.
   
   Note: See the University’s Strategic Plan 2016-2020 and its successor documents.

(2) This Code is part of the University’s ethical framework along with the:
   (a) University’s ethical principles;
   (b) Student Charter 2020;
   (c) Research Code of Conduct 2019;
   (d) Business Ethics Statement; and
   (e)[f] Academic Honesty in Coursework Policy 2015; and

(3) Without limiting its content, the University’s employment framework includes this Code and the University of Sydney Enterprise Agreement 2018-21 and its successor documents.

5 Application
(1) This Code applies to staff at all levels and affiliates.
(2) This Code does not apply to:
   (a) students; or
6 Definitions

**affiliate** means a person appointed or engaged by the University to perform duties or functions on its behalf, including but not limited to:

- an honorary title holder engaged under the [Honorary Titles Policy 2013](#);
- a consultant or contractor to the University; and
- an office holder in a University entity, a member of any University committee, board or foundation.

An affiliate is not an employee of the University.

**authorised disclosure officer** has the meaning given in the [Reporting Wrongdoing Policy 2012](#). At the date of this Code, this is:

any one of the following, each of whom is authorised to receive public interest disclosures on the University’s behalf:

- Vice-Chancellor
- General Counsel
- Director, Internal Audit
- Senior Solicitor
- Director, Workplace Relations
- Manager, Archives & Records Management Services
- Associate Director, Workplace Relations

**Business Ethics Statement** means the [Supplier Business Ethics Statement](#) which sets out the University’s expectations of its suppliers and commercial partners when dealing with the University.

**conflict of interests** has the meaning given in subclause 8(2) of the [External Interests Policy 2010](#). At the date of this code, this is:

Subject to the provisions of this policy, staff and affiliates must not:

(a) allow their external, personal or financial interests to come into actual, potential or perceived conflict with their duties to the University; or

(b) Fellows of the Senate, when acting in that capacity.
(b) allow their duties to any external entity to come into actual, potential or perceived conflict with their duties to the University.

Note: See clause 8 of the External Interests Policy 2010 for a detailed explanation of the operation of the conflict of interests rule.

**ethical framework**

means the expectations and requirements established through the operation and interaction of:

- the University’s ethical principles;
- this Code;
- the Student Charter 2020;
- the Research Code of Conduct 2019;
- the Business Ethics Statement;
- the Academic Honesty in Coursework Policy 2015.

**intellectual property**

has the meaning given in the Intellectual Property Policy 2016. At the date of this Code, this:

includes rights (including, without limitation, rights of registration or application for registration) relating to:

- literary works (including computer programs), artistic, musical and scientific works;
- multimedia subject matter;
- performances of performing artists, phonograms and broadcasts;
- inventions in all fields of human endeavour;
- scientific discoveries;
- industrial designs;
- trademarks, service marks and commercial names and designations;
- plant varieties;
- circuit layouts.

It does not include any moral right.

**outside earnings activity**

has the meaning given in the Outside Earnings of Academic Staff Policy 2011. At the date of this Code this is:

professional activity outside the scope of the academic’s University employment which generates financial or in-kind benefits, including both private professional activity and University commercial activity.

**political donation**

means a gift, whether by monetary payment or in-kind contribution, made to or for the benefit of:

- a political party;
• an elected member of parliament or local government authority; or
• a candidate or group of candidates for election to a parliament or a local government authority.

This includes amounts paid as a contribution, entry fee or other payment for participation in, or otherwise obtaining a benefit from, a fundraising venture or function.

political lobbying organisation means any group or individual registered on the Australian Government Register of Lobbyists.

staff means all University employees at all levels, including casual employees.

University committee means any committee established by or with the authority of the Senate, or any governing body of a University entity.

University entity means any entity established by, or with the authority of, the Senate.

University resources includes, but is not limited to:
• intellectual property;
• premises;
• facilities;
• funds;
• services;
• equipment;
• staff time; and
• support staff.

7 Principles

(1) The University strives to build a culture consistent with its values, which will inform its teaching, research, operations, engagement and professional practices.

(2) In doing so, the University commits to:
(a) contributing to the public good and providing leadership in the community;
(b) the promotion of fairness, equity and a safe and healthy environment for our staff and students; and
(c) engaging in ethical business practices with our suppliers and stakeholders.

(3) Consistently with its commitment to fostering a safe, healthy, respectful and inclusive place for work and study, the University expects all staff and affiliates to comply with this Code and generally to act in a manner that aligns with the University’s values and ethical principles.
8 Professional conduct

(1) All staff and affiliates must:

(a) maintain and develop knowledge and understanding of their area of expertise or professional field;
(b) exercise their best professional and ethical judgment;
(c) carry out their duties and functions with integrity;
(d) act diligently and conscientiously;
(e) act fairly and reasonably, and treat students, staff, affiliates, visitors to the University and members of the public with respect, impartiality, courtesy and sensitivity;
(f) declare external interests and, where it is determined that those interests either give rise to or may give rise to a conflict of interests, either:
   (i) comply with any approved management plan for those interests; or
   (ii) if they cannot be managed, avoid them;
(g) take all reasonable measures to maintain a co-operative and collaborative approach to working relationships, including refraining from engaging in behaviour which undermines, demeans or creates divisions between colleagues; and
(h) comply with all applicable legislation, industrial instruments, professional codes of conduct or practice, University rules, policies, procedures and local provisions including in relation to:
   (i) the conduct of research;
   (ii) education and training;
   (iii) confidentiality and privacy;
   (iv) equity, diversity and inclusion;
   (v) health and safety;
   (vi) appropriate and effective use of University resources including information communication and technology (ICT) resources; and
   (vii) protection of the University's interests in intellectual property arising from its teaching and research.

9 Freedom of speech and academic freedom

(1) The University’s commitment to free, open enquiry and academic debate is stated in the Charter of Freedom of Speech and Academic Freedom.

(2) Staff and affiliates are expected to exercise their freedom of speech and academic freedom in a manner consistent with the principles in the Charter of Freedom of Speech and Academic Freedom and in accordance with this Code.
10 Conflicts of interests

(1) The University acknowledges that staff and affiliates may have interests and commitments outside of the University.

(2) All staff and affiliates must comply with the *External Interests Policy 2010* and, in particular:
   (a) avoid any actual, potential or perceived conflicts between their personal interests or their duties to other parties, and their duties and responsibilities as staff or affiliates of the University;
   (b) appropriately manage any conflicts of interests that cannot be avoided;
   (c) promptly declare any conflict of interests through the declaration process specified in the *External Interests Policy 2010*; and
   (d) comply with the *Guidelines Concerning Commercial Activities*.

11 Relationships with students

(1) The University recognises that, within a community of adults, friendships may arise between staff, affiliates and students.

(2) The University expects staff and affiliates to be aware of the inherent power dynamics in their relations with students and to conduct themselves accordingly. This includes:
   (a) recognising and maintaining professional boundaries;
   (b) treating students respectfully, equitably and fairly; and
   (c) never engaging in favouritism, discrimination, bullying, sexual misconduct, sexual harassment or exploitation.

*Note:* See *Bullying, Harassment and Discrimination Prevention Policy 2015*, *Student Sexual Misconduct Policy 2018* and *Staff Sexual Misconduct Policy 2020*.

(3) If a staff member or affiliate is a student’s:
   (a) current lecturer, tutor or demonstrator;
   (b) research supervisor; or
   (c) has any responsibility for, or influence over, the student’s academic outcomes, financial security, visa status, safety and wellbeing, or other interests;

   sexual or romantic relationships are never appropriate.

(4) Relationships of the kind referred to in subclause 11(3) constitute a conflict of interests on the part of the staff member or affiliate, which:
   (a) the staff member or affiliate must declare, consistently with the *External Interests Policy 2010*; and
   (b) can only be managed by a change in lecturer, tutor, demonstrator or supervisor, or the reallocation of responsibilities.

*Note:* See the *Higher Degree by Research Supervision Policy 2020*. 
12 Intellectual property

All staff and affiliates must comply with the Intellectual Property Policy 2016.

13 Secondary employment and outside earnings

(1) The University encourages academic staff to build relationships with the community, industry and government in their area of expertise and acknowledges that this may result in their engaging in work outside of the University.

(2) All outside earnings activities engaged in by academic staff must be conducted consistently with the Outside Earnings of Academic Staff Policy 2010.

(3) Staff and affiliates may only use the University's logo and name when engaging in outside earnings activities:
   (a) in the manner specified in the Brand Policy 2015; and
   (b) where required, with the approval of the relevant delegate.

Note: See University of Sydney (Delegations of Authority) Rule 2020 and Outside Earnings of Academic Staff Policy 2011

(4) Except as permitted by the External Interests Policy 2010 and the Outside Earnings of Academic Staff Policy 2011, staff and affiliates engaged in paid University work must ensure that any non-Univeristy work they perform:
   (a) does not conflict with their University work or adversely affect their University work performance;
   (c) does not involve the use of University resources; and
   (d) is performed outside their normal working hours.

14 Accepting gifts and benefits

(1) The University acknowledges that from time to time, staff may be offered gifts or benefits by partners, suppliers, students and others.

(2) Staff and affiliates must not solicit nor accept any gifts or benefits, either for themselves or for another person, which might in any way, directly or indirectly:
   (a) compromise or influence them in their official University capacity; or
   (b) reasonably appear to do so.

(3) Consistently with, and subject to, that general principle, staff and affiliates may accept occasional gifts or benefits if:
   (a) it would be culturally inappropriate, or would cause significant offence, to decline;
   (b) the recipient is satisfied that they cannot be compromised, or be seen as having been compromised, by doing so;
   (c) the gift is not in the form of cash, gift card or voucher; and
   (d) if the value of the gift exceeds $300, it is declared as an external interest in accordance with the requirements of the External Interests Policy 2010.

(4) Any such declaration must be made as soon as possible after the gift is received.
(5) Honoraria may be retained subject, if required, to being declared during the declaration of external interests process required by the External Interests Policy 2010.

(6) Staff and affiliates must report any inappropriate offer to an authorised disclosure officer, as specified in clause 19 and the Reporting Wrongdoing Policy 2018.

(7) Gifts to the University may only be accepted in accordance with the Gift Acceptance Policy 2013.

15 Public comment

(1) Staff and affiliates are encouraged to engage in debate on matters of public importance.

(2) Staff and affiliates who identify themselves as staff or affiliates of the University when making public comment or representations, must comply with the Public Comment Policy.

16 Political donations

(1) Staff and affiliates are encouraged to participate in the political process in accordance with their rights and obligations as private citizens, and the Public Comment Policy.

(2) University funds and other resources must not be used to support any political party or candidate or political lobbying organisation.

(3) Political donations and tickets for political fundraising activities, including dinners, functions and similar events, are a personal expense.

Note: See Non-Allowable Expense Procedures 2018

17 Use and security of information

(1) Staff and affiliates must:

(a) maintain the integrity, confidentiality and privacy of University records and information to which they have access;

(b) retain, manage and dispose of all University records in accordance with the Recordkeeping Policy 2017;

(c) take all reasonable precautions to prevent unauthorised access to, or misuse of, University records and information;

(d) only use ICT resources consistently with the requirements of the Acceptable Use of ICT Resources Policy 2019; and

(e) comply with the Privacy Policy 2017 and Cyber Security Policy 2019.

(2) Staff and affiliates must not:

(a) disclose or offer to supply confidential or private University records or information, except:

(i) when authorised to do so; or
(ii) when required or permitted to do so by University policy, State or Commonwealth law, court order or other legal instrument;

(b) access or use information, including information on electronic systems and hardcopy files, other than for an authorised purpose; or

(c) destroy, or authorise the destruction of, University records other than in accordance with relevant policy and legislation.

Note: See Recordkeeping Policy 2017

18 Use of University resources

(1) Staff and affiliates must use University resources:

(a) appropriately; and

(b) only for University purposes, unless express permission has been granted for non-University or private use directly or through University policy or procedures.

(2) Staff and affiliates must use the University’s ICT resources consistently with the Acceptable Use of ICT Resources Policy 2019, including limitations on private use.

(3) Electronic communications using ICT resources (including personal emails) remain the property of the University at all times and may be accessed consistently with the provisions of the Acceptable Use of ICT Resources Policy 2019 and applicable legislation.

19 Reporting of wrongdoing

(1) Staff and affiliates must report instances of wrongdoing, including:

(a) corrupt conduct;

(b) maladministration;

(c) serious or substantial waste of public money;

(d) government information contravention; and

(e) other kinds of wrongdoing;

to an authorised disclosure officer, in accordance with the Reporting Wrongdoing Policy 2012.

(2) Some reports may be protected under either or both of the Public Interest Disclosures Act 1994 (NSW) or the Corporations Act 2001 (Cth).

(3) Further information about what disclosures are protected, and the nature of the applicable protection, is provided in the Reporting Wrongdoing Policy 2012.

20 Equity of access and prevention of bullying, harassment, discrimination and sexual misconduct

(1) Staff and affiliates must comply with the:

(a) Bullying Harassment and Discrimination Prevention Policy 2015;

(b) Student Sexual Misconduct Policy 2018; and
(c) *Staff Sexual Misconduct Policy 2020.*

(2) Staff and affiliates must not:

(a) bully;
(b) harass;
(c) discriminate against;
(d) engage in sexual misconduct towards; or
(e) victimise;

any other person.

### 21 Work health and safety

(1) While at work or performing duties or functions for the University, staff and affiliates must:

(a) comply with all applicable policies, procedures and standards, including but not limited to:
   (i) the *Work Health and Safety Policy 2016*; and
   (ii) *Work Health and Safety Procedures 2016*;

(b) take reasonable care for their own health and safety and the health and safety of others who may be affected by their acts or omissions at work; and

(c) cooperate with the University to secure compliance with all relevant health and safety laws.

(2) Staff and affiliates must take care not to put themselves or other University community members at risk or reduce their ability to carry out their duties through the misuse of alcohol or drugs.

(a) Under no circumstances should staff or affiliates attend for duty under the influence of alcohol or drugs.

*Note:* See *Alcohol Policy 2019.*

### 22 Implementation of this Code

(1) The University will take reasonable steps to inform staff and affiliates of their responsibilities under this Code, including but not limited to:

(a) referring to this Code in contracts of employment;

(b) providing training on this Code to staff and affiliates at the beginning of, and throughout employment or affiliation; and

(c) notifying staff and affiliates of any revisions and amendments to this Code and relevant policies and procedures.

(2) Staff and affiliates must:

(a) complete mandatory compliance training related to this Code, in accordance with University policy and management direction;
(b) maintain an understanding of, and familiarity with, the requirements of the Code, including any updates and changes to this Code and relevant University policy and procedures; and

(c) comply with this Code, and any changes from the date of their effect.

(3) Subject to subclause 22(4), complaints alleging breaches of this Code will be managed in the manner specified in the Resolution of Complaints Policy 2015.

(4) Disclosures of wrongdoing under the Reporting Wrongdoing Policy 2012 will be managed in the manner specified in that policy.

23 Breach of this Code

(1) Breaches of this Code may constitute misconduct or serious misconduct.

(2) Proven breaches may result in disciplinary action for staff, and commensurate action for affiliates, including the termination of employment or affiliation.

24 Roles and responsibilities

(1) The University Executive is responsible for:

(a) providing a safe and healthy work environment for staff and affiliates; and

(b) taking reasonable steps to ensure staff and affiliates are aware of their responsibilities under this Code, including any amendments and updates (see subclause 22(1)).

(2) Staff and affiliates are responsible for:

(a) familiarising themselves with the requirements of this Code and all policies and procedures referred to in it;

(b) maintaining an understanding of the requirements of the Code and policies and procedures referred to in it; and

(c) complying with the requirements of the Code and policies and procedures referred to in it from their date of effect.

(3) Managers are responsible for:

(a) informing staff and affiliates who report to them of the requirements of this Code; and

(b) requiring them to complete all mandatory compliance training.

(4) The General Counsel is responsible for:

(a) reviewing, assessing, arranging appropriate investigations and overseeing appropriate resolution of any breaches of this Code referred to them; and

(b) reviewing this Code from time to time, and where appropriate, recommending amendments for currency with the University’s legislative, regulatory and other obligations.

(5) The Chief Internal Auditor is responsible for investigating and reporting on any wrongdoing reported to an authorised disclosure officer in accordance with the Reporting Wrongdoing Policy 2012.

(6) The Chief Human Resources Officer is responsible for:
(a) developing and arranging for appropriate delivery of mandatory compliance training on this Code;
(b) monitoring completion rates of the mandatory compliance training and taking reasonable steps to require staff and affiliates complete it;
(c) overseeing the administration of the declaration of external interests process required by the External Interests Policy 2010; and
(d) reviewing, arranging appropriate investigation or referral, and overseeing appropriate resolution of complaints or potential breaches of this Code which are brought to the attention of Human Resources.

(7) The Director, Marketing and Communications is responsible for:
(a) monitoring compliance with the Public Comment Policy, including the responsible and compliant use of social media; and
(b) referring any potential breaches of the Public Comment Policy to the Office of General Counsel.

(8) The Director, Research Post-Award Management is responsible for addressing and resolving disputes about intellectual property consistently with clause 17 of the Intellectual Property Policy 2016.

(9) The Manager, Privacy Compliance is responsible for receiving complaints alleging breaches of privacy and coordinating an internal review of the complaint in accordance with the requirements of the Privacy Policy 2017.

25 Rescissions and replacements

This document replaces the Code of Conduct – Staff and Affiliates which commenced on 7 October 1997 and which is rescinded as from the date of commencement of this document.

NOTES

Staff and Affiliates Code of Conduct 2020
Date adopted: [This is the date on which the policy is formally signed]
Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]
Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]
Review date: [This date must be no more than 5 years from the date of commencement.]

Rescinded documents: Code of Conduct – Staff and Affiliates

Related documents: [List here documents related to the policy, in the following order:]
Commonwealth Statutes
State Statutes
| Codes, protocols or similar, external to the University | University Policies | University Procedures | University Guidelines |

### AMENDMENT HISTORY

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00454
**EXECUTIVE SUMMARY**

The Academic Standards and Policy Committee is asked to endorse amendments to the *Dual and Joint Degree Policy* that remove requirements placed on the University Executive (UE) Strategic Course and Student Profile Committee (SCSPC) to review proposals for international agreements involving dual and joint degrees. This function was previously allocated to the Curriculum and Course Planning Committee (CCPC) for the purpose of evaluating the strategic alignment of such proposals before they are provided to the University Executive, which was intended as an initial review that could occur on a monthly basis as required. Due to the SCSPC's Terms of Reference not including strategic oversight of international agreements, it is recommended that this step in the approval pipeline is removed. As UE decision meetings occur weekly, providing agreement proposals directly to the committee would better align with the aims of the policy to provide an agile review function, while maintaining UE as the principal review body for proposed international agreements. The proposal was endorsed by the SCSPC in November. Additionally, the policy contains amendments to provide further clarity regarding annual reporting requirements about dual degree activities.

**CONTEXT**

The *Dual and Joint Degree Policy* was drafted in 2019 to establish academic quality, strategic alignment, and governance arrangements for coursework and research courses offered in partnership with another institution. To support this aim, the policy included a new approval pipeline whereby dual degree, pathway, and joint PhD
Non-Confidential

agreements would require UE endorsement, which would be realised through the proposal first being provided to CCPC and then to UE. When the policy was developed, CCPC met monthly. However, following changes whereby the committee was combined with SPPC to form the SCSPC, the new committee received a different remit and met only six times a year, which risked significantly elongating agreement approval timelines in opposition to the intent of using CCPC as an agile initial reviewing body. From 2021, the SCSPC will now meet eleven times a year. Despite this change, the policy requirement to provide international agreements for dual or joint award courses to SCSPC would still elongate the process and is unnecessary as international agreements are not within the remit of the committee’s Terms of Reference. As such, the proposed amendments were provided to, and endorsed by, the SCSPC at its meeting on 19 November 2020.

RATIONALE

Following consultation with stakeholders in the Secretariat, Education Portfolio, and External Relations’ International Agreements Team, it is recommended that the policy is updated to reflect an approval pathway whereby dual or joint degree agreement proposals that do not involve a new course are provided directly to UE for endorsement. As UE decision meetings occur weekly, providing agreement proposals to this committee before the Deputy Vice-Chancellor (Education) approves a partnership ensures the strategic aim of UE oversight of these agreements is maintained, while providing sufficient agility in terms of approval timelines. It should be noted that this change is only for dual degree agreements that involve existing courses. All dual degree agreements resulting in a new course would still be subject to all of the usual course approval processes (including provision to SCSPC and relevant Academic Board committees). The amendments also remove the role of SCSPC in reviewing proposals to renew dual degree agreements as these are also outside the scope of the committee’s responsibilities. Additionally, the role of the Dual Degree Coordinator, Sydney Future Students in collating faculty reports and providing an annual report to the Deputy Vice-Chancellor (Education) for review and submission to the Undergraduate Studies Committee and/or Graduate Studies Committee has been clarified in subclauses 10(13)-(16).

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<tr>
<th>Approver</th>
<th>Hugh O’Dwyer, Head, Policy Development</th>
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<tr>
<td>Proposal Sponsor</td>
<td>Assoc. Prof. Peter McCallum, Academic Director (Education)</td>
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ATTACHMENTS

| Attachment 1         | Dual and Joint Degree Policy 2019 |

“Respect is a core value of the Academic Board”
Maridarangun Academic Boardmirung
DUAL AND JOINT DEGREE POLICY 2019

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

Dated: 5 November 2019

Last amended: 9 April 2020 (administrative amendments)

Signature Name: Professor Anthony Masters

Position: Chair, Academic Board

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PART 1 – PRELIMINARY AND DEFINITIONS

1 Name of policy
This is the Dual and Joint Degree 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) specifies the principles for establishing dual and joint degree programs;
(b) establishes a framework to align dual and joint degree programs with the University’s educational and research strategies and standards; and
(c) supports the University’s values of openness and engagement, inclusion and diversity, courage and creativity.

5 Application

(1) This policy applies to:
   (a) the University, staff, students and affiliates; and
   (b) all dual and joint degree arrangements undertaken in partnership with another higher education institution.

(2) This policy does not apply to inter-institutional agreements that do not:
   (a) have an educational or research training component;
   (b) establish dual or joint award programs; and/or
   (c) contain credit sharing arrangements for coursework degrees.

(3) This policy does not apply to double degree or combined degree courses offered by the University as defined in the Coursework Policy 2014.

6 Definitions

(1) In this policy:
   Academic Quality Committee means the Academic Quality Committee of the Academic Board.
   agreement means a written agreement between the University and a partner institution that is approved by the relevant delegate.
   agreement sponsor means the person with overall responsibility for an agreement.
course resolutions has the meaning given in the *University of Sydney (Coursework) Rule 2014*. As at the date of this policy this is:

means the requirements for an award course set out in the faculty resolutions for the course, in accordance with clause 2.3

credit recognition agreement means an agreement between the University and a partner institution which establishes a framework for:

- formally recognising the previous academic attainment of students from the partner institution; and
- allowing students to receive credit towards, or reduced volume of learning in, a specified degree at the University.

Dean means, as appropriate:

- Executive Dean of the Faculty of Medicine and Health;
- Dean of a faculty; or
- Head of School and Dean of a University school.

dual degree means two combined coursework degree programs, one offered at the University and the other at a partner institution, which:

- enable students to count a specified number of credit points towards the requirements for both award courses; and
- result in a lower volume of learning than if the two degrees were taken separately.

dual degree agreement means an agreement between the University and a partner institution that establishes the framework for a dual degree.

Dual Degree Coordinator means the Dual Degree Coordinator in the Sydney Future Students Global Student Recruitment and Mobility Team.

Faculty means, as appropriate, any of:

- a relevant faculty;
- a University school; or
- a Board of Studies.

Graduate Studies Committee means the Graduate Studies Committee of the Academic Board.
joint PhD means a Doctor of Philosophy degree program that:

- shares candidature between the University and one or more partner institutions;
- produces a single thesis;
- has one examination process; and
- is jointly awarded by the University and the partner institutions.

pathway agreement means an agreement between the University and an institution which:

- provides for one-way recognition and transfer of credit from one institution to the other; and
- results in the accelerated conferral of two degrees.

principal agreement means an agreement between the University and another higher education institution which establishes the terms upon which the two institutions will offer joint higher degree by research programs, for which each individual candidature will be governed by a separate, subordinate student agreement.

SCSPC means the University Executive Strategic Course and Student Profile Committee.

Undergraduate Studies Committee means the Undergraduate Studies Committee of the Academic Board.

7 Purpose and principles

(1) In establishing dual and joint degree programs, the University aims to:

(a) provide students with a unique learning experience through tailored study pathways;
(b) support research collaboration and academic excellence through engagement with other leading higher education institutions; and
(c) increase the University’s international presence in accordance with its global engagement and student recruitment strategies.

(2) Dual degree and joint degree programs:

(a) must be governed by University Rules, policies and procedures;
(b) may also be governed by the policies of the partner institution if the relevant delegate is satisfied it has similar outcomes and intentions to those of the University, particularly in relation to research integrity and academic honesty; and

Note: All University Rules, policies and procedures are available from the Policy Register

(c) must be consistent with standards established in the Higher Education Standards Framework (Threshold Standards).
(3) All inter-institutional agreements must have an agreement sponsor.

(a) The agreement sponsor must arrange for each inter-institutional agreement to be:

(i) reviewed and endorsed by the relevant committees and sub-committees of the University;

(ii) approved by the relevant delegate;

(iii) documented in a form approved by the Office of General Counsel;

(iv) executed by or on behalf of each party;

(v) consistent with all applicable University policies; and


(vi) registered in the University contracts register maintained by Archives and Records Management.

(4) Where an agreement allows for the education or research to be governed wholly or in part by the policies of another institution, the agreement must clearly specify the responsibilities of each participating institution.

PART 2 – COURSEWORK DEGREES

8 Dual degrees

(1) Subject to this clause, the University may establish a dual degree program with another higher education institution.

(2) The University may offer two types of dual degree programs:

(a) a program that links an existing University course with a partner institution’s course through a reciprocal credit sharing arrangement; or

(b) a program that offers a new combined course program with separate University course resolutions.

(3) Dual degree programs may be offered as part of:

(a) an undergraduate award course program;

(b) postgraduate award course program; or

(c) a combination of both.

(4) All dual degree programs:

(a) must be established by way of an inter-institutional agreement in accordance with this policy and the Educational Services Agreements Policy 2017; and

(b) where possible, should provide an exit pathway for applicants who are unable to complete both degrees.

(5) Dual degree programs under subclause 8(2)(a) that link an existing University course with a partner institution’s course must:
(a) meet the University’s academic quality requirements; and
(b) be assessed and approved in accordance with the approval requirements established in clause 10 of this policy.

(6) Dual degree programs offered as a new combined course under subclause 8(2)(b) must:
(a) meet the University’s academic quality requirements;
(b) be assessed and approved in accordance with the approval requirements established in clause 10 of this policy;
(c) be accredited by the University;
(d) have separate course resolutions; and
(e) for students studying under an international student visa, be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

(7) The credit recognition provisions in the dual degree agreement must meet the recognition of prior learning requirements established in Part 11 of the Coursework Policy 2014.

Note: Dual degree agreements and pathway agreements differ from credit recognition agreements in that the framework established in the former expressly addresses the award of both the relevant University degree and the partner institution degree, whereas the latter only addresses the award of the University degree.

(8) The University and the partner institution may jointly determine the requirements for student admission to a dual degree program.

(9) Each institution will determine the fees for their course component of the dual degree program.

(10) Students are responsible for:
(a) submitting admission applications and any additional information to each institution;
(b) paying any fees directly to the institution they are enrolled in;
(c) meeting all expenses of the dual degree program, including travel, living, and any other associated expenses; and
(d) complying with the rules, policies and other requirements of each institution.

(11) A student who has satisfied the applicable degree requirements will be separately awarded a degree from each institution.

9 Pathway agreements

(1) Subject to this clause, the University may enter into a pathway agreement with another higher education institution.

(2) All pathway agreements:
(a) must be established by way of an inter-institutional agreement in accordance with this policy and the Educational Services Agreements Policy 2017; and
(b) be assessed and approved in accordance with the approval requirements established in clause 10 of this policy.
(3) Pathway agreements may be offered:
   (a) as a program combining two undergraduate awards,
   (b) two postgraduate coursework awards, or
   (c) a combination of both.

(4) Pathway agreements involve a one-way matching of credit from one institution’s degree to the other institution’s degree.
   (a) An outbound pathway agreement involves the student commencing study at the University of Sydney and completing the second degree at the partner institution.
   (b) An inbound pathway agreement involves the student commencing study at the partner institution and completing the second degree at the University.

(5) Student admission to both degrees will be independently determined by the University and the partner institution.

(6) Students are responsible for:
   (a) submitting an application to both institutions and providing all necessary associated information through the admissions process(es);
   (b) paying any fees directly to the institution they are enrolled in;
   (c) covering travel, living, and other associated expenses of participating in the pathway agreement arrangement; and
   (d) complying with the rules, policies, and other requirements of the University and the partner institution.

(7) A student will be separately awarded each degree from each institution once a student has satisfied the degree requirements of that institution.

(8) The credit recognition provisions in the pathway agreement must meet the recognition of prior learning requirements established in Part 11 of the Coursework Policy 2014.

(9) The Dual Degree Coordinator must submit a pathway agreement renewal proposal to the Deputy Vice-Chancellor (Education) for approval, as appropriate, six months before the expiration of the pathway agreement. The proposal must:
   (a) specify the number of past:
      (i) inbound students; and
      (ii) outbound students.
   (b) include a projection of the number of prospective:
      (i) inbound students; and
      (ii) outbound students.

(9) The Deputy Vice-Chancellor (Education) must approve the agreement, after the SCSPC has endorsed it.
10 Quality assurance and responsibilities

(1) Agreements must be documented in a form approved by the Office of General Counsel.

(2) Dual degree programs must meet the educational excellence requirements for award courses specified in clause 8 of the *Learning and Teaching Policy 2015*.

(3) Student experience in a dual degree must be:
   (a) measured through surveys and other appropriate instruments each time a course is offered;
   (b) reviewed by the course convenor or agreement sponsor; and
   (c) reported as directed by the Dean.

(4) The SCSPC must:
   (a) review all new combined dual degree course proposals under subclause 8(2)(b), dual degree and pathway agreement proposals; and
   (b) review the terms of any proposed:
      (i) inter-institutional agreement; and
      (ii) credit recognition arrangement;
   (c) consider whether a proposed dual degree or pathway agreement aligns with the *University’s Strategic Plan*;
   (d) assess the viability of a proposed dual degree program or pathway agreement;
   (e) recommend to the agreement sponsor whether or not to obtain further information about the dual degree program, including whether a full course proposal should be developed;
   (f) recommend to the University Executive whether or not it should endorse new combined dual degree course proposals under subclause 8(2)(b); and
   (g) recommend to the Deputy Vice-Chancellor (Education) whether or not to approve dual degree agreements under clause 8(2)(a) and pathway agreements under clause 9.

(5) The University Executive must:
   (a) review all new dual degree program proposals submitted to it by the SCSPC;
   (b) recommend to the agreement sponsor whether or not to obtain further information about the dual degree program, including whether a full course proposal should be developed;
   (c) in relation to proposed dual degree programs, consider relevant strategic initiatives and viability considerations.
   (d) for new combined course program proposals under 8(2)(b), consult with the:
      (i) Undergraduate Studies Committee; or
      (ii) Graduate Studies Committee,
   about whether or not the credit sharing arrangement, dual degree agreement and full course proposal should be approved.
(e) recommend to the Deputy Vice-Chancellor (Education) whether or not to endorse the dual degree program and agreement under 8(2)(b).

(d)(f) recommend to the Deputy Vice-Chancellor (Education) whether or not to approve dual degree agreements under clause 8(2)(a) and pathway agreements under clause 9.

(6) Strategic initiatives to be taken into account include:
   (i) the University Strategic Plan;
   (ii) faculty strategic plans;
   (iii) country or region specific engagement strategies of the University;
   (iv) whether the institutional partner has an existing strategic research partnership with the University;
   (v) the University’s student recruitment strategies; or
   (vi) other strategic considerations as determined by the University Executive.

(7) Viability considerations to be taken into account include:
   (i) the educational and financial viability of the program;
   (ii) projected enrolment numbers of the program; and
   (iii) consideration of other degree offerings within the relevant discipline.

(8) The Undergraduate Studies Committee, in relation to undergraduate combined courses under 8(2)(b), must:
   (a) review the academic quality of new undergraduate dual degree program course proposals;
   (b) make recommendations to the Academic Board about the quality of new dual degree course proposals;
   (c) review amendments to existing undergraduate dual degree programs to establish and maintain high standards in teaching, learning, and the student experience;
   (d) make recommendations to the Academic Board about proposals to amend existing dual degree coursework programs; and
   (e) consider reports provided to the committee and, where appropriate, make recommendations to the Academic Board.

(9) The Graduate Studies Committee, in relation to postgraduate combined courses under 8(2)(b), must:
   (a) review the academic quality of new postgraduate dual degree program course proposals;
   (b) make recommendations to the Academic Board about the quality of new dual degree program course proposals;
   (c) review amendments to existing postgraduate coursework dual degree programs to ensure the maintenance of high standards in teaching and learning and the student experience;
   (d) make recommendations to the Academic Board regarding proposals to amend existing postgraduate dual degree programs; and
(e) consider reports provided to the committee and make recommendations to the Academic Board.

(10) The Undergraduate Studies Committee and the Graduate Studies Committee must consider, and, if appropriate, endorse new dual degree programs under 8(2)(b) that offer a combined undergraduate and postgraduate program.

(11) The agreement sponsor must report to the relevant Deans in February each year on the activities undertaken during the previous year in the programs they sponsor.

(11)(12) Deans must report to their faculty leadership groups and faculty boards in March each year on activities carried out under dual degree agreements in the previous year.

(12) The agreement sponsor must report in February each year to the relevant Deans on the activities undertaken during the previous year in the programs they sponsor.

(13) Faculty boards must consider the Dean’s report and forward it, with appropriate comments, to the Dual Degree Coordinator delegate who approved the agreement.

(13)(14) The Dual Degree Coordinator must collate faculty annual reports and provide a single report to the Deputy-Vice Chancellor (Education) that includes University-wide information on dual degree activities.

(14)(15) The relevant delegate Deputy Vice-Chancellor (Education) must consider the report and forward it to the Undergraduate Studies Committee or Graduate Studies Committee, as appropriate, for review.

(16) The Dual Degree Coordinator must submit an agreement renewal proposal to the Deputy Vice-Chancellor (Education) SCSPC, as appropriate, six months before the expiration of a dual degree agreement. The proposal must:

(a) specify the number of past:
   (i) course enrolments;
   (ii) course completions;
   (iii) inbound students; and
   (iv) outbound students.

(b) include a projection of the number of prospective:
   (i) course enrolments;
   (ii) inbound students; and
   (iii) outbound students.

(15)(17) The Deputy Vice-Chancellor (Education) is responsible for determining whether or not to endorse coursework programs governed by this policy.

PART 3 – HIGHER DEGREES BY RESEARCH

11 Joint Doctor of Philosophy degrees

(1) The University may establish a joint Doctor of Philosophy (PhD) program with another higher education institution if:
(a) the proposal to establish a joint PhD program specifies:
   (i) strategies for ensuring reciprocity of inbound and outbound students
       (where the arrangement is established on an exchange basis);
   (ii) the rationale for establishing the joint program;
   (iii) strategic objectives of the partnership;
   (iv) proposed benchmarks or tangible benefits to the University of the
        arrangement;
   (v) an estimate of the resources required to establish and maintain the
        joint program;
   (vi) the scope of the arrangement, including whether the proposed
        agreement is University-wide or faculty-specific;
   (vii) a requirement that at least thirty percent of the candidature must be
        completed at the University; and
   (viii) an analysis of how the University’s PhD program aligns structurally
        with the partner institution’s PhD program; and

(b) the principal agreement meets the requirements specified in clause 13.

(2) The University may offer a joint PhD with more than one partner institution, with the
    approval of the Deputy Vice-Chancellor (Education).

(3) The University and the partner institution should enter into a principal agreement
    which:
   (a) documents the framework for the joint degree program; and
   (b) provides for the issue of a single testamur, with both institutions’ logos, upon
       completion.

(4) If a partner institution is unable to issue a joint testamur, the Deputy Vice-
    Chancellor (Education) may approve a principal agreement which provides for the
    issue of a separate testamur by each institution.

(5) Except in partnerships described in subclause 11(4), upon successful completion
    and conferment of award of the joint Doctor of Philosophy, one testamur with the logo
    of both institutions will be provided to the candidate.

(6) Candidates for a joint PhD must only be required to produce a single thesis and
    submit to one examination.

12 Principal agreements

(1) The University and the relevant partner institution must enter into a formal principal
    agreement for the provision of joint PhDs before any students are permitted to
    participate in the relevant program.

(2) Principal agreements must specify requirements for:
   (a) reciprocity of students;
   (b) minimum time periods to be spent at each institution;
   (c) content and form of testamurs;
   (d) managing intellectual property;
(e) tuition fee structure and basis for calculation;
(f) admission requirements of each institution; and
(g) any regulatory requirements applicable under the law governing either institution.

Note: This includes requirements of the Education Services for Overseas Students Act 2000 and the Higher Education Support Act 2003 and Commonwealth Scholarships Guidelines (Research) 2017.

13 Student agreements
(1) The University and the partner institution must enter into a separate student agreement, subordinate to and consistent with the relevant principal agreement, for each candidate undertaking the program.
(2) The Director, Graduate Research must approve each student agreement before candidature commences.
(3) Each student agreement must specify:
   (a) student obligations;
   (b) tuition fees and other financial arrangements;
   (c) the student’s intellectual property rights;
   (d) the student’s attendance pattern and indicative dates of travel;
   (e) joint supervision arrangements;
   (f) the language of the thesis and examination;
   (g) the earliest and latest permissible thesis submission date;
   (h) the institution that will conduct the examination;
   (i) the examination procedures which will apply;
   (j) location of the examination;
   (k) type of examination; and
   (l) graduation procedures.
(4) Student agreements must be registered in the University contracts register maintained by Archives and Records Management.
(5) If the examination is to be conducted by a partner institution the process must be approved before the student agreement is executed, by one of:
   (a) the Chair of the Academic Quality Committee of the Academic Board; or
   (b) the HDR Examinations Sub-Committee of the Academic Quality Committee.


14 Quality assurance and responsibilities
(1) Principal and student agreements must be documented in a form approved by the Office of General Counsel.
(2) Joint PhD programs must meet the thesis requirements of the *Thesis and Examination of Higher Degrees by Research Policy 2015*.

(3) The **SCSPC University Executive** must:

(a) review the strategic alignment and viability of new joint PhD principal agreements; and

(b) provide to the University Executive a recommendation as to whether or not the Deputy Vice-Chancellor (Education) should approve it.

(c) The University Executive must provide to the Deputy Vice-Chancellor (Education) a recommendation as to whether or not the Joint PhD principal agreement should be approved.

(4) Consideration of strategic alignment includes taking into account:

(a) the *University Strategic Plan*;

(b) faculty strategic plans;

(c) country or region-specific engagement strategies of the University;

(d) whether the institutional partner has an existing *strategic research partnership* with the University;

(e) the University’s Student Recruitment strategies; or

(f) other areas of strategic fit as determined by the University Executive.

(5) The **Dual Degree Coordinator** must submit an agreement renewal proposal to the Deputy Vice-Chancellor (Education) SCSPC six months before the expiration of a principal agreement. The proposal must:

(a) specify the number of:

(i) course enrolments;

(ii) course completions;

(iii) inbound students; and

(iv) outbound students.

(b) include a projection of the number of prospective:

(i) course enrolments;

(ii) inbound students; and

(iii) outbound students.

**PART 4 – MISCELLANEOUS**

15 **Rescissions and replacements**

This document replaces the *Cotutelle Scheme Policy*, which commenced on 13 October 1999, and which is rescinded as from the date of commencement of this document.
NOTES

Dual and Joint Degree Policy 2019

Date adopted: 5 November 2019
Date commenced: 1 January 2020
Date amended: 9 April 2020 (administrative amendments)
Administrator: Chair, Academic Board
Review date: 1 January 2025
Rescinded documents: Cotutelle Scheme Policy
Related documents: Higher Education Support Act 2003 (Cth)

Education Services for Overseas Students Act 2000 (Cth)

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

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

University of Sydney (Higher Degree by Research) Rule 2011

University of Sydney (Coursework) Rule 2014

Educational Services Agreements Policy 2017

Coursework Policy 2014

Thesis and Examination of Higher Degree by Research Policy 2015

Thesis and Examination of Higher Degree by Research Procedures 2015

AMENDMENT HISTORY

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<tr>
<td>6(1); 9(9); 9(10); 10(4); 10(5)(a)</td>
<td>Reference to University Executive Course Curriculum Planning Committee (CCPC) replaced by University Executive Strategic Course and Student Profile Committee (SCSPC)</td>
<td>9 April 2020</td>
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10(15); 14(3); 14(6)

TO BE COMPLETED
Non-Confidential

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<th>Glossary of Terms and Abbreviations</th>
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<tr>
<td>Recommendation</td>
<td>That the Academic Standards and Policy committee endorse and recommend that the Academic Board approve the rescission of the ‘Glossary of Terms and Abbreviations’, with effect from March 10 2021.</td>
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<tr>
<td>Proposed Date of Implementation</td>
<td>N/A</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Kerrie Henderson, University Policy Manager</td>
</tr>
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<td>Consultation Pipeline</td>
<td>ASPC → Academic Board</td>
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<td>Policy Unit Review</td>
<td>Approved Date: 21/01/2021 University Policy Manager</td>
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EXECUTIVE SUMMARY

In collaboration with the Office of General counsel, the Office of the SDVC has been undertaking a review of the Policy Register to ensure the contents are fit for purpose for current context. During this process the ‘Glossary of Terms and Abbreviations’ document was identified as being past its review date, incorrect in parts and misleading in others. As the content is adequately covered in other documents and formats including the intranet glossary, it is proposed that ASPC recommend to the AB the document be rescinded.

RATIONALE

At the time this document was developed the University had no web based or easily accessible definitions resource, and policy documents did not include definitions or glossary sections. This is no longer the case.

Rescinding the document rather than updating the inaccurate content is recommended. As a static glossary it does not provide any additional benefit that is not present in the dynamic internet glossary (which can be found here) which is updated regularly and, secondly, maintaining definitions outside the policies in which they apply is not feasible from a maintenance perspective and contributes to confusion for staff and students when they are contradictory. Many of the definitions in the document are out of date, and no longer relevant, and to that extent the document is not only unhelpful but has potential to mislead and confuse the user.
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CONSULTATION AND COMMUNICATIONS

Consultation and discussion between the Policy Management Unit in OGC, the University Secretariat and the Office of the SDVC has led to this recommendation to rescind the document. As this glossary sits within the Policy Register, the standard communication procedures on the rescinding of a policy will apply.

RISKS / BENEFITS

No risks are identified in rescinding the document. On the contrary, the risk lies in leaving the document registered as incorrect information contributes to confusion and to poorly informed decision making. The benefit of rescinding the document lies in the reduced chance of contradictory information.

IMPLEMENTATION

N/A

<table>
<thead>
<tr>
<th>Approver</th>
<th>Kerrie Henderson, University Policy Manager</th>
</tr>
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<tr>
<td>Proposal Sponsor</td>
<td>Sandra Harrison, Executive Director, Office of the SDVC</td>
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ATTACHMENTS

Attachment 1  Glossary of Terms and Abbreviations
Glossary of Terms and Abbreviations

Policy
This glossary provides definitions of key acronyms, abbreviations and terminology used in the University of Sydney’s official publications, business communications and systems as at the time of its approval. These definitions may not be altered or re-defined without express approval.

Coverage
This glossary covers a wide range of University functions. It applies to all parts of the University.

(1) Acronyms and abbreviations
Listed below are the more commonly used acronyms and abbreviations that appear in University documents and publications. Where an asterisk is shown against the abbreviation or acronym, a more detailed explanation may be found in the following section “Terminology”.

Abbreviations for courses can be found in the appropriate faculty section of the University Calendar.

AARNet  Australian Academic Research Network
AAUT  Australian Awards for University Teaching
* AAM  Annual Average Mark
ABC  Activity Based Costing
ABSTUDY  Aboriginal Study Assistance Scheme
* AC21  Academic Consortium 21
ACER  Australian Council for Educational Research
ALTC  Australian Learning and Teaching Council
ANZAAS  Australian and New Zealand Association for the Advancement of Science
APA  Australian Postgraduate Awards
APAC  Australian Partnership for Advanced Computing
APAI  Australian Postgraduate Awards (Industry)
APAI-IT  Australian Postgraduate Awards in Information Technology
APDI  Australian Postdoctoral Fellowships Industry
APEC  Asia-Pacific Economic Co-operation
APD  Australian Postdoctoral Fellowship
APF  Australian Professorial Fellowship
* APRU  Association of Pacific Rim Universities
* AQF  Australian Qualifications Framework
ARC  Australian Research Council
<table>
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<th>Acronym</th>
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<tr>
<td>ARTS</td>
<td>Automated Results Transfer System</td>
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<td>ARWU</td>
<td>Academic Ranking of World Universities</td>
</tr>
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<td>ASDOT</td>
<td>Assessment Fee Subsidy for Disadvantaged Overseas Students</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
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<td>ATN</td>
<td>Australian Technology Network</td>
</tr>
<tr>
<td>ATP</td>
<td>Australian Technology Park</td>
</tr>
<tr>
<td>AusAID</td>
<td>Australian Agency for International Development</td>
</tr>
<tr>
<td>AUTC</td>
<td>Australian Universities Teaching Committee</td>
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<tr>
<td>AWA</td>
<td>Australian Workplace Agreements</td>
</tr>
<tr>
<td>BAA</td>
<td>Backing Australia’s Ability</td>
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<td>BITLab</td>
<td>Business Intelligence Lab</td>
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<td>CAF</td>
<td>Cost Adjustment Factor</td>
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<td>CCE</td>
<td>Centre for Continuing Education</td>
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<td>CDP</td>
<td>Capital Development Program</td>
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<td>CEP</td>
<td>Country Education Profile</td>
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<td>CEQ</td>
<td>Course Experience Questionnaire</td>
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<tr>
<td>CFO</td>
<td>Chief Financial Officer</td>
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<tr>
<td>CHESSN</td>
<td>Commonwealth Higher Education System Student Number</td>
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<td>CIO</td>
<td>Chief Information Officer</td>
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<td>CIS</td>
<td>Campus Infrastructure Services</td>
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<tr>
<td>COE</td>
<td>Confirmation of Enrolment</td>
</tr>
<tr>
<td>CPSU</td>
<td>Community and Public Sector Union</td>
</tr>
<tr>
<td>CR</td>
<td>Credit (grade)</td>
</tr>
<tr>
<td>CRC</td>
<td>Cooperative Research Centre</td>
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<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
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<tr>
<td>CRRI</td>
<td>Centre for Rural and Regional Innovation</td>
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<tr>
<td>CSG</td>
<td>Cumberland Student Guild</td>
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<tr>
<td>CSIRO</td>
<td>Commonwealth Scientific and Industrial Research Organisation</td>
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<td>CSP</td>
<td>Commonwealth Supported Place</td>
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<td>CULT</td>
<td>Combined Universities Language Test</td>
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<td>CUTSD</td>
<td>Committee for University Teaching and Staff Development</td>
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<td>D</td>
<td>Distinction</td>
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<td>DAC</td>
<td>Data Audit Committee</td>
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<td>DEEWR</td>
<td>Commonwealth Department of Education, Employment and Workplace Relations (now known as DET)</td>
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<td>DEST</td>
<td>Commonwealth Department of Education, Science and Training (now known as DET)</td>
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<td>DET</td>
<td>Commonwealth Department of Education and Training</td>
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<td>DHA</td>
<td>Department of Home Affairs</td>
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<td>D-IRD</td>
<td>Discovery-Indigenous Researchers Development Program</td>
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<tr>
<td>DVC</td>
<td>Deputy Vice-Chancellor</td>
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</table>
* EB  Enterprise Bargaining
ECR  Early Career Researcher
* EFTSU  Equivalent Full-Time Student Unit (replaced by EFTSL)
EFTSL  Equivalent Full-Time Student Load
EI  Educational Innovation
EIP  Evaluations and Investigations Program
ELICOS  English Language Intensive Course of Study
EMU  Electron Microscope Unit
ERA  Excellence in Research for Australia
ESOS Act  Education Services for Overseas Student Act
F  Fail
FASS  Faculty of Arts and Social Sciences
FEE-HELP  Fee – Higher Education Loan Program
FFT  Fractional Full Time (Equivalent Staff)
FHS  Faculty of Health Sciences
FoR  Field of Research
FOS  Field of Study
FTE  Full Time Equivalent (Staff)
GATS  General Agreement on Trade in Services
* GCCA  Graduate Careers Council of Australia
GDS  Graduate Destination Survey
* Go8  Group of Eight
GPOF  General Purpose Operating Funds
GSA  Graduate Skills Assessment
GSG  Graduate School of Government
GWSLN  Greater Western Sydney Learning Network
HD  High Distinction
HDR  Higher Degree by Research
HECS  Higher Education Contribution Scheme (replaced by HECS-HELP)
HECS-HELP  Higher Education Contribution Scheme – Higher Education Loan Program
HEEP  Higher Education Equity Program
HEIMS  Higher Education Information Management System
HEIP  Higher Education Innovation Program (DEEWR)
HELP  Higher Education Loan Program
HEO  Higher Education Officer
HEP  Higher Education Provider
HERDC  Higher Education Research Data Collection
HESA  Higher Education Support Act
HSC  Higher School Certificate
* HOA  Head of Administrative Unit
HOD  Head of Department
HOS  Head of School
IAF  Institutional Assessment Framework
IAS Institute of Advanced Studies
ICT Information and Communication Technology
IELTS International English Language Testing Scheme
IGS Institutional Grants Scheme (DET)
* IP Intellectual Property
IPRS International Postgraduate Research Scholarships
IREX International Researcher Exchange Scheme
ISFP Indigenous Support Funding Program
ISIG Innovation Summit Implementation Group
JASON Joint Academic Scholarships On-line Network
LBOTE Language Background Other Than English
LMS Learning Management System
MCR Mid Career Researcher
MISG Management Information Steering Group
MNRF Major National Research Facilities Scheme
MOU Memorandum of Understanding
MRB Medical Rural Bonded Scholarship Scheme
MRI Medical Research Institute
NBCOTP National Bridging Courses for Overseas Trained Program
NCG National Competitive Grant
NESB Non-English-Speaking Background
NHMRC National Health and Medical Research Council
NOIE National Office for the Information Economy
NOOSR National Office for Overseas Skill Recognition
NRSLS Non-Recent School Leaver
NSW VCC New South Wales Vice-Chancellors’ Conference
NTEU National Tertiary Education Industry Union
NUS National Union of Students
OECD Organisation for Economic Co-operation and Development
OLA Open Learning Australia
OMI Operating Margin available for Infrastructure
OPRS Overseas Postgraduate Research Scholarships
OS-HELP Overseas Study – Higher Education Loan Program
P Pass
PELS Postgraduate Education Loans Scheme (replaced by FEE-HELP)
PCON Pass (Concessional)
* PSO Planning Support Office
PVC Pro Vice-Chancellor
QA Quality Assurance
QACG Quality Advisory and Coordination Group
<table>
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<td>QS</td>
<td>Quacquarelli Symonds</td>
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<tr>
<td>R&amp;D</td>
<td>Research and Development</td>
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<td>R&amp;R</td>
<td>Restructuring and Rationalisation Program</td>
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<td>Responsibility Centre</td>
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<td>Research and Earmarked Grants</td>
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<td>Research Education Program</td>
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<td>Relative Funding Model</td>
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<td>Research Institute for Asia and the Pacific</td>
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<td>Research Infrastructure Equipment and Facilities Scheme</td>
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<td>Research Information Management System</td>
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<td>Restructuring Initiatives Support Fund</td>
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<td>Risk Management Office</td>
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<td>Research Quantum</td>
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<td>Strategic Development Fund</td>
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<td>Socioeconomic Status</td>
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<td>Student Experience Survey (formerly University Experience Survey)</td>
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<td>STABEX</td>
<td>Study Abroad Exchange (database)</td>
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<td>SUPRA</td>
<td>Sydney University Postgraduate Representative Association</td>
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<td>Sydney Uni Sport &amp; Fitness</td>
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TAFE  Technical and Further Education
TEQSA  Tertiary Education Quality and Standards Agency
TOEFL  Test of English as a foreign language
TPI  Teaching Performance Indicator

UAC  Universities Admissions Centre
UAI  Universities Admission Index (replaced by ATAR)
UE  University Executive (formerly Senior Executive Group)

* UMAP  University Mobility in Asia and the Pacific
UNESCO  United Nations Educational, Scientific and Cultural Organisation
UNSW  University of New South Wales
UPA  University Postgraduate Awards
USAP  University of Sydney Association of Professors
USU  University of Sydney Union
UTS  University of Technology, Sydney

VET  Vocational Education and Training
VSU  Voluntary Student Unionism

WAM  Weighted Average Mark
WRP  Workplace Reform Program
WTO  World Trade Organization

YFE  Year of First Enrolment
(2) **Terminology**
This glossary defines terminology in use at the University of Sydney.

**Academic Board**
The senior academic body within the University. The Academic Board has, as principal responsibility, to maintain the highest standards in teaching, scholarship and research at the University and advises Senate and the Vice-Chancellor in that regard. In conjunction with faculties, the Academic Board has responsibility for approving new or amended courses and endorsing faculty development of units of study. The Board is also responsible for the formulation and review of policies, guidelines and procedures in relation to academic matters. (For further information, see the *University of Sydney (Academic Governance) Rule 2003* (as amended).)

**Academic Consortium 21 (AC21)**
An international network, of which the University is a member, that comprises educational, research and industrial organisations throughout the world with the objective of encouraging the further advancement of global cooperation to the benefit of higher education and to contribute to world and regional society.

**Academic cycle**
The program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester One through to the completion of the processing of results at the end of Semester Two. (See also *Stage, Academic Year*.)

**Academic dishonesty**
Academic dishonesty occurs when one person presents another person's ideas, findings or written work as his or her own by copying or reproducing them without due acknowledgement of the source and with intent to deceive. Academic dishonesty also covers recycling, fabrication of data, engaging another person to complete an assessment or cheating in exams. (See also *Plagiarism*.)

**Academic record**
The complete academic history of a student at the University. It includes, among other things: personal details; all units of study and courses taken; assessment results (marks and grades); awards and prizes obtained; infringements of progression rules; approvals for variation in course requirements and course leave; thesis and supervision details.

Access to a student’s academic record is restricted to authorised University staff and is not released to a third party without the written authorisation of the student. (See also *Academic transcript*.)

**Academic transcript**
A printed statement setting out a student’s academic record at the University. There are two forms of academic transcript: external and internal. (See also *Academic record, External transcript, Internal transcript*.)

**Academic year**
The current calendar year in which a student is enrolled. (See also *Academic cycle, Stage*.)
ad eundem gradum
Long-standing full-time members of the University’s academic and general staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission ad eundem gradum (“to the same degree”), to an appropriate degree of the University.

Admission
Governed by the University’s admission policy, this is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most undergraduate courses is based on performance in the HSC, with applicants ranked on the basis of their Australian Tertiary Admissions Rank (ATAR). Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses. Admission to postgraduate courses is normally on the basis of performance in a prior undergraduate degree and other criteria as specified in the relevant degree resolutions.

Admission basis
The main criteria used by a faculty in assessing an application for admission to a course. The criteria used include, among other things, previous secondary, TAFE or tertiary studies; work experience; special admission; and the Australian Tertiary Admissions Rank (ATAR).

Admission (deferment)
An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle. (N.B. this is currently under review.)

Admission mode
A classification based on how a student was admitted to a course, for example ‘UAC’ or ‘direct’.

Admission period
The period during which applications for admission to courses are considered.

Admission year
The year the student expects to begin the course. (See also Commencement date.)

Advanced diplomas
See Course.

Advanced standing
See Credit.

Aegrotat
In exceptional circumstances involving serious illness or death of a student prior to completion of their course, the award of aegrotat and posthumous degrees and diplomas may be made.
Alumni
See Graduate.

Alumni Sidneiensis
A searchable database of graduates of the University from 1857 to approximately 30 years prior to the current year.

Annual Average Mark (AAM)
The average mark over all units of study attempted in a given academic year (equivalent to the calendar year).

The formula for this calculation is:

$$\frac{\sum (\text{mark} \times \text{credit pt value})}{\sum (\text{credit pt value})}$$
(sums over all units of study completed in the selected period)

Where 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.

Annual progress report
A form which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of department and the dean (or their nominee). The completed form is attached to the student's official file.

Appeals
Students may lodge an appeal against academic or disciplinary decisions. Refer to the University Calendar for procedure.

Appeals against an academic decision
A student may appeal to the Student Appeals Body against a decision by the University that affects the academic assessment or progress of a student within his or her award course, including a decision:
(a) to exclude a student in accordance with the Coursework Rule 2014
(b) not to readmit or re-enrol a student following exclusion in accordance with the Coursework Rule 2014
(c) to terminate a student's candidature for a postgraduate award.
(See also Student Appeals Body.)

Appeal against a disciplinary decision
A student may appeal to the Student Disciplinary Appeals Committee against a determination being:
(a) a finding by the Vice-Chancellor or the student Proctorial Board that the student is guilty of misconduct
(b) the imposition of a penalty upon the student by the Vice-Chancellor or the Student Proctorial Board
(c) an order made by the Vice-Chancellor or the Student Proctorial Board.
(See also Student Disciplinary Appeals Committee.)
Assessment
The process of measuring the performance of students in units of study and courses. Performance may be assessed by examinations, essays, laboratory projects, assignments, theses, treatises or dissertations. (See also Result processing, Result processing schedule.)

Formative assessment
Formative assessment is used principally to provide students with feedback on their progress in learning. It reinforces successful learning, and is an opportunity for students to expose the limitations in their knowledge and understanding.

Summative assessment
Summative assessment is used to certify competence, or to rank students by order of merit. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a program, or to graduation.

Association of Pacific Rim Universities (APRU)
A consortium of leading research universities in the Pacific Rim, of which the University is a member, which aims to foster education, research and enterprise thereby contributing to the economic, scientific and cultural advancement in the Pacific Rim.

Assumed knowledge
For some units of study, a student is assumed to have passed a relevant subject at the HSC; this is called assumed knowledge. While students are generally advised against taking a unit of study for which they do not have the assumed knowledge, they are not prevented from enrolling in the unit of study. (See also Pre-requisite.)

Attendance mode or attendance pattern
The attendance pattern for a course is full-time, part-time or external, depending on the student attendance requirements and the student load.

Australian Qualifications Framework (AQF)
The framework for recognition and endorsement of qualifications established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

Australian Tertiary Admissions Rank (ATAR)
A measure of overall academic achievement in the HSC that helps universities rank applicants for university selection. The ATAR is a rank of any student's performance relative to other students, is calculated from the aggregate of scaled marks in ten units of the HSC (2 best English units plus 8 other units, including only 2 category B units) and is presented as a number between 0.00 and 99.95 with increments of 0.05. The ATAR replaced the Universities Admissions Index (UAI) in June 2009.
**Austudy**
Austudy provides financial help to students who are aged 25 years or more who meet the required criteria and who are undertaking an approved full-time course at an approved institution. (See also *Youth Allowance*.)

**Automated Results Transfer System (ARTS)**
This system was developed by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to allow the electronic academic record of a student to be accessed, via an admission centre, by tertiary institutions.

**Auxiliary supervisor**
A person who is appointed in addition to the supervisor of a research student, to provide particular expertise or additional experience in supervision. (See also *Instrumental supervisor (teacher), Research supervisor, Supervision*.)

**Bachelor’s degree**
The highest undergraduate award offered at the University. A bachelor’s degree course normally requires three or four years of full-time study or the part-time equivalent. (See also *Course*.)

**Board of studies**
An academic body that supervises a course or courses, and which is similar to a faculty except that it is headed by a chair rather than a dean.

**Bursaries**
Financial awards made to students, based primarily on need. (See also *Scholarships*).

**Calendar**
See *University Calendar*.

**Campus**
The grounds on which the University is situated. There are nine campuses of the University of Sydney:
- Burren Street (Institute for International Health, Institute of Transport and Logistics Studies)
- Camperdown and Darlington (formerly known as Main Campus)
- Camden (Agriculture, Food and Natural Resources; and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- CBD (Business and Law)
- Mallett Street (Nursing and Midwifery)
- Rozelle (Sydney College of the Arts)
- Surry Hills (Dentistry).

**Cancellation of Enrolment**
The University may cancel a student’s enrolment for non-payment of fees. (See *Student Debtor Sanctions Policy 2014*).
Candidature
A person is ‘admitted to candidature’ on the date on which he or she accepts the University’s offer of admission to an award course, in accordance with University and government requirements as amended from time to time. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student.

Census date
The date at which a student’s enrolment, load and student contribution liability are finalised before this information is reported to DET. (See also Commonwealth-Supported Place, HECS-HELP)

Ceremony
See Graduation ceremony.

Chancellor
The non-executive head of the University. An honorary position, the Chancellor presides over meetings of the University’s governing body, the Senate, and important ceremonial occasions such as graduations.

Clinical experience
Students undertake clinical placements in a professional environment as part of their course requirements. Many require University-approved supervision. In order to undertake clinical placements a student may be required to fulfil additional requirements.

Combined degree
A combined degree is a single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions). (See also Double Degree.)

Commencement date
The date a student’s candidature commences.

Commonwealth Supported Place (CSP)
(Previously known as a HECS Place.) A student in a Commonwealth Supported Place makes a contribution towards the cost of their education (known as the student contribution) while the Australian Government contributes the majority of the cost.

Confirmation of Enrolment notice (COE)
This notice is issued to each student after enrolment, showing the course and the units of study in which the student is enrolled, together with the credit point value of the units of study and the student-contribution weights. Until all fees are paid, it is issued provisionally.

A new confirmation of enrolment notice is produced every time a student’s enrolment is varied.
Conjoint ventures
This is when two or more institutions co-operate to provide a unit or course of study to postgraduate coursework students. In these arrangements, students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their ‘home’ institution.

Continuing professional education
A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are currently administered by the Centre for Continuing Education (CCE) and a number of departments and foundations across the University. This process supports the ‘whole-of-life’ learning concept and involves the maintenance of a long-term relationship between the student and the University.

Convocation
A body that comprises: the Fellows and former Fellows of the Senate of the University of Sydney; members of the former governing bodies of the institutions with which the University has amalgamated or their predecessors; the graduates of the University of Sydney, including graduates of the institutions with which the University has amalgamated or their predecessors; professors and other full-time members of the academic staff of the University; and principals of the incorporated colleges.

Core unit of study
A unit of study that is compulsory for a particular course or subject area. (See also Unit of study.)

Co-requisite
A unit of study which (unless it has already been completed) must be undertaken concurrently with a given unit of study. These are determined by the faculty or board of studies concerned, and published annually. (See also Pre-requisite, Waiver.)

Cotutelle scheme
Agreement between the University and any overseas university for joint supervision and examination of a PhD student as part of an ongoing co-operative research collaboration. If successful, the student receives a doctorate from both universities with each testamur acknowledging the circumstances under which the award was made.

Course
A program of study at the University of Sydney.

Award course
A formal course of study that will see attainment of a recognised award. Award courses are approved by Academic Board. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. (See also Bachelor's degree, Course rules, Diploma, Doctorate, Major, Master's degree, Minor, PhD, Stream.)

Non-award course
Studies undertaken by students that do not lead to an award from the University. Non-award courses include professional development programs. (See also Cross-institutional enrolment.)

Coursework
An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original work, other forms of instruction and learning normally will be dominant.

Research
A course in which at least 66 per cent of the overall course requirements involve students undertaking supervised research over a prescribed period of time, leading to the production of a thesis or other piece of written or creative work.

Course alias
A unique five-character alpha-numeric code which identifies a University course.

Course code
See Course alias.

Course leave
Students are permitted to apply for a period away from their course without losing their place. Course leave is formally approved by the supervising faculty for a minimum of one semester. Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level, leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to formally reapply for admission. (See also Progression)

Course rules
Rules that govern the allowable enrolment of a student in a course. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated, e.g. a candidate may not enrol in units of study that have a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course, e.g. a candidate must have completed a minimum of 144 credit points. (See also Course, Co-requisite, Pre-requisite.)

Course transfer
Applies to students transferring between courses, either within the University of Sydney, or between institutions. In some circumstances a student may be eligible to transfer to a course direct, i.e. without re-applying for admission.

Credit
The recognition of previous studies successfully completed at the University of Sydney, or another university or tertiary institution recognised by the University of Sydney, as contributing to the requirements of the course to which the applicant requesting such recognition has been admitted. Credit may be granted as specified credit or non-specified credit.
Specified credit
The recognition of previously completed studies as directly equivalent to units of study.

Non-specified credit
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.
(See also Annual Average Mark (AAM), Waiver, Weighted Average Mark (WAM).)

Credit points
The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study has a six credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate Resolutions relevant to the award course.

Cross-institutional enrolment
An enrolment in units of study at one university to count towards an award course at another university.

Data Audit Committee (DAC)
The Data Audit Committee’s role is to oversee the integrity and accuracy of the course and unit of study data as strategic University data.

Deadlines (enrolment variations)
See Enrolment variation.

Deadlines (fees)
The University has deadlines for the payment of course and other fees. Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record. (See also Cancellation of enrolment.)

Dean
The head of a faculty or the Head of School and Dean of a University school.

Dean’s Certificate
A statement from a faculty dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use Dean’s Certificates. In faculties that do, qualified students have ‘Dean’s Certificate’ noted on their academic record.

Deferment (Deferral)
See Admission (deferment), Course leave.

Degree
See also Bachelor’s degree, Course.
Delivery mode
Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode of the student, i.e. an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

Distance education
Where subject matter is delivered in a more flexible manner, such as correspondence notes, and student may only attend campus if required. (See also Distance Education, Extended Semester, International – Off shore studies.)

Intensive on campus
Core content is delivered with support learning in an intensive (one or more days) format on campus. Participation is usually compulsory. Previously this may have been called residential, block mode, or weekend workshop.

On Campus (normal)
Attendance of scheduled lectures, tutorials etc at a campus of the University.

Department
A department is the academic unit responsible for teaching and examining a unit of study. It may be called a school, a department, a centre or a unit within the University. (See also School.)

Department of Education and Training (DET)
The federal government department responsible for higher education.

Department of Education, Science and Training (DEST)
Previous name of the federal government department now known as DET.

Department of Education, Employment and Workplace Relations (DEEWR)
Previous name of the federal government department now known as DET.

Diploma
The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course. (See also Course.)

Direct admissions
For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome. (See also Admission, Universities Admissions Centre (UAC).)

Disability information
Students may inform the University of any temporary or permanent disability which affects their life as a student. Disability information is recorded but it is only available to particular authorised users because of its sensitive nature, and students will be informed about how it is used.
Disciplinary action
Undertaken as the result of academic or other misconduct, e.g. plagiarism, cheating, security infringement, criminal activity.

Discipline
A defined area of study, for example, chemistry, physics, economics.

Discipline group
A DET code used to classify units of study in terms of the subject matter being taught or being researched.

Discontinuation (course)
See Enrolment variation.

Discontinuation (unit of study)
See Enrolment variation.

Dissertation
A written exposition of a topic which may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the University of Sydney School of Architecture, Design and Planning, and the University of Sydney Law School.

Distance education
Where a student does not attend campus on a daily basis for a given course or unit of study. (See also Delivery mode, Extended Semester.)

Doctorate
A high-level postgraduate award. A doctorate course may involve research only or a mixture of research and coursework; the candidate submits a thesis that is an original contribution to the field of study. (See also Course, PhD.)

Domestic student
A student who is not an international student (see also Local Student).

Double degree
A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

Downgrade
In some circumstances a student enrolled in a PhD may transfer to a Master’s by research, either on the recommendation of the University on the basis that the research they are undertaking is not at an appropriate level for a PhD, or at the student’s own request, for personal or academic reasons.

Elective
A unit of study within a degree, usually an option within a course. Electives allow more detailed study of a particular subject.
Embedded courses
Award courses in the Graduate Certificate, Graduate Diploma and Master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards, e.g. the Graduate Certificate in Information Technology, Graduate Diploma in Information Technology and Master of Information Technology.

Enrolled Student
A person enrolled in an award course of the University.

Enrolment
Refers to a period of time in a Student’s candidature,
(a) commencing at the time the Student has complied with all government and University requirements for enrolment; and
(b) unless the Student re-enrols, ceasing at the date on which:
   i. the University cancels, or the Student withdraws from or discontinues enrolment; or
   ii. the next new enrolment period commences.

A student enrols in a course by registering with the supervising faculty in the units of study or program of research to be taken in the coming year, semester or session.

Commencing
An enrolment is classified as commencing if a student has enrolled in a particular degree or diploma for the first time.

Continuing
Students already in a course at the University re-enrol each year or semester. Most continuing students are required to pre-enrol. (See also Pre-enrolment.)

Enrolment list
A list of all currently enrolled students in a particular unit of study. (See also Unit of study.)

Enrolment variation
Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but student-contribution liability depends on the Commonwealth census date. (See also Commonwealth-Supported Place.)

Equivalent Full-Time Student Unit (EFTSU)
(See EFTSL.)

Equivalent Full-Time Student Load (EFTSL)
The equivalent full-time student load (EFTSL) for a year. It represents the annual study load of a student undertaking a particular course of study on a full-time basis.

Examination
A set of questions or exercises evaluating a student’s knowledge of a given subject area. (See Assessment, Examination period.)
Examination period
The time set each semester for the conduct of formal examinations.

Examiner (coursework)
The person assessing either the written/oral examination, coursework assignments, presentations, etc of a student or group of students.

Exchange student
Either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The Student Centre provides administrative support for some exchanges.

Exclusion
A faculty may ask a student whose academic progress is considered to be unsatisfactory to ‘show good cause’ why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty. An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered.

University policy relating to exclusion is set out in the University Calendar. (See also Appeals, Progression.)

Exemption
A decision made at a sub-unit of study level to allow a student to complete a unit of study without also completing all the prescribed components of coursework and/or assessment. (See also Credit, Waiver.)

Expulsion
The ultimate penalty of disciplinary action is to expel the student from the University. The effect of expulsion is:
• the student is not allowed to be admitted or to re-enrol in any course at the University;
• the student does not receive their results;
• the student is not allowed to graduate; and
• the student does not receive a transcript or testamur.

Extended semester
A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student’s control, such as illness, affect the student’s ability to complete the module or program in the specified time. (See also Distance Education.)

External
See Attendance mode or attendance pattern, Distance Education.
**External transcript**
A certified statement of a student’s academic record printed on official University security paper. It includes the student’s name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result. It also acknowledges prizes the student has received. Marks can be included or omitted, as required. (See also Academic transcript, Internal transcript.)

**Faculty**
A formal part of the University’s academic governance structure, consisting mainly of academic staff members and headed by a dean, which is responsible for all matters concerning the award courses that it supervises. Usually, a faculty office administers the faculty and student or staff enquiries related to its courses. The University Calendar sets out the constitution of each of the University’s faculties. (See also Board of studies, Supervising faculty.)

**Faculty handbook**
An annual University publication for each faculty, that provides detailed information about the faculty, its courses and resolutions.

**FEE-HELP**
FEE-HELP is an interest-free loan facility available to fee-paying postgraduate students undertaking coursework programs.

**Fee-paying students**
Students who pay tuition fees to the University and are not liable for student contributions to a Commonwealth-Supported Place (see Commonwealth-Supported Place). The Commonwealth does not contribute towards the cost of the education of fee-paying students. Annual fees vary between the faculties. Students pay a per semester fee.

**Fellows of Senate**
Members of the governing body of the University who are either elected, appointed or ex-officio.

**Flexible learning**
See Delivery mode, Distance Education.

**Flexible start date**
Full fee-paying distance students are not restricted to the same enrolment time frames as campus-based or Commonwealth-supported students.

**Formative assessment**
See Assessment.

**Full-time student**
See also Attendance Pattern, EFSTL.
Gadigal Program
A program, named in recognition of the Aboriginal people of the land on which the University is located, designed to increase the successful participation of Aboriginal and Torres Strait Islander people in degree courses in all faculties at the University of Sydney.

Grade
The outcome for a unit of study linked with a mark range. For example, a mark in the range 85 to 100 attracts the grade ‘high distinction’ (‘HD’). (See also Mark.)

(See Schedule 1 of the Coursework Policy 2014 for a list of Common Result Grades.

Graduand
A student who has completed all the requirements for an award course but has not yet graduated. (See also Graduation, Potential graduand.)

Graduate
A person who holds an award from a recognised tertiary institution. (See also Graduand, Graduation.)

Graduate Certificate
See Course.

Graduate Diploma
See Course.

Graduate-entry degree
A Bachelor’s, or undergraduate, degree that requires another undergraduate degree as a prerequisite of entry. Examples of graduate-entry degrees at the University of Sydney include the Medical Program, Graduate Law and the Doctor of Dental Medicine.

Graduation
The formal conferring of awards either at a ceremony or in absentia. (See also In absentia, Potential graduand.)

Graduation ceremony
A ceremony where the Chancellor confers awards upon graduands.

Group of Eight (Go8)
The Group of Eight represents Australia’s major research-intensive universities. Its membership comprises the vice-chancellors (presidents) of the Australian National University, Monash University, the University of Adelaide, the University of Melbourne, the University of New South Wales, the University of Queensland, the University of Sydney and the University of Western Australia.

The Go8 works to ensure a consistent and sustainable policy environment which maximises the wide-ranging economic, social and cultural benefits to the Australian community of higher education and which ensures Australian universities are recognised as among the best in the world.
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. (See also Legitimate co-operation.)

Handbook
See Faculty handbook.

Head of Department/Head of School (HOD/HOS)
The head of the academic unit that has responsibility for the relevant unit of study, or equivalent program leader.

HECS-HELP
An eligible student in a Commonwealth Supported Place can apply for assistance in paying their student contribution. This may take the form of a HECS-HELP loan to pay for all or some of the student contribution, or a HECS-HELP discount if all (or at least $500) of the student contribution is paid by the census date.

Higher Education Contribution Scheme (HECS)
(See HECS-HELP)

Honorary degrees
A degree honoris causa is conferred on a person whom the University wishes to honour. It derives from the Latin translation of “for the purpose of honouring”.

Honours
Some degrees may be completed ‘with Honours’. This may involve either the completion of a separate Honours year or additional work in the later years of the course. Honours are awarded in a class (Class I, Class II – which may have two divisions, or Class III).

NSW Higher School Certificate (HSC)
The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The Australian Tertiary Admissions Rank (ATAR) is computed from a student’s performance in the HSC and gives a maximum rank of 99.95.

In absentia
Latin for "in the absence of". Awards are conferred in absentia when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony. (See also Graduation.)

Instrumental supervisor / teacher
All students at the Sydney Conservatorium of Music and BMus students on the Camperdown Campus have an instrumental teacher appointed. (See also Associate supervisor, Research supervisor, Supervision.)
Internal mode
See Attendance mode or attendance pattern.

Internal transcript
A record of a student’s academic record for the University’s own internal use. It includes the student’s name, student identifier (SID), address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result. (See also Academic transcript, External transcript.)

International student
Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. An international student is required to hold a visa that allows study in Australia, and may be liable for international tuition fees.

Fee paying
A private International Student who is liable to pay tuition fees for their studies with the University.

Fee paying – outgoing exchange
An international fee-paying student undertaking short-term study at a recognised overseas institution with which the University has a student exchange agreement. Exchange study counts towards the student’s University of Sydney award and students remain enrolled in their University of Sydney course during the period of exchange.

International – non-award or cross-institutional
An international fee-paying student undertaking non-award study at the University on a cross-institutional basis. They are liable to pay fees for the study they undertake at the University, but there is no compliance reporting requirement, which rests with their ‘home’ institution.

International – sponsored
A private international student who is fully sponsored for their tuition; their sponsorship may also cover overseas health cover and compulsory subscriptions.

Offshore studies
International offshore students undertake their program of study at one of the University’s offshore campuses and hence do not enter Australia; therefore they do not require a visa. They are distinct from international students who are on outbound exchange programs as they never enter Australia during their program of study.

Short course
An international fee-paying student undertaking a short course with the University of Sydney comprising such programs as international development programs, executive training or study visits. The study undertaken by these students is non-award and generally a student visa is not required.
Sponsored award
An international student sponsored by the Australian government, undertaking a program of study at the University. Currently Australian Development Scholarships holders, funded by AusAID, are the only students in this category. These students are fully sponsored for their tuition and other costs such as travel and health cover, and are paid a stipend.

Study Abroad
An international student who is undertaking short-term study at the University under the Study Abroad scheme. Study Abroad students must have completed at least one year of study towards a degree at a recognised institution in their home country and must be continuing towards the degree of their home institution. (See also Local student, Student type.)

Learning entitlement
(See Student learning entitlement.)

Leave
See Course leave.

Legitimate co-operation
Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students. (See also Group work.)

Load
The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year’s work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent Full-Time Student Load (EFTSL). (See also Equivalent Full-Time Student Load (EFTSL).)

Local student
Local students are defined as an Australian or New Zealand citizen or an Australian permanent resident. (See also Commonwealth-Supported Place, Domestic student, International student.)

Major
A field of study chosen by a student to represent their principal interest. This would consist of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand’s assessment of study. (See also Course, Minor, Stream.)

Major timetable clash
The term used when a student attempts to enrol in units of study that have so much overlap in the teaching times that it is decided they may not enrol in the units simultaneously.
Mark
An integer (rounded if necessary) from 0 to 100 indicating a student’s performance in a unit of study. (See also Grade.)

Master’s degree
A postgraduate award. Master’s degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an Honours year at an undergraduate level. (See also Course.)

Mature-age student
A student who is 21 years or older on 1 March of the year in which they commence studies, and who has not completed the high school qualifications normally needed to gain entry.

Method of candidature
A course is either a research course or a coursework course and so the methods of candidature are ‘research’ and ‘coursework’. (See also Course – Coursework, Course – Research.)

Mid-year intake
Admission to degree programs for Semester Two.

Minor
Studies undertaken to support a major. Minor studies require smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand’s assessment of study. (See also Course, Major, Stream.)

Mixed mode
See Attendance mode or attendance pattern.

MPhil
The Master of Philosophy (MPhil) is a Master’s by research degree offered by some (but not all) of the University’s faculties. (See also Course, Master’s degree.)

Mutually exclusive units of study
See Prohibited combinations of units of study.

MyUni
The University of Sydney’s student portal system. It provides students with access to information about the University and its courses, including access to e-mail, library services, student support services, student self-administration and e-learning software such as Blackboard.

Non-award course
See Course.
Non-standard session
A teaching session other than the standard Semester One and Semester Two sessions – e.g. Sydney Summer School or Sydney Winter School, in which units of study are delivered and assessed in an intensive mode during January or July respectively. (See also Semester, Session.)

Orientation Week
Orientation Week, or ‘O Week’, takes place in the week before lectures begin in Semester One. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

Part-time student
See Attendance mode or attendance pattern, Equivalent Full-Time Student Load (EFTSL).

Permanent home address
The address used for all official University correspondence with a student, both inside and outside of semester time (e.g. during semester breaks), unless the student provides a different address for use during the semester. (See also Semester address.)

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based. The candidate submits a thesis that is an original contribution to the field of study. (See also Course, Doctorate.)

Plagiarism
Presenting another person’s ideas, findings or work as one’s own by copying or reproducing them without the acknowledgement of the source. (See also Academic dishonesty.)

Policy online
The website which provides access to the University’s current policies, procedures and guidelines.

Postgraduate
A term used to describe a course leading to an award such as graduate diploma, a master’s degree or PhD which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A ‘postgraduate’ is a student enrolled in such a course. (See also Course – Coursework, Course – Research.)

Postgraduate Education Loans Scheme (PELS)
(See FEE-HELP.)

Potential graduand
A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies. (See also Graduand, Graduation.)
Pre-enrolment
Pre-enrolment – also known as provisional re-enrolment – takes place in October, when students indicate their choice of unit of study enrolment for the following year. After results are approved, pre-enrolment students are regarded as enrolled in those units of study for which they are qualified. Their status is ‘enrolled’ and remains so provided they pay any money owing and comply with other requirements by the due date. Students who do not successfully pre-enrol in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period. (See also Enrolment.)

Pre-requisite
A unit of study that is required to be successfully completed before another unit of study can be attempted. Pre-requisites can be mandatory (compulsory) or advisory. (See also Assumed knowledge, Co-requisite, Qualifier, Waiver.)

Prizes
Awarded in recognition of outstanding performance, academic achievement or service to the community or University.

Probationary candidature
A student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department is required to consider the candidate’s progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

Professional practice
Some students undertake placement in a professional practice as part of their course requirements. This may require University-approved supervision. Professional placements are located in a wide range of professional practice environments, and may not require additional criteria to be fulfilled.

Program
Each degree is composed of various units of study. The way the units are put together for a degree is referred to as a student’s ‘program’.

Progression
Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed. (See also Exclusion.)

Prohibited combinations of units of study
When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit. (See also Unit of Study.)

Provisional re-enrolment
See Pre-enrolment.
**Quacquarelli Symonds**
First compiled in 2004, the QS World University Rankings currently considers over 3,000 institutions, and ranks more than 800. The 400 top universities in the world are ranked individually, while those placed 401 and over are ranked in groups.

**Qualification**
An academic attainment recognised by the University.

**Qualifier**
A mandatory (compulsory) pre-requisite unit of study which must have a grade of Pass or better. (See also Assumed knowledge, Co-requisite, Pre-requisite, Waiver.)

**Recycling**
The submission for assessment of one’s own work, or of work which is substantially the same, that has previously been counted towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work.

**Registration**
In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week. Note that unlike enrolment, registration is not a formal record of units attempted by the student.

**Research course**
See Course – research.

**Research supervisor**
A supervisor is appointed to each student undertaking a research postgraduate degree. The supervisor will be a full-time member of the academic staff or a person external to the University recognised for their association with the clinical teaching or the research work of the University in a discipline related to the candidature. A research supervisor is commonly referred to as a supervisor. The supervisor has responsibility for providing advice on the candidature and for monitoring that appropriate support, resources and information are provided to the candidate. (See also Auxiliary supervisor, Instrumental supervisor/teacher, Supervision.)

**Research Training Scheme (RTS)**
The RTS provides Commonwealth-funded higher degree by research (HDR) students with an ‘entitlement’ to a student-contribution exemption for the duration of an accredited HDR course, up to a maximum period of four years’ full-time equivalent study for a Doctorate by research and two years’ full-time equivalent study for a Master’s by research.

**Result processing**
Refers to the processing of assessment results for units of study. For each unit of study, departments tabulate results for all assessment activities and assign preliminary results. (See also Assessment, Examination period, Formative assessment, Summative assessment.)
Result processing schedule
The result processing schedule will be determined for each academic cycle. All departments and faculties are expected to comply with this schedule. (See also Assessment, Examination period, Result processing.)

Result
The official statement of a student’s performance in each unit of study attempted as recorded on the academic transcript, usually expressed as a mark and grade. (See also Grade, Mark.)

Scholarships
Financial or other forms of support made available to enable students to further their studies. (See also Bursaries.)

School
A school or academic unit shall encourage and facilitate teaching, scholarship and research and coordinate the teaching and examining duties of members of staff in the subjects or courses of study with which it is concerned.

Semester
A half-yearly teaching session whose dates are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard session) must be given special permission by the Academic Board. (See also Non-standard session, Session.)

Semester address
The address to which all official University correspondence is sent during semester time, if it is different to the permanent address.

Senate
The governing body of the University. (See the University Calendar for more details of its charter and powers.)

Session
Any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester One or Two for DET reporting purposes. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern. (See also Non-standard session, Semester.)

Session address
See Semester address.
Short course
A fee-paying student undertaking a short course with the University of Sydney comprising professional development, executive training etc. The study undertaken by these students is a non-award course.

Show cause
See Exclusion, Progression.

Special consideration
Candidates who suffer serious illness or misadventure which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

Special Studies Program (SSP)
A period of release from normal duties to allow academic staff to undertake a planned program of academic activity and development.

Sponsorship
Financial support of a student by a company or government body.

Stage
A normal full-time course of study taken in a year. (See also Course Rules, EFTSL, Progression.)

Strategic Directions
See University Strategic Directions.

Stream
A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, e.g. Bachelor of Engineering in Civil Engineering (Construction Management). (See also Course, Major, Minor.)

Student
A person who is currently admitted to candidature in an award course of the University.

Student Appeals Body
Any student may appeal to the Student Appeals Body against an academic decision on the ground that due academic process has not been observed by the relevant faculty in relation to the academic decision. (See also Appeals, University of Sydney (Student Appeals against Academic Decisions) Rule 2006.)

Student Disciplinary Appeals Committee
Any student may appeal to the Student Disciplinary Appeals Committee against a misconduct determination by the Vice-Chancellor or a Student Proctorial Board. (See also Appeals.)
**Student Identifier (SID)**
A nine-digit number which uniquely identifies a student at the University.

**Student ID Card**
All full-time or part-time students who successfully enrol at the University of Sydney can apply for a Student Card at the time of their enrolment. The card is valid for the duration of a student’s enrolment.

The Student Card includes the student’s name, Student Identification Number (SID), a digitised photo and the library borrower’s number and bar code.

The Student Card has a number of interoperable uses, which includes the ability to purchase printing and photocopying services at the University’s libraries and gain access to certain secure buildings.

The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

For more information about Student Cards please visit: [http://sydney.edu.au/students/student-cards.html](http://sydney.edu.au/students/student-cards.html)

**Student Learning Entitlement (SLE)**
All Australian citizens, New Zealand citizens and holders of a permanent visa are allocated a Student Learning Entitlement (SLE) of up to seven years equivalent full-time study. This is measured in equivalent full-time student load (EFTSL), which is the proportion of a full-time load that a unit of study represents. The University sets an EFTSL value for each unit of study it offers. To be Commonwealth-supported for a unit, a student must have enough SLE to cover the EFTSL value of that unit.

**Student Progress Rate (SPR)**
A calculation that measures the rate at which load undertaken is passed annually in each award program.

**Student type**
Student type identifies whether a student is local or international and the type of study the student is undertaking. (See also Domestic student, Exchange Student, International student.)

**Study Abroad Program**
A scheme administered by the International Office that allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at their home institution. (See also Exchange student.)

**Subject area**
A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules, e.g. the unit of study ‘History of
Momoyama and Edo Art’ may count towards the requirements for the subject areas ‘Art History and Theory’ and ‘Asian Studies’.

**Summative assessment**
See *Assessment*.

**Summer School**
See *Sydney Summer School*.

**Supervising faculty**
The faculty which has the responsibility for managing the academic administration of a particular course, such as the interpretation and administration of course rules, approving students’ enrolments and variations to enrolments.

Normally the supervising faculty is the faculty offering the course. However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty. In the case where one course is jointly offered by two or more faculties (e.g. the Liberal Studies course), a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

**Supervision**
Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role. (See also *Auxiliary supervisor, Instrumental supervisor (teacher), Research supervisor*.)

**Suppression of results**
Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University (this particularly applies to international students who have not paid their tuition fees); or the student is facing disciplinary action. A student may also request a suppression for personal reasons.

**Suspension of candidature**
See *Course leave*.

**Sydney Summer School**
A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. Sydney Summer School provides an opportunity for students at Sydney and other universities to catch up on required units of study, to accelerate completion of a course or to undertake a unit that is outside their award course. All units attract full fees, but some scholarships are available.

**Sydney Winter School**
An intensive session offered by the University in July during the mid-year break (see *Sydney Summer School*).

**Teaching department**
See *School*. 
Teaching end date
Official finish date of formal timetabled classes.

Teaching start date
Official commencement date of formal timetabled classes.

Terminated
Term used when a student’s candidature has been officially closed because they are not able to complete the course requirements. (See also Candidature.)

Testamur
A certificate of award provided to a graduand, usually at a graduation ceremony. The University award conferred is displayed along with other appropriate details.

Thesis
A major work that is the product of an extended period of supervised independent research. (See also Course – Research.)

Timetable
The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript
See Academic transcript.

Transfer
See Course transfer.

Tuition fees
Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for student contributions.

Under examination
Indicates that a research student has submitted their written work (thesis) for assessment, and is awaiting the finalisation of the examiners’ outcome and recommendation.

Undergraduate
A term used to describe both a course leading to a diploma or bachelor’s degree and a student enrolled in such a course.

Unit of study
Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department. (See also Prohibited combinations of units of study.)

Unit of study enrolment status
The enrolment status indicates whether the student is still actively attending the unit of study (i.e. currently enrolled) or is no longer enrolled. (See also Cancellation of enrolment, Discontinuation.)
Unit of study level
Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

Universities Admissions Centre (UAC)
The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most local undergraduate students at the University apply through the UAC.

Universities Admission Index (UAI)
A measure of overall academic achievement in the HSC that helps universities rank applicants for university selection. The UAI is a rank of any student’s performance relative to other students, is calculated from the aggregate of scaled marks in ten units of the HSC (2 best English units plus 8 other units, including only 2 category B units) and is presented as a number between 0.00 and 99.95 with increments of 0.05. The UAI was replaced in June 2009 by the Australian Tertiary Admissions Rank (ATAR).

University
Unless otherwise indicated, the term ‘University’ in this document refers to the University of Sydney.

University Calendar
The annual University publication available in print and online that provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Senate resolutions relating to constitutions and courses in each faculty.

University Medal
A faculty may recommend the award of a University Medal to a student qualified for the award of an undergraduate Honours degree, whose academic performance is judged to be outstanding.

University Strategic Directions
This refers to the University of Sydney Strategic Plan 2016-2020.

Upgrade
Where a student enrolled in a Master's by research course is undertaking research at such a standard that either the University recommends the student upgrade their degree to a PhD, or the student seeks to upgrade to a PhD and this is supported by the University.

Variation of enrolment
See Enrolment variation.
Vice-Chancellor and Principal
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor and Principal is head of both academic and administrative divisions.

Waiver
In a prescribed course, a faculty may waive the pre-requisite or co-requisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course. (See also Credit, Exemption.)

WAM weight
A weight assigned to each unit of study to assist in the calculation of WAMs.

Weighted Average Mark (WAM)
This mark uses the unit of study credit point value in conjunction with an agreed ‘weight’. The formula for this calculation is:

\[ \frac{\sum (\text{mark} \times \text{credit pt value} \times \text{level weight})}{\sum (\text{credit pt value} \times \text{level weight})} \]

(sums over all UoS completed in the selected period)

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. (Effective from 1 January 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. (See also WAM weight.)

Winter School
See Sydney Winter School.

Year of First Enrolment (YFE)
The year in which a student first enrolls at the University. (See also Commencement date.)

Youth Allowance
Youth Allowance is payable to a full-time student or trainee aged 16 to 24 years of age who is enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact.

Date determined: 1 September 2004
Determining Authority: Academic Board
Last amended: 25 February 2009
1 July 2009
14 April 2010
30 June 2010
21 August 2013
11 November 2015 (Administrative amendments only)
17 February 2016 (Administrative amendments only)
20 July 2017 (Administrative amendments)
18 June 2018 (Administrative amendments)
**Policy Title**

University of Sydney (Academic Board) Rule 2017

**Recommendation**

That the Academic Board:
1. endorse and recommend that the University of Sydney Senate approve the proposed amendments to the *University of Sydney (Academic Board) Rule 2017*; and
2. adopt the amended Academic Board Standing Orders.

**Proposed Date of Implementation**

10 March 2021

**Proposal Presenter**

Professor Anthony Masters (Chair, Academic Board)

**Consultation Pipeline**

AB Academic Standards and Policy Committee → Academic Board → Senate

**Endorsements received**

- Policy Management Unit

**Policy Unit Review**

Approved

*University Policy Manager*

Date: 22/01/2021

**Consequential Amendments**

Consequential Amendments to the Academic Board Standing Orders are noted in Attachment 2 of this paper. Amendments to the *Academic Board Meeting Procedures 2020*, will be required to align with the *University of Sydney (Academic Board) Rule 2017*.

**EXECUTIVE SUMMARY**

The proposed amendments to the *University of Sydney (Academic Board) Rule 2017* seek to implement the recommendations set out in the 'Indigenous Strategy Academic Board Working Group – Final report' as approved at the 17 November 2020 Academic Board meeting. In addition to this, the proposed amendments to the Rule serve to clarify the processes of submissions to and attendance at Academic Board meetings.

It is recommended that the Academic Standards and Policy Committee endorse and recommend that the Academic Board endorse and recommend that Senate approve the amendments to the *University of Sydney (Academic Board) Rule 2017*.

**ACADEMIC BOARD ATTENDANCE AND SUBMISSIONS**

Given the Academic Board’s delegated responsibilities from the University of Sydney Senate, as set out in the *University of Sydney By Law 1999*, business raised at meetings are considered private and not for public attendance and participation. To this end, it is proposed that the *University of Sydney (Academic Board) Rule 2017* be amended to clarify that:

"Respect is a core value of the Academic Board"

Maridarrangun Academic Boardmirung
1. only members of the Academic Board are entitled to attend Academic Board meetings, with non-members entitled to attend only with the Chair’s permission; and
2. only members of the Academic Board are entitled to request that items be added to the Agenda of meetings of the Academic Board.

PROPOSED AMENDMENTS TO FACILITATE THE RECOMMENDATIONS OF THE INDIGENOUS STRATEGY ACADEMIC BOARD WORKING GROUP

Following the resolution (AB2020/4-38) at the 21 July 2020 Academic Board, the Indigenous Strategy Academic Board Working Group was established to investigate the ways in which the Academic Board can be involved in the development and implementation of the new Indigenous Strategy – One Sydney, Many People.

After careful assessment, the final report of the Indigenous Strategy Academic Board Working Group was submitted to the 17 November 2020 Academic Board. The report included several recommendations which call for additional support from the Academic Board in order to facilitate the implementation of the One Sydney, Many People strategy; all recommendations were resolved as presented.

It is proposed that the University of Sydney (Academic Board) Rule 2017 be amended to implement point 1 of the below resolution:

Resolution AB2020/6-1
The Academic Board resolved to endorse:

1. that the Academic Board expand its membership to include identified positions for 1 x Aboriginal and/or Torres Strait Islander academic staff member and 1 x Aboriginal and/or Torres Strait Islander student member, with terms of 2 and 1 years, respectively. Recognising the intention to review the Academic Board in 2022, such members would be nominated by the DVC ISS, until December 2023.

IMPLEMENTATION

Subject to the endorsement of the Academic Standards and Policy Committee, the proposed changes to the University of Sydney (Academic Board) Rule 2017 and the Academic Board Standing Orders will be submitted to the 2 March Academic Board meeting for endorsement and adoption respectively. The University of Sydney (Academic Board) Rule 2017 will proceed to the 20 March 2021 Senate meeting for adoption.

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UNIVERSITY OF SYDNEY (ACADEMIC BOARD) RULE 2017

The Senate of the University of Sydney, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37 (1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

Adopted on: 23 August 2017
Amended on: 27 June 2018
6 November 2019
14 August 2020

Effective from: 1 September 2017
23 July 2018
13 November 2019
18 August 2020

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PART 1 PRELIMINARY

1.1 Name of Rule
This is the University of Sydney (Academic Board) Rule 2017.

1.2 Commencement
This Rule commences on 31 July 2017.

1.3 Purpose of Rule
The purpose of this Rule is to provide for the constitution, functions and operations of the Academic Board.

1.4 Interpretation
(1) In this Rule:

- **Academic Board** means the Academic Board established by section 15 of the *University of Sydney Act 1989 (NSW)*

- **Act** means the *University of Sydney Act 1989 (NSW)* as amended from time to time

- **academic staff member** has the meaning given in section 50(1) of the *By-Law*, which at the date of this Rule is:

  a person who is employed as a member (other than a casual member) of the academic staff of the University.

- **allocated position** means a position allocated to be filled by a member of a particular school, as provided by subsection 3.3(3).
By – Law means the University of Sydney By-Law 1999 (NSW) as amended from time to time.

Category A means a faculty or University school which employs 5% or less of the University’s full-time equivalent academic staff, as specified in Schedule 1.

Category B means a faculty or University school which employs more than 5% and up to (and including) 15% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

Category C means a faculty or University school which employs more than 15% and up to (and including) 25% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

Category D means a faculty or University school which employs more than 25% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

centre means an academic grouping or collaborative network established by the University to add value to research or education activities, enhance collaboration and increase knowledge transfer.

Note: See also Centres and Collaborative Networks Policy 2017

Dean means, as appropriate:

- the Executive Dean and Pro Vice-Chancellor of the Faculty of Medicine and Health;
- the Dean of a faculty; or
- the Head of School and Dean of a University school.

clinical school means any clinical school in the Faculty of Medicine, or any such school as may be defined in the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

electorate of the Academic Board means:

- academic staff members of faculties and University schools; and
- enrolled students in each faculty and University school.

enrolled student has the meaning given in section 50(1) of the By-Law, which at the date of this Rule is:

means a person (other than a person who is an academic staff member) who is enrolled as a student in an award course at the University.

faculty means, as appropriate, a faculty or a University school.

Faculty Academic means the University Executive subcommittee of that name.
Services Committee

Heads of School Committee means the University Executive subcommittee of that name.

procedures means any procedures associated with this Rule, as provided in Part 8.

quota requirement means the requirements for representation of academic staff between Levels A-C and Levels D – E specified in subsection 3.3(4).

Returning Officer means the Secretary to Senate, or their nominee.

school means a school within a faculty, established and constituted consistently with the provisions of the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

Secretary to the Academic Board means the Secretary to Senate or their nominee.

University Executive means the senior management committee comprised of the Vice-Chancellor, Deputy Vice-Chancellors, Deans of Faculties, Vice- Principals and Chair of the Academic Board.

University school means a University school as constituted and established by the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

(2) A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.

(3) A note, marginal note, footnote or endnote is not a provision of this Rule.

PART 2 PURPOSE AND FUNCTIONS OF THE ACADEMIC BOARD

2.1 Principal responsibilities

(1) Subject to the Act, the By-law, the governing authority of the Senate and to the powers of the Vice-Chancellor, the Academic Board has the functions, powers and responsibilities set out in this part.

(2) The Academic Board has principal responsibility for:

(a) assuring the highest standards in teaching, scholarship and research and, in so doing, safeguarding the academic freedom of the University;
2.2. Specific roles and powers

(1) Subject to any inconsistent provision in the Act, By-Law or any Rule, the Academic Board will determine standards and, after consultation with the University Executive, determine policy in relation to:

(a) admission requirements;
(b) programs of study, including requirements for the award of any qualification;
(c) progression requirements;
(d) examinations and assessment;
(e) student recognition awards, including scholarships, subsidies or prizes; and
(f) such other matters as Senate may delegate to it.

Note: See the University of Sydney (Delegations of Authority) Rule 2020 for details of the Academic Board’s delegated powers.

See the University of Sydney (Policies Development and Review) Rule 2011 for details of the requirements for developing and registering policies and procedures.

(2) The Academic Board will consider and, if appropriate, approve new academic award courses and amendments to existing courses, provided that the approved new or amended course:

(a) is tabled and considered at the next appropriate Senate meeting; and
(b) may not commence until after it has been endorsed by Senate.

(3) The Academic Board will provide advice to Senate, the Vice-Chancellor and the University Executive about academic matters, including but not limited to:

(a) teaching, research and educational programs;
(b) academic priorities;
(c) academic aspects of current and proposed University strategic plans;
(d) academic aspects of policies and procedures, including but not limited to those relating to the appointment, promotion and conditions of employment of academic staff;
(e) establishing and maintaining academic standards; and
(f) any academic matter it considers to be of strategic importance.

(4) Jointly with the University Executive, the Academic Board will initiate and oversee a formal program of reviews of the academic activities of the University and its academic organisational units.
2.3 Reporting

(1) The Academic Board must report to Senate:
   (a) after each meeting of the Academic Board, on its activities; and
   (b) annually, on its activities and its assessment of its own performance.

(2) The Academic Board will consider, and report on, all matters referred to it by the Senate or the Vice-Chancellor.

PART 3 MEMBERSHIP

3.1 Membership of Academic Board

The Academic Board will consist of:

   (a) the Chair;
   (b) the Vice-Chancellor;
   (c) the ex officio and nominee members;
   (d) the elected staff members;
   (e) the elected student members; and
   (f) appointed or co-opted members.

3.2 Ex officio and nominee members

(1) The ex-officio members will be:
   (a) the Vice-Chancellor;
   (b) the Deputy Vice-Chancellors;
   (c) the Pro Vice-Chancellors;
   (d) the Deans;
   (e) the Head of School and Deans of University schools;
   (f) the University Librarian;
   (g) the Executive Director, Student Administrative Services;
   (h)(a) two representatives nominated by the Heads of School Committee;
   (i)(a) two representatives nominated by the Faculty Academic Services Committee;
   (j)(h) the President of the Students' Representative Council; and
   (k)(a) two other undergraduate students nominated by the executive of the Students' Representative Council;
(l)(j) the President of the Sydney University Postgraduate Representative Association;

(m) two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association; and

(2) appointed or co-opted members, as provided in section 3.5. The nominee members will be:

(a) two representatives nominated by the Heads of School Committee;

(b) two representatives nominated by the Faculty Academic Services Committee;

(c) two other undergraduate students, other than the President, nominated by the executive of the Students' Representative Council;

(d) two other postgraduate students, other than the President, nominated by the executive of the Sydney University Postgraduate Representative Association;

(e) one Aboriginal or Torres Strait Islander member of the academic staff, nominated by the Deputy Vice-Chancellor (Indigenous Strategy and Services);

(f) one Aboriginal or Torres Strait Islander student, nominated by the Deputy Vice-Chancellor (Indigenous Strategy and Services); and

_____ appointed or co-opted members, as provided in section 3.5.

(n)
(b) places subject to any remaining quota requirements; then

(c) any remaining places.

(6) If there are insufficient nominees to fill available places (whether allocated places or quota requirements or otherwise):

(a) the nominees will be declared elected unopposed; and

(b) the Faculty Board may nominate staff members to fill the vacant positions.

(7) When nominating staff members to fill vacant positions, the Faculty Board must take into account the need to achieve an appropriate and equitable representation of the faculty’s diversity.

### 3.4 Elected Student members

(1) Subject to subsection 3.4 (3), enrolled students in each faculty and University school will elect student members of the Academic Board from the enrolled students in the faculty, on the following basis:

(a) Category A – two members each;

(b) Category B – two members each;

(c) Category C – four members each;

(d) Category D – four members each.

(2) For each faculty or University school:

(a) at least one elected student member of the Academic Board must be an undergraduate student and one a postgraduate student; and

(b) the elected student members must be enrolled students who do not already hold office on the Academic Board in another capacity.

(3) If there are insufficient nominees to fill available places:

(a) the nominees will be declared elected unopposed; and

(b) the Chair of the Academic Board, after consultation with the relevant Deans, may nominate students from the relevant faculties to fill the vacant positions.

(4) When nominating students to fill vacant positions, the Chair of the Academic Board must take into account the need to achieve an appropriate and equitable representation of the faculty’s diversity.

### 3.5 Appointed or co-opted members

(1) The Academic Board may appoint up to four members who do not already hold office in another capacity:

(a) on the recommendation of the Chair; and

(b) by resolution at an ordinary meeting.

(2) Co-opted members are intended to be short term appointees appointed to assist the Academic Board with a particular issue or project.

(3) Co-opted members must be appointed:

(a) by resolution at an ordinary meeting; and
(b) for a specified term of office which reflects the time span of the relevant issue or project.

3.6 Terms of office

(1) Elected staff members hold office for a term of two years commencing on 1 January in the year following their election.

(2) *Ex officio* members hold office during the period in which they hold the position on which their membership depends.

(3) **Elected student** members hold office for a term of one year commencing on 1 January in the year following their nomination.

(4) **Nominee staff** members hold office for a term of two years from the date of their nomination.

(5) **Nominee student** members hold office for a term of one year from the date of their nomination.

(4)(6) Appointed and co-opted members hold office for the term, and on the conditions, specified in the resolution by which their membership is approved.

(5)(7) A person filling a casual vacancy holds office from the time that person is elected or appointed to do so, until the expiry of the term of the person’s predecessor.

3.7 Re-election or re-nomination in the same category

(1) Elected members of the Academic Board are eligible to be re-elected in the same category provided that:

   (a) they meet the eligibility criteria for that category at the time of their nomination; and

   (b) they may not serve more than three, full, consecutive terms in the same category.

(2) **Student members** of the Academic Board are eligible to be re-nominated in the same category provided that:

   (a) they meet the eligibility criteria for that category at the time of their nomination; and

   (b) they may not serve more than three, full consecutive terms in the same category.

3.8 Cessation of membership

A person will cease to be a member of the Academic Board if they:

(a) resign from the Academic Board;

(b) cease to hold the position on which *ex officio* membership depends;

(c) have their nomination withdrawn by the relevant nominator;

(d) as appropriate, cease to be an academic staff member or an enrolled student; or
PART 4  OFFICE BEARERS

4.1 Chair

(1) The Chair of the Academic Board is responsible for:

(a) managing and supervising the functions and business of the Academic Board;

(b) facilitating communications between the academic community of the University, the University Executive and Senate;

(c) subject to delegations of authority by Senate and resolutions of the Academic Board, apportioning authority for carrying out the Academic Board’s functions to other members of the Academic Board;

(d) reporting to Senate on behalf of the Academic Board, as required by this Rule or any request of Senate.

(2) The Chair must be an academic staff member appointed at Level D or Level E.

(3) Elections for the position of Chair must be held and finalised before the final meeting of the Academic Board for the year preceding the commencement of a new Chair’s term of office.

(4) The electorate for election of the Chair will consist of:

(a) all incoming elected staff members;

(b) all incoming elected student members; and

(c) all ex officio and nominee members.

(5) The term of office for the Chair is:

(a) if elected immediately after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or

(b) if elected at any other time, from the date of their election until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Chair is eligible for re-election, provided that no person may serve as Chair for more than three, full, consecutive terms.

(7) A person may not serve as Chair while they are:

(a) the Vice-Chancellor;

   Note: The Vice-Chancellor may preside at any Academic Board meeting; see section 47(3)(b) of the University of Sydney By-Law 1999 (as amended).

(b) a Deputy Vice-Chancellor;

(c) a Pro Vice-Chancellor;

(d) a Dean; or

(e) a Head of School and Dean of a University school.
(8) The office of Chair will become vacant if the occupant:
   
   (a) resigns, either as Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.1(7); or
   (c) dies.

(9) If the office of Chair becomes vacant on or after the last six months of the Chair’s term, the vacancy must be filled by the Deputy Chair.

(10) If the office of Chair becomes vacant before the last six months of the Chair’s term, a new Chair must be elected as soon as possible, by the electorate specified in subsection 4.1(4).

4.2 Deputy Chair

(1) The Deputy Chair of the Academic Board is responsible for:

   (a) assisting the Chair in the performance of their functions, as determined by the Chair from time to time;
   (b) acting as Chair when:
      (i) the Chair is on leave;
      (ii) the Chair is otherwise unavailable to attend meetings; or
      (iii) the office of Chair is vacant.

(2) The Deputy Chair must be an academic staff member.

(3) The Deputy Chair must be appointed by the Academic Board on the recommendation of the Chair:

   (a) from among the Committee Chairs;
   (b) by ordinary resolution;
   (c) at, or as soon as possible after, the meeting at which Committee Chairs are appointed.

(4) If the Deputy Chair is required to act as Chair but is unavailable or unable to do so, the Academic Board may appoint an interim Acting Chair for a specified period.

   (a) Such an appointment may be made by ordinary resolution, at a meeting or by circular resolution.

(5) The term of office of the Deputy Chair is:

   (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Deputy Chair is eligible for re-election, provided that no person may serve as Deputy Chair for more than three, full, consecutive terms.

(7) A person may not serve as Deputy Chair while they are:

   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
(c) a Pro Vice-Chancellor;
(d) a Dean; or
(e) a Head of School and Dean of a University school.

(8) The office of Deputy Chair will become vacant if the occupant:
(a) resigns, either as Deputy Chair or from the University;
(b) assumes any of the positions referred to in subsection 4.2 (7); or
(c) dies.

(9) If the office of Deputy Chair becomes vacant the Academic Board must appoint a new Deputy Chair, as provided in subsection 4.2(3).
(a) A person elected under this subsection will hold office for the remainder of their predecessor’s term of office.

4.3 Committee Chairs

(1) Committee Chairs will be appointed by the Academic Board as soon as possible after:
(a) the Chair of the Academic Board takes office; or
(b) establishment of the committee.

(2) If necessary, the Academic Board may appoint a Committee Chair by circular resolution.

(3) The term of office of a Committee Chair is:
(a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
(b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.

(4) A Committee Chair is eligible for re-appointment, provided that no person may serve as Chair of the same committee for more than three, full, consecutive terms.

(5) A person may not serve as a Committee Chair while they are:
(a) the Vice-Chancellor;
(b) a Deputy Vice-Chancellor;
(c) a Pro Vice-Chancellor;
(d) a Dean; or
(e) a Head of School and Dean of a University school.

(6) The office of Committee Chair will become vacant if the occupant:
(a) resigns, either as Committee Chair or from the University;
(b) assumes any of the positions referred to in subsection 4.3 (5); or
(c) dies.

(7) If the office of Committee Chair becomes vacant the Chair of the Academic Board must appoint a new Committee Chair, as soon as practicable.
(a) A person appointed under this subclause will hold office for the remainder of their predecessor’s term of office.

PART 5 ELECTIONS

(1) Elections for staff members of the Academic Board will be held:
(a) in the second semester of every alternate year, commencing in the second semester of 2017; and
(b) in the manner specified in the procedures.
(2) The University Secretariat will conduct the elections.
(3) The Returning Officer’s decision in relation to any matter affecting the conduct of an election will be final including, but not limited to, eligibility of candidates or results of elections.

PART 6 COMMITTEES AND WORKING PARTIES

(1) The Academic Board will have such committees and sub-committees as it determines to be appropriate from time to time.
(2) The Academic Board may establish committees and sub-committees by ordinary resolution.
(3) The Chair of the Academic Board may preside at any meeting of any Academic Board Committee or sub-committee.
(4) When establishing a committee, the Academic Board will:
(a) after consultation with the University Executive, determine the Terms of Reference; and
(b) appoint an initial Chair.
(5) Committee membership must:
(a) provide appropriate discipline representation and expertise;
(b) as far as possible, reflect the diversity of the University community;
(c) include:
(i) academic staff members who are not members of the Academic Board;
(ii) non-academic staff members with relevant expertise or experience; and
(iii) at least one enrolled student, but preferably one undergraduate and one postgraduate enrolled student.
(6) The Chair of each committee must report:
(a) to each meeting of the Academic Board, on the committee’s activities; and
(b) annually, on the committee’s activities and its assessment of its own performance.
(7) The Academic Board, or the Chair of the Academic Board, may establish such working parties, with such terms of reference, as they consider necessary to assist or advise the Academic Board or the Chair in performance of their functions.

PART 7 MEETINGS

7.1 Meetings of the Academic Board

(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.

(a) The Chair must convene at least six meetings in each calendar year.

(b) The Chair may also convene a meeting at any time on their own motion.

(c) The Chair must convene a meeting if requested to do so by any of:

(i) Senate;

(ii) the Vice-Chancellor; or

(iii) at least 50% of all members.

(1A) The agenda for meetings of the Academic Board will be determined by the Chair in consultation with the Secretary to the Academic Board.

(a) Only members may propose items for inclusion on the agenda.

(b) The electorate of the Academic Board may approach members to propose an item for inclusion on the agenda.

(2) A meeting held or a resolution passed at a meeting is not invalid because:

(a) a person entitled to receive notice of the meeting did not receive it; or

(b) less than the prescribed time of notice was given.

(3) A person who is acting in the position of an ex officio member may attend meetings and may exercise the voting rights of that position.

(4) An ex officio member, nominee member, elected staff member or elected student member may nominate a standing alternate to attend meetings on their behalf.

(a) The member must inform the Secretary to the Academic Board in writing of the following at least two days before the next meeting:

(i) the fact of the appointment of the alternate;

(ii) the alternate’s name;

(iii) the alternate’s contact details; and

(iv) the alternate’s position.

(b) The alternate must meet the membership criteria applicable to the member.

(4A) Non-members of the Academic Board may attend meetings with leave of the Chair, which may be granted or refused in the Chair’s absolute discretion, for any reason or for no reason.

(5) Quorum for Academic Board meetings is 30 members.
(a) If no quorum is present within 30 minutes of the notified starting time of a meeting, the meeting may consider only procedural matters and must not transact any other business.

(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.


(a) Minutes must record all motions put to a meeting, and their outcomes.
(b) Copies of draft minutes must be provided to each member no later than the date when notice of the next meeting is given.
(c) Minutes, once approved, must be signed by the Chair as a true and correct record.

(7) Any resolution which is to be put to a vote by members must be duly proposed and seconded.

(8) Each member present at a meeting has one deliberative vote.

(a) Voting will be conducted by show of hands, unless a secret ballot is required.
(b) A secret ballot must be conducted if:
   (i) demanded by any two members present at the meeting and entitled to vote; or
   (ii) directed by the Chair.

(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.

(a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).

(10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.

(11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.

(a) A special resolution is required to amend any Rule made by the Academic Board.

(12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.

(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.

(a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.
(b) A successful motion of dissent will:
   (i) overrule the relevant ruling of the Chair; and
   (ii) substitute a new ruling for that ruling.
(c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if they are not present, the Academic Board must elect another member to preside.
7.2 Meetings of Committees

(1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.

(2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.

(3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.

(4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.


PART 8 ADMINISTRATIVE MATTERS

8.1 Procedures

(1) The Returning Officer may determine procedures for the conduct of elections under this Rule.

(2) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.

(a) A breach of any such conduct rules may constitute, as appropriate, a breach of the Student Charter 2020, University of Sydney (Student Discipline) Rule 2016, or Code of Conduct – Staff and Affiliates.

(3) The Chair of the Academic Board may determine any other procedures as they consider necessary for the implementation of this Rule.

8.2 Transitional provisions – 2019

(1) In 2019, elections will be held for staff and student members of the Academic Board for each of:

(a) The University of Sydney School of Architecture, Design and Planning;
(b) The University of Sydney Law School;
(c) The Sydney Conservatorium of Music;
(d) The University of Sydney Business School;
(e) The Faculty of Engineering;
(f) The Faculty of Arts and Social Sciences; and
(g) The Faculty of Science

(2) Each faculty or University school listed in subsection 8.2 (1) will be entitled to elect representatives consistently with the provisions of subsections 3.3(2) and 3.4(1).

(3) In 2019:
(a) Separate elections will be held for staff representatives of the Academic Board for the Faculty of Health Sciences and the Faculty of Medicine and Health, in accordance with subsection 3.3(2);

(b) Two student representatives from the Faculty of Health Sciences will be appointed as members of the Academic Board for 2020 by the Dean of the Faculty of Health Sciences and the Head of School of the School of Health Sciences jointly.

(c) Four student representatives from the Faculty of Medicine and Health will be appointed as members of the Academic Board for 2020 by the Executive Dean of the Faculty of Medicine and Health.

(4) Staff members of the Academic Board elected, and student members appointed, in 2019 from the Faculty of Health Sciences will hold office until the expiration of the term for which they were elected or appointed, but as from the date of the merger of the Faculty of Health Sciences with the Faculty of Medicine and Health will do so on behalf of the Faculty of Medicine and Health (called in this clause the “merged Faculty”)

(5) Notwithstanding any other provision in this Rule, following the merger of the Faculty of Health Sciences with the Faculty of Medicine and Health and for so long as there are:

(a) more than sixteen staff of the merged Faculty; or

(b) more than four students of the merged Faculty;

who are members of the Academic Board, then no further staff or students will be appointed to fill any casual vacancy on the Academic Board created by reason of any of them ceasing to be a member of the Academic Board.

8.3 Rescissions and replacements

This document replaces the University of Sydney (Academic Governance) Rule 2009 (as amended) which is rescinded as from the date of commencement of this Rule.
NOTES

University of Sydney (Academic Board) Rule 2017

Date adopted: 23 August 2017
Date amended: 27 June 2018
6 November 2019
14 August 2020
[insert date]
Date commenced: 1 September 2017
23 July 2019
13 November 2019
18 August 2020
[insert date]

Rescinded documents: University of Sydney (Academic Governance) Rule 2009 (as amended).

Related documents: University of Sydney Act 1989 (NSW)
University of Sydney By-Law 1999 (NSW)
University of Sydney (Delegations of Authority) Rule 2020
University of Sydney (Governance of Faculties and University Schools) Rule 2016
Student Charter 2020
Code of Conduct – Staff and Affiliates
Recordkeeping Policy 2017
Recordkeeping Manual

AMENDMENT HISTORY

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<tr>
<th>Provision</th>
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<th>Commencing</th>
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<td>23 July 2018</td>
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<td>Schedule 1</td>
<td>References to Faculties of Dentistry, Pharmacy and Medicine Deleted.</td>
<td>13 November 2019</td>
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Reference to University of Sydney Nursing School deleted.

Reference to Faculty of Engineering and Information Technologies changed to Faculty of Engineering.

Reference to Faculty of Medicine and Health inserted.

<table>
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<tr>
<th>1.4</th>
<th>Definition of Dean added</th>
<th>18 August 2020</th>
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<tr>
<td>1.4</td>
<td>Definition of Faculty General Managers Committee changed to Faculty Academic Services Committee</td>
<td>18 August 2020</td>
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<tr>
<td>3.2(g)</td>
<td>“Executive” added before “Director, Student Administrative Services”</td>
<td>18 August 2020</td>
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<tr>
<td>3.3(2)</td>
<td>“From among themselves” deleted and replaced by “from their own faculty”</td>
<td>18 August 2020</td>
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<tr>
<td>3.4(1)</td>
<td>Reference to “board” deleted. “the student members of each” deleted and replaced by “the enrolled students in each”. “From among themselves” deleted and replace by “from the enrolled students in their faculty”</td>
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<td>3.4 (3) and (4)</td>
<td>New subclauses added</td>
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### SCHEDULE 1 - CATEGORISATION OF FACULTIES AND UNIVERSITY SCHOOLS

| Category A                          | • The University of Sydney School of Architecture, Design and Planning  
|                                    | • The University of Sydney Law School  
|                                    | • Sydney Conservatorium of Music |
| Category B                          | • The University of Sydney Business School  
|                                    | • Faculty of Engineering |
| Category C                          | • Faculty of Arts and Social Sciences  
|                                    | • Faculty of Science |
| Category D                          | • Faculty of Medicine and Health |
Academic Board Standing Orders

In accepting the Recommendations of the Review of the Academic Board on 28 March 2017, the Board agreed to several changes in its procedures. These Standing Orders have been prepared, in part, to provide a record, other than institutional memory, of these procedures. They are also a simple means of enabling new members to appreciate the conduct of meetings of the Academic Board, its Committees and subcommittees.

Part 1 Preliminary

1.1 Commencement
These Standing Orders have been adopted by the Academic Board on 23 July 2019.

1.2 Purpose
The purpose of these Standing Orders is to provide guidance for the conduct of the business and proceedings of meetings of the Academic Board and its Committees as defined in the University of Sydney (Academic Board) Rule 2017 (the "Academic Board Rule"). The Standing Orders also give effect to recommendations of the Review of the Academic Board 2016, accepted by the Academic Board on 28 March 2017.

These procedures are subsidiary to those included in the Academic Board Rule. The Academic Board Rule specifies the constitution of the Academic Board, attendance, the agenda, the quorum, meetings of the Academic Board, the content of minutes, resolutions and voting. Electoral provisions are described in the Election Procedures 2017 and the Election Candidates’ Procedures 2017.

1.3 Coverage/Limitations
a) These Standing Orders are subject to the requirements of applicable University rules, policies and procedures, including, but not limited to, those referenced in the Academic Board Rule.

b) These Standing Orders apply to all meetings of the Academic Board unless the meeting resolves, that any part(s) of these Orders be suspended for the whole or any part of a meeting.

c) Committees, Subcommittees and other advisory groups of the Academic Board may elect to adopt these Standing Orders.

d) Any procedural matter not dealt with by the Academic Board Rule or by these Standing Orders shall be determined by the Chair of the meeting.

e) Business submitted to the Academic Board, its Committees and Subcommittees will be that defined by the Academic Board Rule, the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the Committee or Subcommittee Terms of Reference.

1.4 Interpretation/Definitions
The meanings of terms within these Standing Orders are those defined in the Academic Board Rule and the University of Sydney (Governance of Faculties and University Schools) Rule 2016. In addition:

a) Academic Board Rule means the University of Sydney (Academic Board) Rule 2017, as amended.

b) Academic Delegations of Authority means the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 as amended.

c) GoFUS Rule means the University of Sydney (Governance of Faculties and University Schools) Rule 2016 as amended.

d) Motion means the formal expression of a proposal put to the meeting.

e) Resolution means the formal record of a decision of the meeting.

f) Starring of agenda items means the identification of agenda items for reporting and/or discussion.
2 Agendas and Supporting Materials
Notice of a meeting and a copy of the business papers shall be circulated electronically by the Manager Governance (Senate and Academic Board) or Committee Officer, with timing of distribution as determined in the Committee/Sub-Committee Terms of Reference and/or advertised on the Academic Board or Committee website. Academic Board meetings are scheduled in the month prior to a meeting of the University Senate. Additional items and business papers that require a decision may be circulated with the permission of the relevant Chair, and for the Academic Board and Committees must be circulated at least three working days before the meeting. The Chair of the meeting may allow additional documentation (e.g., copies of presentations, briefing documents, supporting materials) to be tabled at the meeting. Such material shall not be considered if the Academic Board or Committee resolves that it be held over to a subsequent meeting and/or be referred to another Committee, Subcommittee, Taskforce, Review Committee or working party of the Academic Board or other body as appropriate.

3 Agenda Items
The full, complete and final version of the proposal intended for consideration by the Academic Board or Committee must be received by the Manager Governance (Senate and Academic Board) or Committee Officer by the close-off for receipt of agenda items advertised on the Academic Board or Committee website; items received after this date may only be included in the agenda with the permission of the relevant Chair. Items received after the distribution of the agenda and accepted for the meeting will be starred.

4 Meetings by Circulation
For matters that require urgent consideration, in the absence of an appropriate imminent meeting:
   a) The Manager Governance (Senate and Academic Board) or Committee Officer will seek the permission of the relevant Chair to propose an item for circular resolution, noting the circumstances which make the decision one of an emergency or one which is required to avoid disadvantage;
   b) If agreed by the relevant Chair, the Manager Governance (Senate and Academic Board) or Committee Officer will forward the item by electronic notice to the members of the Academic Board or Committee, advising that a decision is sought regarding proposed recommendations, noting the circumstances, and attaching the proposed recommendations and any supporting documents;
   c) The Manager Governance (Senate and Academic Board) or Committee Officer will advise the Academic Board or Committee that the period for deliberation is at least seven calendar days or until a majority decision is received, unless a shorter timeframe is approved by the relevant Chair;
   d) Upon receipt of a majority decision the recommendations shall be deemed approved or rejected in accordance with the decision; or
   e) Upon the expiration of seven calendar days, if no majority decision is received the recommendations shall be deemed to have lapsed.

The suspension of Standing Orders is not possible for a meeting by circulation.

5 Order of Business
The normal order of business at each regular meeting of the Academic Board shall be as follows –
   a) Welcome and Apologies.
   b) Procedural Matters:
      i) adoption of unstarrred items
      ii) minutes of previous meeting
      iii) proposed changes to the Academic Board Rule
      iv) business arising out of the minutes not listed in the agenda
      v) proposed changes to the membership of the Academic Board, its Committees or Subcommittees.
   c) Strategic Items of Business.
   d) Report of the Chair.
   e) Report of the Vice-Chancellor.
f) Questions with or without notice to the Vice-Chancellor and Chair of the Academic Board.
g) Motions of which notice has been given.
h) Reports of Academic Board Committees
i) Reports of student members
j) General Business
k) Next Meeting

The normal order of business at each regular meeting of the Committees and Subcommittees of the Academic Board shall be as determined in the agenda, consistent with these Standing Orders.

The Chair may alter the normal order of business. Motions, other than those put by the Chair, must be proposed and seconded by members of the Academic Board, Committee or Subcommittee.

6 Starring of items
a) The Agenda may indicate items starred for discussion, with other items to be resolved as presented without discussion.
b) Members of the Academic Board or Committee may star unstared items for discussion by giving notice to the Manager Governance (Senate and Academic Board) or Committee Officer at least two working days prior to the meeting, and in doing so must confirm the item they wish to be starred and provide a brief description of the reasons for their request.

7 Conduct of Meetings
Meetings are conducted as described in Part 7 of the Academic Board Rule, observing normal meeting procedures, with the Chair determining the speaking order, from speakers communicating to the Chair their desire to speak, either before the meeting, or at the meeting by raising their hand. The method of voting at meetings of the Academic Board is described in Part 7(7) et seq. of the Academic Board Rule.
Note: See the extract of the University of Sydney (Academic Board) Rule 2017

At the 12 June 2018 meeting of the Academic Board, members agreed that conversations at the Academic Board and its Committees should be polite, respectful, inclusive, factual, on-topic and non-pejorative. Members of the Academic Board and its Committees, and Academic Board representatives on Appointment or Promotion Committees, should conform to relevant University charters, codes and policies, including the Code of Conduct – Staff and Affiliates, the External Interests Policy 2010 and the Student Charter 2020. Members of the Academic Board, its Committees, Subcommittees and Appointment and Promotion Committees should not disclose confidential information.

8 Duration of Meetings
The expected standard duration for meetings of the Academic Board and Committees will be two hours and 15 minutes. Where the duration of an individual meeting will vary from this, the intended meeting duration will be communicated as far as possible in advance to all members. When required, meetings may be extended by a further 15 minutes by a vote of the members present.

9 Changes to Standing Orders
Changes to these Standing Orders can be made by the Academic Board after referral to the Academic Board’s Academic Standards and Policy Committee and their recommendation.
Appendix A: Extract of Part 7 of the Academic Board Rule

7.1 Meetings of the Academic Board
(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.
   (a) The Chair must convene at least six meetings in each calendar year.
   (b) The Chair may also convene a meeting at any time on their own motion.
   (c) The Chair must convene a meeting if requested to do so by any of:
      (i) Senate;
      (ii) the Vice-Chancellor; or
      (iii) at least 50% of all members.
(2) A meeting held or a resolution passed at a meeting is not invalid because:
   (a) a person entitled to receive notice of the meeting did not receive it; or
   (b) less than the prescribed time of notice was given.
(3) A person who is acting in the position of an ex officio member may attend meetings and may exercise the voting rights of that position.
(4) An ex officio member, elected staff member or student member may nominate a standing alternate to attend meetings on their behalf.
   (a) The member must inform the Secretary to the Academic Board in writing of the following at least two days before the next meeting:
      (i) the fact of the appointment of the alternate;
      (ii) the alternate’s name;
      (iii) the alternate’s contact details; and
      (iv) the alternate’s position.
   (b) The alternate must meet the membership criteria applicable to the member.
(5) Quorum for Academic Board meetings is 30 members.
   (a) If no quorum is present within 30 minutes of the notified starting time of a meeting, the meeting may consider only procedural matters and must not transact any other business.
(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.
   (a) Minutes must record all motions put to a meeting, and their outcomes.
   (b) Copies of draft minutes must be provided to each member no later than the date when notice of the next meeting is given.
   (c) Minutes, once approved, must be signed by the Chair as a true and correct record.
(7) Any resolution which is to be put to a vote by members must be duly proposed and seconded.
(8) Each member present at a meeting has one deliberative vote.
   (a) Voting will be conducted by show of hands, unless a secret ballot is required.
   (b) A secret ballot must be conducted if:
      (i) demanded by any two members present at the meeting and entitled to vote; or
      (ii) directed by the Chair.
(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.
   (a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).
(10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.
(11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.
   (a) A special resolution is required to amend any Rule made by the Academic Board.
(12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.
(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.
   (a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.
   (b) A successful motion of dissent will:
(i) overrule the relevant ruling of the Chair; and
(ii) substitute a new ruling for that ruling.
(c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if the Deputy Chair is not present, the Academic Board must elect another member to preside.

7.2 Meetings of Committees
(1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.
(2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.
(3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.
(4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.
EXECUTIVE SUMMARY
Changes to the Admissions Standards – English Language Proficiency (ELP) are proposed to address gaps in the standard and provide greater clarity for the distinct course/applicant categories covered: Undergraduate, Postgraduate coursework and HDR, and Study Abroad and Exchange.

Due to a number of changes introduced in 2019 and resulting wording and format, the current ELP standard, and what is currently being applied by the Admission office and Sydney Global Mobility (SGM) are not aligned and need to be addressed as a priority. One of the key changes was the change to the tertiary study requirement from one year of full time study in English in a bachelor’s degree to completion of a 3 year bachelor’s degree that was to apply universally to undergraduate, postgraduate and Study Abroad applicants, where this requirement was impractical for undergraduate and Study Abroad and Exchange applicants. As part of this review process, comprehensive changes to the Admissions Standards – ELP are proposed to resolve a range of such policy gaps, ambiguity in wording and missing or incorrect information.

The aim of the review is to develop a clear, transparent and accurate ELP standard that the University is able to apply with ease to each applicant group (or study level) based on relevant secondary and tertiary qualifications. The changes proposed to the ELP standard closely follow the Coursework Policy format for admission to a course based on the level of study differentiated at UG, PG/HDR and Study Abroad & Exchange to enable an easier understanding and application of the standard.

The review also aims to provide the University the critical policy backing to exercise the flexibility and discretion required to respond to evolving risks and changes in the education sector, particularly in the space of international applicants, to enable the University to make sound and insightful decisions on admission to its courses.

The ELP requirements for Study Abroad and Exchange are additionally proposed to be listed separately from the undergraduate, postgraduate coursework and research degree programs in a bid to resolve issues created for this cohort as a result of changes introduced in 2019 to full degree applicants.

CONTEXT
Following the approval of the changes of the ELP standard by the Academic Board in July 2019, there were a range of policy gaps and inaccuracies found in relation to the English requirements assessment into the courses for undergraduate, postgraduate coursework and HDR and Study Abroad.

The changes to the ELP standard required all applicants from non-English speaking countries to complete a three year undergraduate degree or one year postgraduate degree to meet English language proficiency (current ELP standard ref.4.(2).(c). (ii) and (iii)). Whilst this change of requirement from one year of a bachelor’s degree to completion of a three year bachelor’s degree was intended to target a growing volume of PG
applicants from China who were being admitted on the basis of completing one year of a bachelor's degree in English in China, it was an unrealistic and unreasonable requirement to impose on UG and Study Abroad and Exchange applicants. This change had a significant impact on UG growth and diversity markets such as Malaysia and Hong Kong and further on Study Abroad and Exchange markets in Europe where the standard of English was not a concern.

Another key change was the imposition of a two year time limit for applicants completing a specified English subject in their secondary studies which are not completed in English (current ELP standard Table 1 and 2) introduced prior the July 2019 changes. We went from previously having no time limit at all to introducing a time limit which had a significant detrimental impact on the Study Abroad markets that make up the countries listed in Table 2. Study Abroad applicants from key markets in Europe often take a gap year or two after their secondary studies before they embark on their tertiary studies and the imposition of a two year rule effectively made most applicants from these countries ineligible without any form of advance notice for applicants in the pipeline.

These changes did not recognise key differences between Study Abroad and Exchange markets and full degree markets and highlighted the need to differentiate and separate Study Abroad requirements from full degree requirements in the ELP standard. It also highlighted the impracticality and danger of combining tertiary study requirements for meeting English proficiency for UG and PG under a single section when they are distinct and unique. The ELP review therefore aims to reverse the combining of sections of the ELP standard and provide clear and distinct sections that cater to the needs of each applicant/course category or study level.

In addition, there have been a number of discrepancies, omissions, ambiguity in wording and incorrect information which are misleading and confusing and need to be addressed. These will be addressed in detail in the ‘Issues/Recommendations’ section. In summary, they relate to:

- Omission on the ELP standard of foundation programs, AQF diplomas approved for admissions to undergraduate courses according to the Coursework Policy 2014
- Removing ambiguity in wording on medium of instruction requirements with provision for Admissions to have discretion to require further proof of English proficiency where issues and risks are identified in certain markets/countries/institutions
- The 2020 new English entry requirements for the Nursing pre-registration courses that require students to meet specific English language criteria, outside the University’s English requirements
- Corrections, inconsistencies and missing information in Tables 1 – 5, including alignment with the new faculty structure

**ISSUES/ RECOMMENDATIONS**

- **Major change to tertiary study requirements across UG and PG (current ELP Ref.3.4)**
  - Changes in July 2019 to the 1 year of tertiary study requirement from non-English speaking countries replaced with the introduction of the 3-year bachelor's degree designed to address concerns with the standard of English for PG applicants from China has had a significant adverse impact on diversity markets for UG and Study Abroad and Exchange markets where the standard of English was not a concern. Combining UG and PG tertiary study requirements within a single section has exacerbated the issue and resulted in undergraduate applicants being unduly disadvantaged and being unable to meet English requirements based on 1 year of a bachelor's degree.
  - **Interim arrangements:** To remedy the inadvertent negative effects of the ELP changes above on incoming cohorts of prospective students, Sydney Future Students team agreed to implement an interim arrangement to continue to admit UG applicants from non-English speaking countries on the basis of completing one year of full time study in a bachelor's degree, until such time that the ELP standard could be reviewed and amended. The changes introduced also did not have adequate lead time for prospective international applicants and it was not feasible to apply these requirements without adequate notice to agents and applicants in the pipeline.
Recommendations:

- Separately list the Undergraduate (proposed Part 2), Postgraduate Coursework/HDR (proposed Part 3) and Study Abroad and Exchange (proposed Part 4) requirements in easily identifiable distinct sections with Part 5– English Tests (renumbered ‘English tests’ section 5 in current standard), Part 6– Work experience and Part 7 – Exceptions, applying universally to all cohorts. Study Abroad and Exchange requirements are separately detailed in the next point.
- For UG applicants, revert to the one year bachelor’s degree requirement where studies were undertaken in a non-English speaking country with the added provision for the University (via the Admissions Office) to determine when we may require separate proof of English proficiency. This will also formalise the temporary interim arrangement put in place.

Study Abroad and Exchange impact and need for separate sections in the ELP standard

- Changes to the ELP standard in 2019 were in no way driven by any concerns that had arisen in relation to the operation of the University’s Study Abroad and Exchange program. However, these changes had a significant inadvertent impact on Study Abroad and Exchange, and pending this review, an interim arrangement was put in place for Sydney Global Mobility to continue to apply the previous requirements.
- Inclusion of a time-limit on the validity date of secondary studies qualifications for Study and Exchange applicants:
  - is not needed from (and indeed was not driven by) a quality assurance or risk-management perspective relating to Study Abroad and Exchange;
  - makes the University more restrictive than the majority of our competitors in the Go8;
  - will have an immediate negative impact on our Study Abroad and Exchange enrolments from Denmark, Finland, Germany, the Netherlands and Sweden and will undermine the University’s strategic relationships with partner institutions that have been built up over a number of years (including our Exchange Super Partners, the University of Copenhagen and the University of Utrecht); and
  - would have a negative impact on inbound numbers into the Study Abroad and Exchange program and will in turn undermine our capacity to achieve the 50% outbound mobility target established in the University’s Strategic Plan 2016-2020.
- With the exception of small number of “freshman programs” that have been set up with U.S. institutions, the vast majority of students who apply for entry into the University’s Study Abroad and Exchange program are at least mid-way through their undergraduate study. In the case of students from Scandinavian countries, it is common practice for students to take 1-2 years off after high school to participate in internships or other experiential learning. As such, a time-limit will effectively preclude many of our incoming students with renumbered Table 2 or Table 3 qualifications from using those qualifications as evidence of English language proficiency.

Recommendations:

- Study Abroad and Exchange to be addressed in a separate section (Part 4) to ensure the unique and market-specific needs of this cohort are not inadvertently impacted by any current or future changes introduced to address issues impacting full degree markets, whilst retaining sections 1, 5, 6 and 7 to apply universally to all cohorts.
- For Study Abroad and Exchange only, and consistent with the majority of our Go8 counterparts, do not impose a time-limit on validity of secondary studies qualifications. ASC decision: a 10 year time limit has been proposed instead of no time limit and this has been addressed in the amendments to the ELP standard.
- For Study Abroad and Exchange only, to be consistent with the proposed approach for secondary qualifications, remove the 5-year validity of satisfactory achievement in tertiary studies.
ASC decision: As above 10 year time limit agreed to.

In addition, the review has identified areas of inconsistency, outdated information, lack of clarity and specificity within the standard, and the following adjustments are requested.

- **Specifying that the qualifications must be ‘recognised or be equivalent to Australian qualifications’ for applicants whose first language is English to meet our English requirements**
  - The expanded list of English speaking countries (current ELP standard ref.2.1) drawn from UAC means that we are now accepting senior secondary studies we do not recognise as equivalent to Australian qualifications to meet English requirements.
  - We do not accept/recognise the Yr12 quals of more than half the countries (14 out of 25 English-speaking countries) listed (in 2.1) and additionally, the Coursework Policy (section 21) describe these qualifications as needing to be undertaken in ‘recognised’ institutions implying the University expects some standard of recognition. UAC too qualifies the country list by requiring qualifications that are ‘assessable’ in order to meet English proficiency meaning that UAC does not accept year 12 qualifications from approved English-speaking countries that are not assessable. Hence, we carry some risk in not qualifying this requirement when a decision was made to adopt the expanded UAC country list.
  - The amendment we seek to address the above is not likely to have any significant impact on student recruitment and admissions efforts as the majority of applicants would need to have an assessable qualification to gain admission and this same qualification would be used in most cases to also meet the English language proficiency.

**Recommendation:** Wording in proposed Part 1 (previous part 2) be qualified to indicate that the secondary or tertiary qualifications applicants undertake in an English speaking country be recognised as comparable to Australian qualifications to ensure there is no risk of accepting qualifications for English proficiency that do not meet minimum acceptable standards of admission to the University.

- **Additions to the approved list of English-speaking countries**
  - It is proposed that the following countries be added to the list of English-speaking countries on the basis that they are of the Commonwealth system of English speaking countries and aligns us with our competitor, UNSW (Note these countries are not currently in the UAC list which has not been reviewed since 2015, we also do not recognise their year 12 qualifications but may recognise tertiary qualifications from recognised universities in those countries): Bahamas, Barbados, Belize, Gambia and Gibraltar

**Recommendation:** Add these countries to the list of English-speaking countries in proposed Part 1, subclause 2

- **Implications of changes to Nursing pre-registration degrees and inclusion of a special provision to cover future situations**
  - The Nursing and Midwifery Board of Australia (NMBA) has introduced additional English language requirements for admission to Nursing pre-registration degrees that are largely higher than the University’s own English language requirements. Whilst this requirement has been added to relevant sections of the ELP standard, there is a need for some additional amendments to make it more comprehensive as current statement only references the country list but it needs to also extend to the type and period of study specific to NMBA requirements.
  - The above Nursing situation has highlighted the need to include a general provision in the ELP standard that clearly articulates that the University’s ELP standard may be superseded by higher English requirements for admission that relate to registration or accreditation with external bodies.
Nursing pre-registration courses are not the only such exception (see Master of Clinical Psychology and combined PhD listed in Table 5 under ‘Faculty of Science’) and demonstrates the need for a general caveat to cover the University in similar current and future scenarios.

- Caveats are need for the IELTS concordance table (renumbered Table 1) as NMBA TOEFL (iBT) requirements in individual bands are higher than the University’s concordance and applicants referring to this table need to be alerted that the University’s concordance requirements may not necessarily meet the requirements for a Nursing pre-registration offer.

Recommendations:

- A special provision be inserted in Part 1 (English as a first language), Part 2 (revised UG ) and Part 3 (revised PG) covering applicants from English speaking countries, and undergraduate and postgraduate applicants from non-English speaking countries, under the distinct title 'External registration or accreditation requirements' detailed as follows ‘An applicant for an award course which has external accreditation or registration requirements and specify higher requirements for admission, must meet these external requirements to be eligible for admission, in addition to the University’s requirements’. As Nursing is not the only course that fits this criteria, it is recommended that we adopt a consistent approach to how/where Faculty-specific caveats are placed either under the proposed overarching statement or specified in Table 4 and 5. The main point of the provision is to enable the University to more easily respond to future situations that require further conditions/requirements to be added for other faculties/courses as the need arises.

ASC decision: The following statement has been added. Further work will be undertaken to have faculties specify other courses impacted by external registration/accreditation to determine if they meet the same criteria to be exempted. It is proposed that once we have a more comprehensive list of courses, they be listed in an appendix to the ELP standard.

**External registration or accreditation requirements**

- An applicant for an award course which has external accreditation or registration requirements may be required to meet these external requirements to be eligible for admission, in addition to the University’s requirements. A caveat be added to Table 3 (proposed Table 1) to indicate the University’s concordance may not align across all test scores for courses which have accreditation/registration requirements with external bodies.

**NOTE**: this table will be set up on the ELP website (corporate webpage) with the caveat that the University’s concordance may not align across tests scores for courses which have accreditation/registration requirements with external bodies which require a separate conversion.

- **UG/PG requirements – address omissions, clearer definitions to reduce ambiguity and misinterpretation**
  - There are a number of gaps/omissions and ambiguities in the standard as it relates to UG applicants because of the way in which the ELP standard has been set up as ‘secondary’ and ‘tertiary requirements’ as a combined section covering UG and PG applicants. As a result, the standard does not cover foundation programs or diplomas, both qualifications which form a recognised basis of admission to a course and a means of satisfying ELP.
  - There is also ambiguity on the secondary and tertiary qualifications undertaken in a non-English speaking country where the source country of the said qualification is an approved English-speaking country. In principle, the University accepts such secondary qualifications undertaken in a non-English speaking country to meet ELP but this is not clear in how the standard is currently worded.
  - In an increasingly complex global environment applicants are undertaking more and more qualifications outside of the source country with variable and questionable standards of English across some non-English speaking countries. The University therefore needs to have the right policy backing to exercise discretion and make sound admission decisions as needed where there may be concerns relating to the standards of English instruction in some non-English speaking countries. This affects UG, PG and Study Abroad & Exchange.
Institutions worldwide (in countries which are not English speaking) are also increasingly offering courses in the English medium where there is a wide range in the standard of English in these institutions. Whilst we have quite a rigid requirement for the language of instruction, assessment, examination, and the institution to be English, we require the ability to also make a determination on accepting the medium of instruction when there are variations to the medium of instruction requirements as specified in the standard – e.g. the institution may have dual/multiple mediums of instruction whilst the course may be taught entirely in English with a high standard of English that meets the requirements of the course. This affects UG, PG and Study Abroad & Exchange.

Recommendations:

- Revise the UG section of the ELP standard to be fully comprehensive to cover all qualification types recognised for admission as well as meeting ELP. The missing qualifications - approved foundation/preparation programs and AQF diplomas are proposed to be added to proposed Part 2 subclause 8 (1)
- Include a clear statement on qualifications where the source country of the qualification is English speaking but the qualification is undertaken in a non-English speaking country in the revised Parts 2, 3 and 4 sections relating to where the qualifications are undertaken.
- Include a provision in Part 2 (subclauses 7 (3), 8 (3)), Part 3 (subclause 12 (2)) and Part 4 (subclauses 16 (2), 17 (2)) for the University (via the Admissions Office or relevant Associate Dean) to assess and require additional proof of English proficiency where the standard of English at a particular institution or in a qualification is identified as a concern and risk for student success at University. The decision-making authority in these situations may need to be better defined if the proposed wording is unclear as to when the Admissions Office or an Associate Dean may make this determination.

ASC decision: The provision included in the amended clauses 7.(i).(a).(ii), 8.(2). (b) and 17.(1).(c).(ii) is worded as follows:

‘in a qualification approved by the Director of Admissions, originating in an English speaking country but undertaken in a non-English speaking country; or’

The following clause has been included for Associate Deans to seek evidence of further English proficiency in line with the current Delegation Rule.

‘The relevant Associate Dean may require further testing of an applicant’s English language proficiency if they believe this to be necessary.’

ASPC final decision: The reference to ‘a qualification approved by the Director of Admissions’ has been removed and this statement is to read as follows to enable the Admissions office to make the relevant decisions on the standard of English for a qualification based on standards set broadly by the Academic Board:

‘in a qualification originating in an English speaking country but undertaken in a non-English speaking country, subject to the qualification meeting standards equivalent to the standards determined by the Academic Board;’

- Include a provision to cover the medium of instruction in Parts 2 subclause 7(4), 8 (4), Part 3 subclause 12 (3) and Part 4 subclauses 16 (3), 17 (3) to enable the Admissions Office to determine when we may consider variations from the medium of instruction requirements specified in the ELP standard in order to accept the medium of instruction for an institution/course/qualification where we are satisfied with the standard of English.

ASC decision: A provision has been included as follows in the above clauses:

‘Where some, but not all, of the requirements of subclause 7(1)(a) have been met, the Director of Admissions may make a case-by-case decision about whether the applicant has demonstrated sufficient English language proficiency for the purposes of the study they have applied to undertake.’

ASPC final decision: the medium of instruction statement throughout the ELP standard has been amended as follows to enable reasonable decision-making by the Admissions Office to
ensure the University’s standards are met. The above provision proposed by ASC has been removed in all instances as below statement is more comprehensive:

’in a course in which the language of instruction, assessment and examination was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board.’

• English language tests and work experience

  • English languages tests section (part 5) is missing English proficiency tests offered by the University’s Centre for English Teaching (CET) which needs to be referenced and was originally part of the Coursework Policy.

  • The current wording in the ‘English language tests’ section does not specify that the IELTS 6.5 (6.0) is the University’s minimum standard or note the exceptions that are below the University’s minimum standard as listed in table 5 (under Sydney Conservatorium of Music)

  • A provision is needed to cover the University’s ability to respond quickly and effectively to exceptional situations when standard English tests may not be available.

  • There is no consistency in the current provisions added to cover the COVID-19 period which excludes Nursing Pre-registration courses but we have other courses in the same situation which are not specifically quoted anywhere other than in Table 5.

  • Current wording for section 6 covering ‘Work experience’ is too broad and currently being misconstrued to mean that we accept any form of work experience that has no relevance to an applicant’s eligibility to be assessed as meeting the University’s English proficiency standards based on work experience. This section would also benefit from a clear title referring to work experience to make for easy referencing and identification.

Recommendations:

  – CET be specified as an approved English test as per the proposed edits in ATTACHMENT 2 under the renumbered section 6 – English tests

  – A separate statement be added to cover courses below the standard 6.5 (6.0) as it is misleading to only reference 6.5 (6.0) as the minimum when we have courses approved below this standard and listed in Table 5.

  – A special provision is proposed in Part 5, subclause 19 (3) to enable the University to more adeptly respond to future exceptional situations where standard English language tests may be unavailable or untenable. There is a need to clearly define the approval process required in such situations for the Admission Office to provide appropriate and timely responses.

  – A more consistent approach to how/where we list exclusions from such special provisions such as Nursing pre-registration degrees, which are not the only such exception we should list under the COVID-19 special English language test provisions. It is proposed therefore that we list Nursing only as one example as there are other courses that need to be exempt from the special provisions due to additional requirements for admission as part of external registration or accreditation requirement – i.e. Master of Clinical Psychology, Master of Clinical Psychology/PhD as listed in Table 5

ASC decision: Admission to impacted courses are concluded for 2021 as they are semester 1 entry courses. A general caveat is proposed within brackets to cover any other impacted courses should these COVID provisions be extended beyond 2021.

‘For entry to all courses except for pre-registration courses offered by the Susan Wakil School of Nursing (and any other courses that may have external registration/accreditation requirements) in teaching period two of 2020 and all teaching periods in 2021.’

Follow up action: A follow-up with faculties is to check other impacted courses that can be specified if needed and if these provisions are extended beyond 2021.

  – More precise wording has been proposed in renumbered Part 6 ‘Experience’ to specify and qualify relevance of work experience to an applicant’s intended study program in order to be considered for assessment under the work experience provision.
ASC decision: The wording has been better defined and clause 25 inserted to cover exceptions such as Nursing Pre-reg which have specific requirements that exempt these courses from the work experience provision to meet English language proficiency.

- **Tables 1 - 3 - Provision of clarity and consistency across the tables to make for more functional and easier to use references**
  - Table 1 is derived from UAC and has an IELTS equivalent band specified for English/humanities subjects in a recognised year 12 qualification applicants must complete at the right level/grade to meet variable English standards. How this table is meant to be used is poorly understood and misunderstood even by staff. An explanatory note has been added to table 1 specifying when the requirements in this table should apply, i.e. when the qualification is not undertaken in English in part or in its entirety or where the applicant is using a separate qualification for admission and has undertaken a specific approved subject in the listed qualifications that may be used to satisfy English. The latter scenario is very rare.
  - Table 2 is a USYD developed table which does not set separate IELTS specific equivalent bands and lists mainly European qualifications.
  - Current tables 1 and 2 need ongoing review to line up with market needs and changes to qualifications and grading systems and the ownership and management of these tables need to be considered. We need a system that enables us to be more agile and responsive to changing needs and publish current and up to date public facing information through these tables at very short notice.
  - For the present, it is proposed that the following anomalies are addressed to ensure the tables 1 and 2 provide current and accurate information.
    - STPM be removed from table 2 and only listed in Table 1 as it is confusing to have two sets of requirements for the same qualification.
    - IB English B equivalent scores be aligned with the UAC concordance (Ref pg. 23, Attachment 2) as the currently listed requirements would not be equivalent to the University’s minimum IELTS 6.5 standard.
  - Table 3 – The IELTS concordance table is a widely used reference that needs to be prominent in the order of display as ‘Table 1’. Following the removal of the previous English concordance table as a standalone pdf which was linked to the prospective student English requirements page, SFS created an interim table that contained Table 1-3 in order of usage and importance. This was to provide an easy to use public facing reference to these tables as linking to the AB standard where these tables are embedded in a large document, is not a good option to provide a positive and seamless user experience, particularly for applicants whose first language is not English.
    - However, it is also not advisable to have more than one concordance in use and we have had discussions about having a single source that can be used to link to the public facing website. The key criteria are that tables are well presented, accurate and easily accessible without having to go through the entire ELP standard to find an equivalent English score.

**Recommendations:**

- Reorder tables 1-3 in order of importance and usage to have the following:
  - Table 3 to be renumbered as Table 1 and Table 1 to be Table 3
  - Table 2 to remain as Table 2
  - Reordered Tables 1-3 to be in PDF format as a separate attachment that is linked to the ELP standard.
  - The ownership and maintenance of these tables to be assigned to the Admissions team to ensure the tables are kept up to date, accessible to an external audience whilst also linked to the ELP standard. This would need to include a process for managing ongoing and necessary changes to these tables via the admissions team and notification to the ASC or other relevant committee, as required.
**ASC decision:** Proposed new Tables 1 and 2 will be maintained outside the ELP standard by Admissions and a link to the University English requirements page on the corporate website (sydney.edu.au/study/english-reqs) has been provided where these tables are published.

**ASPC final decision:** Tables 1-3 above will pulled out of the ELP standard and published on the AB Standards and Guidelines website as a standalone PDF that will be referenced and linked to in the ELP standard as the ‘University of Sydney English language concordance tables’. The PDF needs to be branded and created and will then be used as the main reference for the English requirements page on the corporate website to ensure a single source that sits on the AB website.

**Process for managing updates:** It has been agreed that for updates/minor edits (e.g. changes to grading systems, or typos/errors), the Admissions Office will notify the ASC of the change required so that it may be implemented without delay as this will be a public facing document that must be up to date. Changes that constitute a change in requirement will be managed through normal approval processes.

- Remove STPM from Table 2
- Amend IB English B scores in line with the UAC (Ref. ATTACHMENT 2)

- Corrections and formatting to Table 4 and Table 5
  - Tables 4 and 5 are meant to be the University’s main source of reference for courses which have non-standard English requirements (outside of IELTS 6.5 (6.0)). However, these tables are not in sync with ongoing course changes and tend to be out of date very easily, failing to provide an accurate reference for staff and students.
  - Some old courses continue to be listed although they have not been offered to prospective students for a number of years – e.g. US Studies, Health Security, Executive Master of Arts and Social Sciences – at what point do these courses get removed from the ELP standard?
  - Courses that have the University’s standard English requirement, IELTS 6.5 (6.0) is listed – M Music Studies (Composition) and this course is also not on offer anymore.
  - A number of courses are also missing, e.g. Biomedical Science, Dental Public Health, Surgery and Advanced Surgery, SPCs in FMH, M Medicine new streams in Genomics and Precision Medicine.
  - The new faculty structures are also not fully reflected and the courses are not listed in a logical easy to reference order.
  - Table 5 has several references to ‘award’ courses but the higher English requirements apply to non-award and Study Abroad & Exchange programs in line with the Coursework Policy section 4. Sydney Courses also lists higher requirements for faculties such as Business, Law, Architecture which have higher English requirements across the faculty/school.
  - It is also unclear if table 4 is meant to have the old curriculum Honours degrees with higher English requirements. If these are not being offered from 2021 or only available to current students, we believe they do not need to be included. Otherwise, there needs to be a comprehensive course list to include these standalone Honours courses.
  - PG Arts Non-award currently has the University’s standard IELTS 6.5 (6.0), however, higher requirements are being requested for applicants undertaking certain units of study in subject areas such as English and Creative writing which have higher English requirements at a course level. As English requirements are formalised at a course level, there is no formal provision in the ELP standard via Tables 4 and 5 to cover such a situation.

**Recommendations:**

- Missing courses and requirements be added, mostly in FMH as marked up in ATTACHMENT 1
- Courses be ordered in alphabetical order whilst faculties with a large number of schools have their courses listed under the school for ease of reference. SPCs and the PhD and M Phil for FMH have been added directly under the faculty heading as they cover all schools in FMH. As
part of the new FMH research offerings under the FMG umbrella, review the reference to research degrees under each school, e.g. Pharmacy, Nursing, Health Sciences

- Develop an easier system/process to have these tables consistently updated whenever a new course is approved with a non-standard IELTS score – these tables are currently not up to date.
  **Further action:** this an action item for the secretariat and faculties to find a better system/process to keep the schedules up to date.

- Determine at what point old courses no longer offered to prospective students will be removed from the ELP standard.
  **Further action:** for Secretariat and faculties to set in place a process as above.

- Remove the reference in Table 5 to ‘award’ in ‘award courses’ for the faculties that have a higher English requirement that applies equally to non-award and cross-institutional study: Architecture, Business, Law

- Remove M Music Studies (Composition) which does not have a higher or lower IELTS than the University’s standard 6.5 (6.0).

- Confirm the status of the old curriculum Honours degrees to determine if they need to be included in Table 4 to ensure there is a comprehensive course list.
  **ASC decision:** old curriculum honours do not need to be listed

- For PG Arts Non-award it is proposed that the faculty formally confirm these requirements so that we may list the higher requirement in Table 5 to have a formal basis for requiring higher English scores.
  **Further action:** FASS needs to follow up with this request if they wish to have a higher requirements for non-award/cross-inst.

**IMPLEMENTATION OF RECOMMENDATIONS**

The above recommendations have been endorsed by the Admissions Subcommittee (ASC) group headed by Tim Wilkinson that went through these recommendations and made the necessary amendments to the ELP standard. Where the ASC has made a slightly different recommendation/decision or for more significant items, these have been noted as the ASC decision in red font.

ASPC final decisions (in red font and underlined) are noted below the ASC decisions which have been overridden.

Items noted as ‘Further action’ are for the Secretariat and faculties to follow-up based on issues/gaps identified. They are not items that can be actioned on the ELP standard at this point.

Following the approval of the new English standards, it will be implemented immediately.

**ATTACHMENTS**

**Attachment 1:** Admissions Standards – English Language Proficiency

**Attachment 2:** UAC_concordance_estimates_Received 21 May 2020 (Link not yet active)

| Reviewer / Approver | Wencong Chai - Director, Admissions, Sydney Future Students
|                     | Tim Field – Director International, Sydney Future Students |
ADMISSIONS STANDARDS – ENGLISH LANGUAGE PROFICIENCY

1 Definitions

(1) Words and phrases used in these standards and not otherwise defined in this document have the meanings they have in the Coursework Policy 2014.

(2) In these standards and the University of Sydney English language concordance tables referenced and linked to in this standard:

IB means the International Baccalaureate
CAE means Cambridge English: Advanced
CPE means Cambridge English: Proficiency
Dean means, as appropriate, an Executive Dean or Dean of a faculty, or a Head of School and Dean of a University school.
English speaking country means any of the countries listed in clause 3.
GCE means the General Certificate of Education
HKDSE means the Hong Kong Diploma of Secondary Education
IELTS means the International English Language Testing System
standardised admissions test means any form of test of generalised scholastic aptitude which:
• requires all test takers to answer the same questions, or a selection of questions from a common bank, in the same way; and
• is scored in a standardised manner to facilitate comparison of the relative performance of individual test takers or groups of test takers.
Note: Examples include the Scholastic Aptitude Test (SAT) and American College Testing (ACT) and other approved equivalent tests.
STPM means the Siji Tinggi Persekolahan Malaysia
TOEFL means the Test of English as a Foreign Language
TOEFL IBT means internet based TOEFL
UK A Level English means the GCE English subject that has been undertaken at full Advanced (A2) level.
UK AS Level English
Means the GCE English Language and Literature subject or English Language subject.

UK A Levels Humanities
means any of the following GCE A Level humanities subjects:
History, Humanities, Philosophy – Critical Thinking, Politics, Law, Religion, Sociology and Psychology

PART 1 ENGLISH AS A FIRST LANGUAGE – ALL APPLICANTS

2 Application of this part
This part applies to applicants for:
(a) undergraduate award courses;
(b) postgraduate coursework award courses;
(c) higher degrees by research award courses; and
(d) non-award students seeking to enrol in one or more units of study at the University, including:
(1) exchange students; and
(2) study abroad students.

3 English speaking countries
In order to satisfy the requirements of clauses 21A and 23A of the Coursework Policy 2014, or section 7.1 of the University of Sydney (Higher Degree by Research) Rule 2014, the applicant must have citizenship or permanent long-term residency (minimum ten years) from one or more of the following countries and have completed secondary or tertiary study equivalent to required Australian qualifications, from one of the following countries:

(a) American Samoa
(b) Australia
(c) Bahamas
(d) Barbados
(e) Belize
(f) Botswana
(g) Canada (excluding Quebec)
(h) Fiji
(i) Gambia
(j) Ghana

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4 Faculty or University school requirements

An applicant for admission to an undergraduate-award course or non-award study in a faculty or University school that has set proof of English language requirements separate to those set out in this part as a first language separate to the countries listed in 2(1) must meet the faculty or University school’s requirements, as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority) Rule 2020 – Academic Functions) Rule 2016.

5 External registration or accreditation requirements

(1) An applicant for an award course which has external accreditation or registration requirements may be required to meet these external requirements to be eligible for admission, in addition to the University’s requirements.

(2) For applicants for admission to pre-registration courses in the Susan Wakil School of Nursing and Midwifery, only recognised countries and types and periods of study specified in the Nursing and Midwifery Board of Australia Registration...
Standard: English Language Skills may be used for the purposes of demonstrating English as a first language.

PART 2 ENGLISH NOT FIRST LANGUAGE – ENTRY TO UNDERGRADUATE STUDY BASED ON PRIOR STUDY

6 Application of this part
(1) This part applies to applicants for undergraduate coursework award and non-award study:
   (a) whose first language is not English;
   (b) who wish to demonstrate English proficiency through secondary, post-secondary or tertiary study; and
   (c) who, if successful, will commence study after 1 January 2021.
(2) This part does not apply to study abroad or exchange applicants.

7 Secondary study
(1) Applicants seeking admission under this part to an undergraduate award course or non-award study on the basis of satisfactory achievement in secondary study must have completed senior secondary study:
   (a) within five years of the date on which they will commence at the University:
      (i) in an English speaking country; or
      (ii) in a qualification approved by the Director of Admissions, originating in an English speaking country but, undertaken in a non-English speaking country, subject to the qualification meeting standards equivalent to the standards determined by the Academic Board; or
      (iii) in a course, in which the language of instruction, assessment, and examination and the institution itself, was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board;
   or
   (b) within two years of the date on which they will commence at the University in a course, whether or not in English, which meets the subject and grade requirements for acceptable secondary qualifications approved by the Academic Board and published on the Academic Board Standards and Guidelines website: Tables 2 and 3 – University of Sydney English language concordance tables. (Separate PDF to be created and hyperlinked)

Note: A standardised admissions test does not on its own constitute a recognised secondary qualification for the purposes of assessing English language proficiency.
(2) The Academic Board will approve acceptable secondary qualifications and the subject and grade requirements for them for the purposes of subclause 7(1)(b). The Admissions team in Sydney Future Students will publish and maintain details of approved qualifications and requirements on the University’s website.

(3) The relevant Associate Dean may require further testing of an applicant’s English language proficiency if they believe this to be necessary.

(3) An applicant for admission to an award course or non-award study in a faculty or University school that has set English language requirements above the minimum requirements set out in this clause must meet the faculty or University school’s requirements, as approved by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegation of Authority) Rule 2020.

84 Post-secondary or tertiary study

(1) Applicants seeking admission under this part to an undergraduate award course or non-award study on the basis of post-secondary or tertiary study must demonstrate satisfactory achievement in any of the following, completed within five years of the date on which they will commence at the University:

(a) a completed recognised foundation program or tertiary education preparation program, in which they have achieved the required English language results;

   Note: See the Coursework Policy 2014.

(b) a completed diploma or advanced diploma at, or equivalent to, Australian Qualifications Framework level 5 or level 6;

   Note: See Australian Qualifications Framework.

(c) at least one year full-time (or part-time equivalent) in a degree course at, or equivalent to, Australian Qualifications Framework level 7 or higher.

(2) The post-secondary or tertiary study must have been undertaken:

(a) in an English speaking country; or

(b) in a qualification approved by the Director of Admissions, originating in an English speaking country but undertaken in a non-English speaking country, subject to the qualification meeting standards equivalent to the standards determined by the Academic Board; or

(c) in a course in which the language of instruction, assessment, and examination and the institution itself was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board.

(3) Where some, but not all, of the requirements of subclause 8(1)(a) have been met, the Director of Admissions may make a case-by-case decision about whether the applicant has demonstrated sufficient English language proficiency for the purposes of the study they have applied to undertake.
9 Faculty or University school requirements

An applicant for admission to an award course or non-award study in a faculty or University school that has set English language study requirements separate to the requirements listed in this part must meet those requirements, as approved by the Academic Board.

Note These requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority) Rule 2020.

10 External registration or accreditation requirements

(1) An applicant for an award course which has external accreditation or registration requirement may be required to meet these external requirements to be eligible for admission, in addition to the University’s requirements.

(2) For applicants for admission to pre-registration courses in the Susan Wakil School of Nursing and Midwifery, only recognised countries, and types and periods of study, specified in the Nursing and Midwifery Board of Australia Registration Standard: English Language Skills may be used for the purposes of demonstrating English as a first language.

PART 3 ENGLISH NOT FIRST LANGUAGE – ENTRY TO POSTGRADUATE STUDY BASED ON PRIOR STUDY

11 Application of this part

(1) This part applies to applicants for postgraduate coursework award courses or non-award study, or higher degree by research award courses or non-award study:

(a) whose first language is not English;

(b) who wish to demonstrate English proficiency through tertiary study; and

(c) who, if successful, will commence study after 1 January 2021.

(2) This part does not apply to study abroad or exchange applicants.

Note: See Part 4

12 Tertiary study

(1) Applicants seeking admission under this part to a postgraduate award course or non-award study, or a higher degree by research award course or non-award study, must demonstrate satisfactory achievement in tertiary study at, or equivalent to, the bachelor degree level (Australian Qualification Framework Level 7):

(a) within five years of the date on which they will commence at the University;

(b) at a provider approved by the University; and

(c) in which the duration of study was:
Admissions Standards – English Language Proficiency

(i) at least one year of full-time study (or part time equivalent) undertaken in an English speaking country, and where the language of instruction, assessment, and examination and the institution itself, was English; or

(ii) a completed undergraduate degree of at least three years full-time (or part-time equivalent) undertaken in English in a non-English speaking country, and in which the language of instruction, assessment, and examination and the institution itself, was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board; or

(iii) a completed postgraduate degree of at least one year full-time (or part-time equivalent) undertaken in English in a non-English speaking country, and in which the language of instruction, assessment, and examination and the institution itself, was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board.

(2) The relevant Associate Dean may require further testing of an applicant’s English language proficiency if they believe this to be necessary.

(2) Where some, but not all, of the requirements of subclauses 12(1)(c)(i) to (iii) have been met, the Director of Admissions may make a case-by-case decision about whether the applicant has demonstrated sufficient English language proficiency for the purposes of the study they have applied to undertake.

13 Faculty or University school requirements

(1) An applicant for admission to an award course or, non-award study in a faculty or University school that has set English language study requirements separate to the requirements listed in this part must meet those requirements, as approved by the Academic Board.

Note These requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority) Rule 2020.

(2) The courses and separate requirements referenced in subclause 13(1) are listed below.

(a) Admission to all postgraduate award courses offered by the School of Architecture, Design and Planning requires, in addition to subclauses 12(1)(a) and 12(1)(b), satisfactory achievement in tertiary study at, or equivalent to, the bachelor degree level (Australian Qualification Framework Level 7) in which the duration of study was:

(i) at least two years of full-time (or equivalent part-time) undertaken in an English speaking country and where the language of instruction, assessment, and examination and the institution itself, was English; or

(ii) a completed undergraduate degree of at least three years full-time (or equivalent part-time) undertaken in English in a non-English speaking country, and in which the language of instruction, assessment, and examination and the institution itself, was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board; or
(iii) a completed postgraduate or higher degree by research award course of at least two years full-time (or equivalent part-time), undertaken in English, and in which the language of instruction, assessment, and examination, and the institution itself was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board.

(b) Admission to pre-registration courses offered by the Susan Wakil School of Nursing requires meeting all applicable standards specified in the Nursing and Midwifery Board of Australia Registration Standard: English Language Skills, including those relating to duration, location and nature of study.

(c) Admission to all post-registration postgraduate courses offered by the Susan Wakil School of Nursing requires, in addition to the requirements of subclauses 12(1)(a) and 12(1)(b), satisfactory achievement in tertiary studies at, or equivalent to, the bachelor degree level (Australian Qualification Framework Level 7) in which the duration of study was:

(i) a three-year degree, completed no more than five years prior to the commencement of study at the University, in which the language of instruction, assessment, and examination, and the institution itself was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board; or

(ii) a postgraduate degree of two years or more, completed no more than three years prior to the commencement of study at the University, in which the language of instruction, assessment, and examination, and the institution itself was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board.

14 External registration or accreditation requirements

An applicant for an award course or unit of study which has external accreditation or registration requirements must meet these external requirements to be eligible for admission, in addition to the University’s requirements.

PART 4 ENGLISH NOT FIRST LANGUAGE – ENTRY TO STUDY ABROAD AND EXCHANGE PROGRAMS

15 Application of this part

(1) This part applies to study abroad and exchange applicants for coursework or research study:

(d) whose first language is not English; and

(e) who, if successful, will commence study after 1 January 2021.

(2) Inbound applicants seeking admission to a study abroad or exchange program may seek admission on the basis of any of:

(a) secondary study, as specified in this part;

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(b) tertiary study, as specified in this part;
(c) English language test scores, as provided in Part 5; or
(d) relevant experience, as provided in Part 6.

16 Secondary study

(1) An applicant under this part who wishes to rely on secondary study must have completed secondary study within ten years of the date on which they will commence at the University and have:
   (a) achieved a record of satisfactory achievement in secondary study:
      (i) in an English speaking country; or
      (ii) in a qualification approved by the Director of Admission, originating in an English speaking country but undertaken in a non-English speaking country, subject to the qualification meeting standards equivalent to the standards determined by the Academic Board; or
      (iii) in a course in which the language of instruction, assessment, and examination and the institution itself was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board;
   or
   (b) achieved a record of satisfactory achievement in secondary studies:
      (i) not undertaken in English; but
      (ii) which meets the requirements specified in the Academic Board Standards and Guidelines website: Tables 2 and 3 – University of Sydney English language concordance tables (Separate PDF to be created and hyperlinked) in the tables published by the Admissions team in Sydney Future Students on the University’s website at .

(2) The relevant Associate Dean may require further testing of an applicant’s English language proficiency if they believe this to be necessary.

17 Tertiary study

(1) An applicant under this part who wishes to rely on tertiary study must demonstrate satisfactory achievement in tertiary study within ten years of the date at which they will commence at the University, at or equivalent to the bachelor degree level (Australian Qualification Framework Level 7):
   
   Note: See Australian Qualifications Framework

   (a) at a provider approved by the University;
   (b) in which the duration of study was at least one year full time (or part time equivalent), and
(c) which was:

(i) undertaken in an English speaking country; or

(ii) in a qualification approved by the Director of Admissions, originating in an English speaking country but, undertaken in a non-English speaking country, subject to the qualification meeting standards equivalent to the standards determined by the Academic Board; or

(iii) undertaken in English, and in which the language of instruction, assessment, and examination and the institution itself, was English, subject to demonstrating English language proficiency to meet the standards determined by the Academic Board.

(2) The relevant Associate Dean may require further testing of an applicant’s English language proficiency if they believe this to be necessary.

Where some, but not all, of the requirements of subclause 17(1)(c)(ii) have been met, the Director, may make a case-by-case decision about whether the applicant has demonstrated sufficient English language proficiency for the purposes of the study they have applied to undertake.

PART 5 ENGLISH NOT FIRST LANGUAGE - ENTRY BASED ON ENGLISH LANGUAGE TEST SCORES – ALL APPLICANTS

18 Application of this part

This part applies to applicants for all undergraduate, postgraduate coursework or higher degree by research award courses, or non-award study, including study abroad and exchange:

(2) whose first language is not English:

(a) who wish to demonstrate English language proficiency through an English language skills test score; and

(b) who, if successful, will commence study after 1 January 2021.

19 Approved English language proficiency tests

(1) The Academic Board is responsible for approving:

(a) English language proficiency tests to be used for the purposes of this standard;

(b) the required scores to be obtained in each specified test; and

(c) a table of equivalent scores enabling conversion of results between approved tests.

(2) The Admissions team in Sydney Future Students Academic Board will publish and maintain on the Academic Board Standards and Guidelines website via Tables 1 to 3 – University of Sydney English language concordance tables (Separate PDF to be created and hyperlinked University website at...
(a) a list of all English language proficiency tests approved by the Academic Board for the purposes of this standard;
(b) the required scores to be obtained in each specified test; and
(c) equivalent scores enabling conversion of results between approved tests.

20 Test score requirements

(1) Except as provided in subclause 20(2), an applicant whose first language is not English must have achieved within two years of the date on which the applicant will commence at the University an IELTS result of:

   (a) the higher of:
       (i) 6.0 in the case of admission as approved by the Academic Board and listed in Table 1 or Table 2;
       (ii) 6.5, with at least 6.0 in each band in the case of other courses not listed in Table 1 or Table 2 as having special requirements; or
       (iii) the applicable specific course requirements listed in Table 1 or Table 2;

   (b) an equivalent score for other approved English language tests as listed on Table 1 to 3 – University of Sydney English language concordance tables (Separate PDF to be created and hyperlinked) the table published by on the University website; or

   (c) the required score in approved English language tests offered by the University’s Centre for English Teaching.

(2) For entry to all courses except for pre-registration courses offered by the Susan Wakil School of Nursing (and any other courses that may have external registration/accreditation requirements) in teaching period two of 2020 and all teaching periods in 2021:

   (a) an applicant whose first language is not English may rely on IELTS (or equivalent) scores achieved within three years prior to course commencement;
   (b) the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT; and
   (c) the IELTS Indicator will be considered equivalent to the IELTS.

Note: See the Learning and Teaching Policy 2019 for the definition of teaching periods.

21 Emergency variations to testing requirements

(1) If the Chair of the Academic Board is satisfied that exceptional circumstances exist which render the English language proficiency tests specified in this standard unavailable or impractical, the Chair of the Academic Board may determine alternative tests, and test score requirements, as acceptable for the purposes of this standard.

(a) Any such determination must be:
(i) made in writing and where necessary, published on the University’s website;
(ii) notified to the next meeting of the Academic Board; and
(iii) limited to a specified period of time;

and

(b) may also be limited to specified geographical areas.

(3)(2) The Admissions team in Sydney Future Students will publish details of these determinations on the University website at sydney.edu.au/study/english-reqs

22 Faculty or University school requirements

(1) An applicant for admission to an award course or non-award study in a faculty or University school that has set English language requirements in addition to or above the minimum requirements set out in subclause 20 must meet the faculty or University school’s requirements, as approved by the Academic Board and listed in Table 14 (undergraduate courses) and Table 4 (postgraduate courses).

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(2) The Head of School and Dean of the Sydney College of the Arts may, on application and at their discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.

(3) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at their discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.

PART 6 ENGLISH NOT FIRST LANGUAGE - ENTRY BASED ON EXPERIENCE – ALL APPLICANTS

23 Application of this part

This part applies to applicants for all undergraduate or postgraduate coursework award courses, higher degree by research award courses or non-award study:

(a) whose first language is not English;
(b) who wish to demonstrate English language proficiency through work and residency experience; and
(c) who, if successful, will commence study after 1 January 2020.

24 Relevant experience

(1) Applicants seeking admission under this part must demonstrate that they have:
(a) lived and worked in an English speaking country continuously for at least five years prior to the date on which they will commence at the University; and

(b) undertaken work there which is:

(i) relevant to their intended study at the University; and

(ii) at a standard sufficient to permit them to meet the University’s applicable English language requirements; or

(b)(c) a current registration with an accreditation body that has an English language requirement equivalent to, or higher than, the standards otherwise required by the University.

2) An applicant applying for admission to post-registration postgraduate courses offered by the Sydney Nursing School may provide proof of English Language Proficiency by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

3) Other admissions standards or requirements may be set by a faculty or University school subject to approval by the Academic Board.

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority) Rule 2020.

25 External registration or accreditation requirements

An applicant for an award course which has external accreditation or registration requirement may be required to meet these external requirements to be eligible for admission, in addition to the University’s requirements specified in this section.

PART 7 EXCEPTIONAL CIRCUMSTANCES - ALL APPLICANTS

256 Dean’s discretion

(1) In exceptional circumstances, a Dean may determine that an applicant demonstrates English language proficiency requirements by means other than those prescribed in these standards, provided that:

(a) the applicant must have:

(i) an IELTS score or equivalent as specified in Table 1 – University of Sydney English language concordance tables; or

(ii) an English score from the University’s Centre for English Teaching equivalent to the applicable IELTS score; and:

(iii) an overall or average band score no more than 0.5 below the overall or average band score otherwise required; and

(iv) no individual band score more than 1.0 below the individual band score otherwise required;
or:
(b) the Dean is satisfied that the applicant has demonstrated enough competence in written and spoken English to complete the course successfully.

(2) In considering whether an applicant has demonstrated enough competence in written and spoken English to complete the course successfully, the Dean:
(a) must take into account any advice of the relevant Associate Dean; and
(b) may consider any other relevant matter, including:
   (i) the applicant’s ability to communicate in an academic environment;
   (ii) whether the applicant has been known to the faculty or University school for at least two years;
   (iii) any appropriate work experience that the applicant has had in an English language environment; and
   (iv) any oral discussions between staff members and the applicant.

(3) The Dean must record in writing on the student file any approval to waive English language requirements, including:
(a) the proof of proficiency in English provided by the applicant; and
(b) the Dean’s reasons for granting the exemption.

267 Modifications by Academic Board committees

(1) For undergraduate applicants, the Chair of the Undergraduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 25(1)(a), as they apply in a particular case.

(2) For postgraduate coursework and higher degree by research applicants, the Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 25(1)(a), as they apply in a particular case.
TABLE 1
English Language Skills Tests conversion table – Overall scores

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English language Individual skills tests

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<td>162</td>
</tr>
<tr>
<td>6.0</td>
<td>17</td>
<td>19</td>
<td>54</td>
<td>169</td>
</tr>
<tr>
<td>6.5</td>
<td>20</td>
<td>22</td>
<td>61</td>
<td>176</td>
</tr>
<tr>
<td>7.0</td>
<td>23</td>
<td>25</td>
<td>68</td>
<td>185</td>
</tr>
<tr>
<td>7.5</td>
<td>25</td>
<td>27</td>
<td>76</td>
<td>191</td>
</tr>
<tr>
<td>8.0</td>
<td>27</td>
<td>29</td>
<td>79</td>
<td>200</td>
</tr>
<tr>
<td>8.5</td>
<td>29</td>
<td>30</td>
<td>84</td>
<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>30</td>
<td>30</td>
<td>88</td>
<td>209</td>
</tr>
</tbody>
</table>

Note:
For special COVID-19 provisions for 2020-21, see subclause 20 (2) of the English Language Proficiency Standard.

Nursing pre-registration degrees may have separate requirements to those listed in this concordance table. For details visit: Nursing and Midwifery Board of Australia Registration Standard: English Language Skills
### TABLE 2

<table>
<thead>
<tr>
<th>Qualification/subject</th>
<th>Grade requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark Studentereksamen</td>
<td>7 in English A or 10 in English B</td>
</tr>
<tr>
<td>Finland Upper Secondary School Certificate</td>
<td>8 in English or English A Language</td>
</tr>
<tr>
<td>Germany Abitur</td>
<td>3 in Advanced Level English (LF)</td>
</tr>
<tr>
<td>Netherlands VWO</td>
<td>8 in Level 6 High School English</td>
</tr>
<tr>
<td>Norway Vitnemal</td>
<td>4 in English</td>
</tr>
<tr>
<td>STPM Literature</td>
<td>B/C</td>
</tr>
<tr>
<td>Sweden Avgangsbetyg/Slutbetyg</td>
<td>VG or C in English</td>
</tr>
</tbody>
</table>

**Note:** Nursing Pre-registration degrees are excluded from assessment of English proficiency based on completion of these subjects due to specific external registration/accreditation requirements.
<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>UK A Level English</th>
<th>Singapore: Cambridge A Levels English Language and Literature in English</th>
<th>HKDSE English Language and Literature</th>
<th>STPM Literature</th>
<th>UK A Levels Humanities</th>
<th>UK AS Levels English</th>
<th>IB English A – Higher Level</th>
<th>IB English B – Standard Level</th>
<th>IB English B – Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
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<tr>
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<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
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</tr>
<tr>
<td>6.5</td>
<td>B/C</td>
<td>B/C</td>
<td>B/C</td>
<td>B/C</td>
<td>B/C</td>
<td>B/C</td>
<td>A/B</td>
<td>A/B</td>
<td>A/B</td>
</tr>
<tr>
<td>7.0</td>
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<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>8.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>8.5</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table is used to meet English language proficiency requirements ONLY where:

- an applicant has not undertaken the qualification entirely in English; or
- the qualification used as the basis for admission does not come from a country on the University’s list of English speaking countries

Note: Pre-registration nursing degrees are excluded from assessment of English proficiency based on completion of these subjects due to specific external registration/accreditation requirements.
Table 1 - English Language Skills Tests conversion table – Overall scores

<table>
<thead>
<tr>
<th>IELTS Academic</th>
<th>TOEFL iBT</th>
<th>PTE Academic</th>
<th>Cambridge English Scale: CAE and CPE (from 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>62</td>
<td>46</td>
<td>162</td>
</tr>
<tr>
<td>6.0</td>
<td>73</td>
<td>54</td>
<td>169</td>
</tr>
<tr>
<td>6.5</td>
<td>85</td>
<td>61</td>
<td>176</td>
</tr>
<tr>
<td>7.0</td>
<td>96</td>
<td>68</td>
<td>185</td>
</tr>
<tr>
<td>7.5</td>
<td>105</td>
<td>76</td>
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<tr>
<td>8.0</td>
<td>112</td>
<td>79</td>
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</tr>
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<td>8.5</td>
<td>117</td>
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<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>120</td>
<td>88</td>
<td>209</td>
</tr>
</tbody>
</table>

English language Individual skills tests

<table>
<thead>
<tr>
<th>R/L/S/W</th>
<th>R/L/S</th>
<th>W</th>
<th>Section</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>14</td>
<td>16</td>
<td>46</td>
<td>162</td>
</tr>
<tr>
<td>6.0</td>
<td>17</td>
<td>19</td>
<td>54</td>
<td>169</td>
</tr>
<tr>
<td>6.5</td>
<td>20</td>
<td>22</td>
<td>61</td>
<td>176</td>
</tr>
<tr>
<td>7.0</td>
<td>23</td>
<td>25</td>
<td>68</td>
<td>185</td>
</tr>
<tr>
<td>7.5</td>
<td>25</td>
<td>27</td>
<td>76</td>
<td>191</td>
</tr>
<tr>
<td>8.0</td>
<td>27</td>
<td>29</td>
<td>79</td>
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</tr>
<tr>
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<td>29</td>
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<td>84</td>
<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>30</td>
<td>30</td>
<td>88</td>
<td>209</td>
</tr>
</tbody>
</table>

Note: Scores from TOEFL Paper Based Tests taken after 14 October 2017 are not accepted as this test is no longer offered by ETS.

Note: For entry in teaching period two of 2020 and teaching period one of 2021, the TOEFL Special Home Edition Test will be considered equivalent to the TOEFL iBT, and the IELTS Indicator will be considered equivalent to the IELTS. Only for applicants residing in countries where TOEFL Special Home Edition Test or the IELTS Indicator is unavailable, the Password English language test will be considered equivalent to IELTS, and Linguskill will be considered equivalent to the Cambridge English Scale See subclause 5(2A)(b & c).
**TABLE 1**

Faculty / University school-specific English language requirements – undergraduate

<table>
<thead>
<tr>
<th>Faculty or University school / Course</th>
<th>English Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sydney School of Architecture, Design and Planning</strong></td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td><strong>Faculty of Arts and Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications)</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Economics, Bachelor of Economics / Bachelor of Advanced Studies</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
</tbody>
</table>
| Bachelor of Education (all streams) and combined degrees | IELTS: Minimum overall result of 7.5  
Minimum of 8.0 in speaking and listening modules  
Minimum of 7.0 in reading and writing modules |
<p>| <strong>Sydney Business School</strong> | |
| All undergraduate courses including except combined law and Bachelor of Commerce / Doctor of Medicine (see below) | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| <strong>Faculty of Engineering and Information Technologies</strong> | |
| Bachelor of Engineering Honours / Bachelor of Commerce | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |
| Bachelor of Advanced Computing / Bachelor of Commerce | IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Engineering Honours/Bachelor of Commerce</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components.</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components.</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components.</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses (combined law)</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Faculty of Medicine and Health</td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Dental Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components.</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Course Description</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Arts / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Master of Nursing</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Arts / Master of Nursing</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Master of Nursing and Advanced Studies</td>
<td>Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Dental Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Veterinary Biology / Doctor of Veterinary Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
</tbody>
</table>
### TABLE 2

Faculty / University school-specific English language requirements – postgraduate

<table>
<thead>
<tr>
<th>Sydney School of Architecture, Design and Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All postgraduate (coursework and research) award courses</td>
<td>IELTS: overall 7.0 and a minimum of 6.0 in other bands. For students without a Bachelor's Degree from an English language university, and who have studied less than two years in an institution of English instruction, an IELTS score of a minimum average of 7.0 with no section below 6.0 must be provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Arts and Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Master of Arts and Social Sciences</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Art Curating, Graduate Diploma in Art Curating, Graduate Certificate in Art Curating</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Creative Writing, Graduate Diploma in Creative Writing, Graduate Certificate in Creative Writing</td>
<td>IELTS overall 7.0 with a minimum of 7.0 in the Writing band and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics, Graduate Certificate in Crosscultural and Applied Linguistics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Cultural Studies, Graduate Diploma in Cultural Studies, Graduate Certificate in Cultural Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Development Studies, Graduate Diploma in Development Studies, Graduate Certificate in Development Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Digital Communication and Culture, Graduate Diploma in Digital Communication and Culture, Graduate Certificate in Digital Communication and Culture</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Economic Analysis, Graduate Diploma in Economic Analysis</td>
<td>IELTS overall 7.0 and a minimum of 6.5 in other bands</td>
</tr>
<tr>
<td>Degree Offered</td>
<td>IELTS Requirement</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Economics, Graduate Diploma in Economics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of English Studies, Graduate Diploma in English Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Communication, Graduate Diploma in Health Communication</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Security, Graduate Diploma in Health Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Human Rights, Graduate Diploma in Human Rights</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Security, Graduate Diploma in International Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Studies, Graduate Diploma in International Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Media Practice, Graduate Diploma in Media Practice</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Political Economy, Graduate Diploma in Political Economy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Degree Program</td>
<td>IELTS Requirement</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Public Policy, Graduate Diploma in Public Policy, Graduate Certificate in Public Policy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Publishing, Graduate Diploma in Publishing, Graduate Certificate in Publishing</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Strategic Public Relations, Graduate Diploma in Strategic Public Relations, Graduate Certificate in Strategic Public Relations</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of US Studies, Graduate Diploma in US Studies, Graduate Certificate in US Studies</td>
<td>IELTS – Overall band score of 7.0 or above with a result of a minimum of 6.5 in Speaking and Writing and a minimum of 6.0 in Listening and Reading</td>
</tr>
<tr>
<td><strong>Education and Social Work</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Social Work (Qualifying)</td>
<td>IELTS – Overall band score of 7.5 or better with minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>IELTS – Overall band score of 7.5 or better with minimum of 8.0 in speaking and listening modules and minimum of 7.0 in reading and writing modules</td>
</tr>
<tr>
<td><strong>Sydney Business School</strong></td>
<td></td>
</tr>
<tr>
<td>All postgraduate coursework courses</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>All research degrees</td>
<td>IELTS – Overall band score of 7.0 or better, with a section minimum of 6.5</td>
</tr>
<tr>
<td><strong>Faculty of Engineering and Information Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Complex Systems, Graduate Diploma in Complex Systems</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Project and Program Management, Graduate Certificate in Program and Project Management</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Certificate in Project and Program Management</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Transport, Graduate Certificate in Transport, Graduate Diploma in Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Certificate in Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Course</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Graduate Diploma in Transport</td>
<td>A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 6.5 for Speaking and for Writing on each band</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Speech Language Pathology</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td></td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>IELTS — Overall band score of 7.5 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>All other postgraduate (coursework and research) award courses</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 6.0 in each of the components</td>
</tr>
<tr>
<td>Faculty of Medicine and Health</td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (Medicine and Health)</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Master of Philosophy (Medicine and Health)</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Sydney Professional Certificates in:</td>
<td></td>
</tr>
<tr>
<td>Commercialisation of Pharmaceuticals and Medical Devices</td>
<td>IELTS overall band score of 7.0, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Complementary Medicines Regulation</td>
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<tr>
<td>Diabetes Management</td>
<td></td>
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<tr>
<td>Diagnostic Electroencephalography (EEG)</td>
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<tr>
<td>Intensive Care Medicine</td>
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<tr>
<td>Metabolic Health</td>
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<tr>
<td>Metabolic Management</td>
<td></td>
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<tr>
<td>Neurological Electrodiagnosis</td>
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<tr>
<td>Oncoplastic Breast Surgery</td>
<td></td>
</tr>
<tr>
<td>Retrieval Medicine</td>
<td></td>
</tr>
<tr>
<td>Master of Bioethics, Graduate Diploma in Bioethics, Graduate Certificate in Bioethics</td>
<td>IELTS — Overall band score of 7.0 or better, with at least 6.5 in each of the components</td>
</tr>
</tbody>
</table>
**Clinical and Professional Development Unit**

<table>
<thead>
<tr>
<th>Course</th>
<th>IELTS Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Advanced Surgery (Breast Surgery), Graduate Diploma in Advanced Surgery (Breast Surgery), Graduate Certificate in Advanced Surgery (Breast Surgery)</td>
<td>IELTS overall band score of 7.0, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Master of Biomedical Science in (including embedded degrees): Cancer Infection and Immunity Genomics and Precision Medicine Advanced Diagnostics and Prognostics</td>
<td>IELTS overall band score of 7.0, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Master of Clinical Trials Research, Graduate Diploma in Clinical Trials Research, Graduate Certificate in Clinical Trials Research</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Medicine (stream), Master of Medicine (Advanced) (stream), Master of Science in Medicine (stream), Master of Science in Medicine (Advanced) (stream), Master of Medicine (stream)/Master of Philosophy, Master of Science in Medicine (stream)/Master of Philosophy, Graduate Diploma in Medicine (stream), Graduate Diploma in Science in Medicine (stream), Graduate Certificate in Medicine (stream), Graduate Certificate in Science in Medicine (stream). This applies only to the following streams: Critical Care Medicine Clinical Neurophysiology Child and Adolescent Health General Practice and Primary Health Care Internal Medicine Metabolic Health Paediatric Medicine Psychiatry Pharmaceutical and Medical Device Development Sexual and Reproductive Health Sleep Medicine Trauma-informed Psychotherapy</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
</tbody>
</table>

**Dentistry**
<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Clinical Dentistry, Graduate Diploma in Clinical Dentistry</td>
<td>IELTS overall band score of 7.0 with at least no band below 7.0 in each of the components.</td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>IELTS overall band score of 7.0, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Dental Public Health</td>
<td>IELTS overall band score of 7.0, with at least 7.0 in each of the components</td>
</tr>
</tbody>
</table>

### Health Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.0 in Listening and Reading and 6.5 for Speaking and for Writing on each band</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Speech Language Pathology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
</tbody>
</table>

### Medicine

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Medicine</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
</tbody>
</table>

### Nursing

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Nursing (Pre-registration)</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components. Applicants must also meet all English language requirements applicable under the current Nursing and Midwifery Board of Australia Registration Standard: English Language Skills</td>
</tr>
<tr>
<td>All postgraduate coursework courses other than the Master of Nursing (Pre-registration)</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
</tbody>
</table>

### Pharmacy

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All postgraduate courses, with the exception of the Graduate Certificate in Evidence-Based Complementary Medicines</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.5</td>
</tr>
</tbody>
</table>

### Public Health

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS</th>
</tr>
</thead>
</table>
# Admissions Standards – English Language Proficiency

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Bioethics, Graduate Diploma in Bioethics, Graduate Certificate in Bioethics</td>
<td>IELTS overall band score of 7.0, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td><strong>Sydney Conservatorium of Music</strong></td>
<td></td>
</tr>
<tr>
<td>All postgraduate (coursework and research) award course except for those below</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.5</td>
</tr>
<tr>
<td>Master of Music Studies (Opera Performance), Graduate Diploma in Music (Opera Performance)</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
<tr>
<td>Graduate Diploma of Music (Performance) Master of Music Studies (Performance)</td>
<td>IELTS – Overall band of 6.0</td>
</tr>
<tr>
<td><strong>Faculty of Science</strong></td>
<td></td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine</td>
<td>IELTS – Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
<tr>
<td>Master of Clinical Psychology Master of Clinical Psychology/Doctor of Philosophy</td>
<td>IELTS – Overall band score of 7.0 with no band less than 7.0</td>
</tr>
<tr>
<td>Additional English language requirements apply under the current Australian Health Practitioners Regulation Agency (AHPRA) standards for registration. Where these are inconsistent with University of Sydney standards, the higher standard will apply for admission.</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology, Graduate Diploma in Coaching Psychology, Graduate Certificate in Coaching Psychology</td>
<td>IELTS – Overall band score of 7.5 as a minimum on each band with no band falling below a score of 6.0</td>
</tr>
<tr>
<td>Master of Environmental Science and Law</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
<tr>
<td>Master of Nutrition and Dietetics</td>
<td>IELTS – Overall band score of 7.5 or better, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology: Graduate Diploma in Coaching Psychology, Graduate Certificate in Coaching Psychology</td>
<td>IELTS – Overall band score of 7.5 as a minimum on each band with no band below a score of 6.0</td>
</tr>
<tr>
<td>Master of Veterinary Studies/ Master of Veterinary Clinical Studies</td>
<td>IELTS – Overall band score of 7.0 with at least 6.5 in each component</td>
</tr>
</tbody>
</table>

**Note:** This course is listed on the University course website as two separate courses, Master of Veterinary Studies
Admissions Standards – English Language Proficiency

29759/1084531_1

(Clinical Residency Program) and Master of Veterinary Clinical Studies.
Recommendation

That the Academic Board note the report of the Undergraduate Studies Committee meeting on 27 January 2021 and:

1. note the Academic Board at its meeting on 9 June 2020, approved the suspension of the Improvised Music program in the Bachelor of Music from 1 January 2021 (Resolution AB2020/3-24);

2. approve the proposal from the Faculty of Engineering School of Project Management to amend the Bachelor of Project Management and subsequent amendments to the course resolutions, with effect from Semester 1 2022;

3. approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing and subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022;

4. approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours and subsequent amendments to the unit of study tables with effect from 1 January 2022; and

5. approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Applied Science (Occupational Therapy) Honours, and the subsequent amendments to the unit of study tables, with effect from 1 January 2022.

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 meeting of the Undergraduate Studies Committee held on 27 January 2021.

ITEMS FOR APPROVAL

The Undergraduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals.

Faculty of Engineering

- Bachelor of Project Management HWAM
- Bachelor of Advanced Computing Honours
- Bachelor of Engineering Honours, Fluids Engineering specialisation

Faculty of Medicine and Health

- Bachelor of Applied Science (Occupational Therapy) Honours

Sydney Conservatorium of Music

- Bachelor of Music, suspension of Improvised Music program

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- noted the report of the Chair;
Non-Confidential

- noted the report of the Academic Board; and
- noted the AB USC 2021 Forward Plan.

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

<table>
<thead>
<tr>
<th>Approver and Proposal Sponsor</th>
<th>Associate Professor Lenka Munoz (Chair, Undergraduate Studies Committee)</th>
</tr>
</thead>
</table>

ATTACHMENTS

8.1 SCM: Bachelor of Music, suspension of Improvised Music program
8.2 FE: Bachelor of Project Management HWAM
8.3 FE: Bachelor of Advanced Computing Honours
8.4 FE: Bachelor of Engineering Honours, Fluids Engineering specialisation
8.5 FMH: Bachelor of Applied Science (Occupational Therapy) Honours
EXECUTIVE SUMMARY

At its meeting on 27 January 2021, the Undergraduate Studies Committee reviewed a proposal from the Sydney Conservatorium of Music to suspend the Improvised Music program from the Bachelor of Music from 1 January 2022.

Upon closer examination, it was clarified that the Improvised Music program in the Bachelor of Music had already received approval from Academic Board on 9 June 2020 for suspension from 1 January 2021. The reference to the program was struck out of the course resolutions presented to the Academic Board at the time, and approved by the Academic Board as per Resolution AB2020/3-24.

A copy of the course resolutions approved on 9 June 2020 is attached for reference (Attachment 1). No further approval is required to give effect to the suspension of the Improvised Music program from the Bachelor of Music. The Academic Board is requested to note that this approval has already taken place.
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMUSICM-05</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>BHMUSSTH-01</td>
<td>Bachelor of Music (Honours)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Composition)</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music/Bachelor of Advanced Studies (Performance)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course may be full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Music is available in the following streams:
   (a) Composition
   (b) Music Education
   (c) Performance

(2) The Bachelor of Music/Bachelor of Advanced Studies is available in the following streams:
   (a) Composition
   (b) Performance

(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 who are not undertaking a stream must complete a program or a major.

(5) Completion of a stream is a requirement of the Bachelor of Music. Candidates not undertaking a stream must complete a program or a major.

(6) 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

(4) Admission requirements for specific streams:
   (a) Candidates for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants.
(b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The result of this process will form part of the ranking of applicants.

(c) Applicants for the Music Education stream must 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 result 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) Table A of Undergraduate Degrees for the Sydney Conservatorium of Music;
(b) The Pathway tables for the Bachelor of Music;
(c) Table S from the Shared Pool of Undergraduate Degrees;
(d) Table O (the Open Learning Environment) of the Shared Pool of Undergraduate Degrees.

(2) To qualify for the award of Bachelor of Music without a stream, candidates must complete 192 credit points in total comprising:

(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) To qualify for the award of 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) ECDN2000 Latitute 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 at least one of the following disciplinary areas, as set out in the Pathway Tables:

(i) Composition for Creative Industries

(ii) Digital Music and Media

(iii) 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 of project units of study

(f) 48 credit points of electives 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.

(5) 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 of study 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.

(6) 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.

(7) 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) 72 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.
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 in the Open Learning Environment as specified in Table 9.
(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, where appropriate, elective units of study from a Specialisation or Table S.

Requirements for a major:
(e) 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:
(f) 2x1000-level units, 2x2000-level units and 4x3000-level units or
(g) 2x1000-level units, 3x2000-level units and 3x3000-level units.

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.

Requirements for a minor:
(e) 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:
(f) 2x1000-level units, 2x2000-level units and 2x3000-level units or
(g) 2x1000-level units, 3x2000-level units and 1x3000-level unit.

Units of study contributing towards one minor may not contribute towards any other major completed except where otherwise approved by the faculty/University school.

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) 2x2000-level units and 3x3000-level units
(e) 12 credit points in performance or compositional units
(f) 24 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 T and/or
(iv) elective units from Table A and/or
(v) elective units from Table B and/or
(vi) elective units from Table C and/or
(vii) elective units from Table D and/or
(viii) 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

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) 2x1000-level units, 2x2000-level units and 3x3000-level units
(c) 12 credit points of Aural Skills units of study
(d) 2x2000-level units and 3x3000-level units
(e) 2x2000-level units and 3x3000-level units
(f) 12 credit points of Final Year Project units of study
(g) 12 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 T and/or
(iv) elective units from Table A and/or
(v) elective units from Table B and/or
(vi) elective units from Table C and/or
(vii) elective units from Table D and/or
(viii) Principal study areas in the Performance stream

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) – (f).

(a) Performance

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum-level-of-achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>12</td>
<td>Principal Study 1-4</td>
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</table>
### Area of Study

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum-Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education: Professional Experience in Technology in Music Education</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>Ensemble-Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture-Studies</strong></td>
<td>20</td>
<td>This is Music: Musical Worlds of Today, Music in the Classical and Romantic Eras: Music from the Middle Ages to Baroque Music in Modern Times</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

### Area of Study

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum-Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jazz Studies</strong></td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education: Professional Experience in Technology in Music Education</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>Ensemble-Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Jazz Music Skills 1-4</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture-Studies</strong></td>
<td>20</td>
<td>This is Music: Musical Worlds of Today, Music in the Classical and Romantic Eras: Music in Western Culture-Music in Modern Times</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

### Area of Study

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum-Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition</strong></td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education: Professional Experience in Technology in Music Education</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>42</td>
<td>Instrumentation and Orchestration: Composition Through Improvisation 1-4 and Sound-Recording Fundamentals</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>Ensemble-Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture-Studies</strong></td>
<td>20</td>
<td>This is Music: Musical Worlds of Today, Music in the Classical and Romantic Eras: Music in Western Culture-Music in Modern Times</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
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### Area of Study

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum-Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Musicology</strong></td>
<td>24</td>
<td>Musicology: Workshop 1-2, Music in the Classical and Romantic Eras. 6 credit points of Historical Studies. 6 credit points of Ethnomusicological Studies</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education: Professional Experience in Technology in Music Education</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>Ensemble-Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture-Studies</strong></td>
<td>24</td>
<td>This is Music: Musical Worlds of Today, Music in the Classical and Romantic Eras: Music in Western Culture-Music in Modern Times</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

### Area of Study

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum-Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contemporary Music Practice</strong></td>
<td>24</td>
<td>Contemporary Music Practice 1-4</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>96</td>
<td>Professional Issues in Music Education: Professional Experience in Technology in Music Education</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>Ensemble-Performance</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>18-credit in Music Theory and Aural Skills: Sound Recording Fundamentals</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture-Studies</strong></td>
<td>24</td>
<td>This is Music: Musical Worlds of Today, Sounds, DJ-Dance, Spoken Word: Music in Western Culture-Music in Modern Times</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

### Principal Study Areas in the Music Education stream

**Principal studies** available in the Music Education stream area:

- Composition
- Musicology
- Performance
- Brasso
- Contemporary Music Practice
- Historical Performance
- Jazz Studies (instruments/vocal)
- Keyboard
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
Violincello
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) Jazz Voice Performance

Non-Western Instruments

Collaborative Piano
Guitar
Organ
Piano
Saxophone

Other Instruments

Horn
Trombone
Trumpet
Tuba
Bachelor of Music, Bachelor of Music/Bachelor of Advanced Studies

8 Requirements for the Honours degree Bachelor of Music with Honours

(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 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.

(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.

(2) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.

(3) 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 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 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.

(c) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the course. For candidates undertaking 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 alternative set of units of study, admittance, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(d) 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.

(e) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the course. For candidates undertaking Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(f) 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 third year units of study and a mark of at least 75 in Composition 5 and 6.

(g) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.

(h) An embedded honours component is available to students who complete an alternative set of units of study in the final year of the course. For candidates undertaking Honours component with the Sydney Conservatorium of Music, admission, requirements and award of honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(i) 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 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.

(j) To qualify for the award of the Bachelor of Music/Bachelor of Advanced Studies (Composition) with honours candidates must complete the requirements for the pass degree but include 35–45 credit points of honours units at 4000 level or above, including an honours research project of 15–22 credit points of honours units, 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.

(k) 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.

(l) Honours in the Bachelor of Music (Music Education)

(m) 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.

(n) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements for the 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.
(d) 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.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range</th>
<th>Will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>90+ honours mark: 100+</td>
<td>First Class</td>
</tr>
<tr>
<td>75+ honours mark: &lt; 80</td>
<td>Second Class/Division 1</td>
</tr>
<tr>
<td>70+ honours mark: &lt; 75</td>
<td>Second Class/Division 2</td>
</tr>
<tr>
<td>65+ honours mark: &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the 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, 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.
### MINOR COURSE AMENDMENT TEMPLATE

<table>
<thead>
<tr>
<th>Award Course Name</th>
<th>Bachelor of Project Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Course Code</td>
<td>BPPRJMG-02</td>
</tr>
<tr>
<td>Recommendation</td>
<td>That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Engineering School of Project Management to amend the Bachelor of Project Management and subsequent amendments to the course resolutions, with effect from S1 2022.</td>
</tr>
<tr>
<td>Proposed Implementation Date</td>
<td>S1 2022</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>TBA</td>
</tr>
<tr>
<td>Consultation Pipeline</td>
<td>Courses SC → Faculty Board → USC → Academic Board</td>
</tr>
</tbody>
</table>
| Submission Within Approval Deadlines | Are all amended units of study valued at 6 credit points?  
☐ Yes ☐ No  
If the proposal includes new units of study or a change to an existing unit of study, complete the following section.  
Is this a new unit of study or a change to an existing unit of study?  
☐ New unit of study ☐ Change to an existing unit of study  
Does this proposal necessitate changes to the mode of delivery of the award course as already approved?  
☐ Yes ☐ No  
What changes are involved in this proposal? Tick all that apply.  
☐ Changes to core or compulsory units of study  
☐ Changes to a stream  
☐ Changes to a major  
☐ Changes to a minor  
☐ Changes to a program  
☒ Changes to honours  
☐ Changes to specialisation  
☐ Changes to advanced coursework  
Does this proposal significantly alter the curriculum of any unit of study?  
☐ Yes ☒ No  
Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist.  
☒ Yes ☐ No |

---

"Respect is a core value of the Academic Board"  
Maridarangun Academic Boardmirung
Does the delivery of any new / amended unit of study involve a third-party agreement?
☐ Yes ☒ No

Combined Courses

Does this change affect any courses that are combined with this course? If so, please list all courses.
☐ Yes ☒ No

EXECUTIVE SUMMARY

We propose to revise the Bachelor of Project Management course resolutions with regard to the admission requirement for Honours under Section 5 part c “Admission requires an HWAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours” to “Admission requires a WAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours”.

We further propose to remove Section 7 University Medal.

RATIONALE

The Bachelor of Project Management Honours degree is an appended honours degree: that is, honours consists of an extra year’s full-time study appended to the pass degree. The current requirements for the Honours degree incorrectly mandate that, for admission, the candidates require an HWAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours. As the candidates do not acquire a HWAM until completion of the Honours degree, this is impossible to mandate.

The section addressing award of the University Medal is deemed to be unnecessary as it is covered by the relevant clause of the Faculty Resolutions.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

This level of detail is not provided to the Project Management Institutes Global Accreditation Centre and therefore does not impact the accreditation.

CONSULTATION AND COMMUNICATIONS

Not applicable.

RISKS AND BENEFITS

No risks identified; benefits include clarification of admission requirements for prospective Honours students.

TRANSITIONAL ARRANGEMENTS

Not applicable.

SIGNATURE OF DEAN

Date: 18/12/2020
Non-Confidential

<table>
<thead>
<tr>
<th>Approver</th>
<th>TJ Lim, Associate Dean (Education), Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Sponsor</td>
<td>Willy Zwaenepoel, Dean, Faculty of Engineering</td>
</tr>
</tbody>
</table>

**ATTACHMENTS**

Minor course amendments typically involve changes to resolutions (course, Faculty/School, Senate) and/or to unit of study tables. Please indicate with [X] the relevant box(es) to indicate any additional attachments to this minor course amendment:

- [X] CMS mark-up pdf of resolution/s indicating amendment(s)
- □ Unit of study table with amendments marked up using strike through and underline
- □ Other relevant documentation

**Attachment 1  Bachelor of Project Management – Course Resolutions**
Bachelor of Project Management

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPPRJMG-M02</td>
<td>Bachelor of Project Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time. Part time students must still follow appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.

4 Requirements for award

(1) The units of study that may be taken are set out in Table A for the Bachelor of Project Management, and Table S of the Shared Pool for Undergraduate Degrees.

(2) Candidates must complete 144 credit points including:

(a) 84 credit points of degree core units as set out in Table A and
(b) A major (48 credit points) from Table A or Table S;
(c) Optionally, a Table A minor (36 credit points), noting that specified core units may be cross counted in Table A minors;
(d) and additional electives from Table A as may be necessary to gain credit to complete the requirements of the degree.

5 Requirements for the Honours degree

(1) Honours is available to meritorious candidates who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of School is satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the honours year a candidate should:

(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a stream or major in the intended area of study;
(b) Admission to the Honours program is by permission of the program coordinator.

(c) Admission requires a HWAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.

(3) To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of School. The honours mark is determined by calculating a HWAM from the 48 credit points of honours level units of study.

6 Award of the degree

(1) The Bachelor of Project Management is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class as below:

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 HWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 HWAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 HWAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 HWAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>HWAM &lt; 65</td>
</tr>
</tbody>
</table>

(2) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

7 University Medal

A student with an honours mark of 80 or above and a minimum ISWAM of 80 may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving student in each stream who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Policy.
7 Majors and Minors

Majors
(1) Completion of a Major from Table A or Table S is a requirement of the Bachelor of Project Management.
(2) Requirements for completion of Majors are as set out in Table A and Table S.
(3) The Majors in Table A include:
   (a) Construction
   (b) Built Environment
(4) Candidates may complete any major from Table S with the exception of the Project Management major.

Minors
(1) Candidates have the option to complete a Table A Minor.
(2) Requirements for completion of Minors are as set out in Table A.
(3) The Minors in Table A include:
   (a) Project Controls
   (b) People and Change

8 Transitional provisions
(1) These resolutions apply to students who commenced their candidature on or after 1 January 2022. Students who commenced their candidature prior to 1 January 2022 may:
   (a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
   (b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
SUBMISSION COVERSHEET - GENERIC

Proposal Title: Bachelor of Project Management unit of study table amendment

Recommendation: That the Undergraduate Studies Committee approve the proposal from the Faculty of Engineering to:
1. Amend the Bachelor of Advanced Computing and subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022.

Proposal Presenter: Dr Seeun William Umboh, Honours Coordinator, School of Computer Science, Faculty of Engineering

Consultation Pipeline: Engineering Courses Subcommittee → Faculty Board 26 October 2020 → USC → Academic Board

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to amend the Bachelor of Advanced Computing to allow more effective management of the embedded Honours pathway.

It is proposed to create a separate Honours pathway to distinguish Honours students from the non-Honours students. In order to make this difference explicit to the students and easier to distinguish on the administrative side, we wish to enrol all Honours students into a new research (Honours) pathway in Sydney Student and introduce three new CS Research Thesis units (6 cp each) which will be available only within the Honours pathway.

The pathway will have a simplified admission requirement of a WAM of at least 65.

Full details of the proposed change are provided in the attached minor course amendment.

Approver: Prof TJ Lim, Associate Dean (Education), Faculty of Engineering

Faculty/Proposal Sponsor: Prof Willy Zwaenepoel, Dean, Faculty of Engineering

ATTACHMENTS

Attachment 1: Minor course amendment – BPM amendment
Minor Course Amendment Proposal

Faculty: Faculty of Engineering

Contact person: Dr. Seeun William Umboh

1. Name of award course
   Bachelor of Advanced Computing (Honours)

2. Purpose of proposal
   To amend the Bachelor of Advanced Computing to allow more effective management of the embedded Honours pathway.

We wish to create a separate pathway to distinguish the Honours students from the non-Honours students. Prior to the 2020 entry cohort, the Bachelor of Advanced Computing had integrated Honours with all students undertaking a 12cp Honours thesis (INFO4001 and INFO4002), and students awarded Honours based on their EIHWAM without any requirement to complete a research methods unit. The new 2020 resolutions introduced embedded Honours, requiring Honours students to take 18cp of thesis units (INFO4001, INFO4002 and INFO4003) and also a research methods unit (INFO4990) to ensure that they are equipped with research skills necessary to proceed on to further PG research and other careers. Under the 2020 resolutions, non-Honours BAdvComp students still need to complete 12 cp thesis units (INFO4001 and INFO4002). This means that currently, both Honours and non-Honours cohorts are required to take INFO4001 and INFO4002 and the only difference is that the Honours students also take INFO4003. This structure poses issues in that the assessment of a 12cp thesis is not comparable to an 18cp Honours thesis and as such, new differentiating thesis codes are necessary so that the different cohorts can be distinguished and the different requirements for Honours versus non-Honours can be reflected in the assessments.

In order to make this difference explicit to the students and easier to distinguish on the administrative side, we wish to enrol all Honours students into a new research (Honours) pathway as well as introduce three new CS Research Thesis units (6 cp each).

The pathway will also feature simplified admission requirements: a WAM of at least 65. This is in order to be more consistent with practices throughout the university.

Finally, we acknowledge that in exceptional cases, 3000-, 4000-, or 5000-level units from other disciplines are required to successfully complete the honours degree. In this case, these units should be taken into account for the Honours mark. This requires the student to submit written approval from both the thesis supervisor and the Honours Coordinator. For example, if a student aims to perform research in the area of automatic closed caption generation in a foreign language (say French) using machine learning, this requires the student to have in-depth knowledge of said foreign language and thus taking a unit in that area is required for the successful completion of the thesis. To acknowledge their acquired knowledge, this unit should be taken into account for their Honours mark.

3. Details of amendment
   - Appendix 1: Bachelor of Advanced Computing – course resolutions
   - Appendix 2: Bachelor of Advanced Computing, Unit of Study Table 2022

4. Transitional arrangements
   The change will be effective from 1 January 2022. Students who commenced prior to that date will continue under the existing arrangement of completing an embedded Honours component comprising 24 credit points of research-related units.

It is requested that approval be given for the new Honours Thesis units to be added to the pre-2022 diet as 4000+ level electives and students undertaking Honours will be strongly encouraged to take these units in place of the previous codes. This will allow the benefits of distinguishing Honours and non-Honours thesis assessment to be realised from 2022, rather than being delayed to 2025.
5. Other relevant information
The Academic Model Team has been consulted regarding the feasibility of creating Honours as a pathway attached to the BAdvComp diet and has advised that this would be possible. Ideally there would be an application process via SITS similar to that for the Bachelor of Advanced Studies, but the advice is this is not currently possible.

The School of Computer Science will manage the process for applications to enter Honours. Faculty Services have been consulted re the process for enrolling students into the Honours pathway and have indicated they can undertake this task once the School has determined which students will enter Honours each semester.

6. Signature of Dean

Digitally signed by
Willy Zwaenepoel
Date: 2020.12.18
13:42:05 +11'00'
Bachelor of Advanced Computing (includes combined degrees)

Bachelor of Computing
Bachelor of Advanced Computing
Bachelor of Advanced Computing and Bachelor of Science
Bachelor of Advanced Computing and Bachelor of Commerce

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

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMPUT-01</td>
<td>Bachelor of Computing</td>
</tr>
<tr>
<td>BPADVCOMP-01</td>
<td>Bachelor of Advanced Computing</td>
</tr>
<tr>
<td>BPACMSCI-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Science</td>
</tr>
<tr>
<td>BPACMCOM-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Commerce</td>
</tr>
</tbody>
</table>

2 Attendance Pattern
The attendance pattern for these courses is full time or part time according to candidate choice. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. Visa requirements commonly restrict international students to full time study only. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams
(1) The Bachelor of Computing is not available in streams.
(2) The Bachelor of Advanced Computing is available in the Dalyell stream.
(3) Completion of a stream is not a requirement of the Bachelor of Advanced Computing. The requirements for the Dalyell stream are set out in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the Dalyell Stream should do so through the enrolment system or by contacting the Student Centre.
(4) The Bachelor of Science, as part of the Bachelor of Advanced Computing / Bachelor of Science combined degree, is available in the following streams:
   (a) Dalyell
   (b) Health
   (c) Medical Science
Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates wishing to transfer between the Bachelor of Science streams or exit from a stream should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
(5) The Bachelor of Commerce, as part of the Bachelor of Advanced Computing / Bachelor of Commerce combined degree, is available in the following streams:
   (a) Dalyell
Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell stream are set out in Table D of the Shared Pool for Undergraduate Degrees and Part 6 of these resolutions. Candidates who wish to exit the Dalyell stream should do so through the enrolment system or by contacting the Student Centre.

4 Cross-Faculty Management
(1) Candidates will be under the general supervision of the Faculty of Engineering for the duration of the degree or combined degree.
(2) The Deans of the Faculty of Engineering and the Faculty responsible for the second degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature
(1) Admission to the Bachelor of Advanced Computing, the Bachelor of Advanced Computing and Bachelor of Science and the Bachelor of Advanced Computing and Bachelor of Commerce is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.
(2) Commencing candidates may not be admitted to candidature in the Bachelor of Computing. With the permission of the Faculty, candidates in the Bachelor of Advanced Computing may transfer into the Bachelor of Computing as specified in Clause 13 below.
6 Requirements for Award

(1) The units of study that may be taken for the Bachelor of Computing, the Bachelor of Advanced Computing/Bachelor of Commerce and the Bachelor of Advanced Computing/Bachelor of Science are:

(a) Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) Table A for the Bachelor of Commerce;
(c) Table A for the Bachelor of Science;
(d) Table S from the Shared Pool for Undergraduate Degrees;
(e) Table O from the Shared Pool for Undergraduate Degrees;
(f) For students enrolled in the Dalyell stream, Table D of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table S, Table O and Table D mean Table S, Table O and Table D as specified here.

(2) To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:

(a) 78 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) A major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(d) Optionally, a minor (36 credit points) from Table S or Table A;
(e) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing.

(3) To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) A major (48 credit points) for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher Information Technology electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) Optionally up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(e) Optionally, a minor (36 credit points) or second major (48 credit points) from Table S or Table A;
(f) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table S or, for students enrolled in the Dalyell stream, Table D.

(4) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Science a candidate must complete 240 credit points comprising:

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) A major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A for the Bachelor of Science (students may count the units from their major(s) or minor(s) to fulfill this requirement) and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfill this requirement); and
(e) A major (48 credit points) or a 3-year program with an embedded major from Table A for the Bachelor of Science, and which is different from the major completed to satisfy requirements specified clause 6 (4)(b) above (note: candidates taking Computational Data Science to fulfill requirements specified in clauses 6 (4) (b) may not take Data Science to fulfill requirements for the second major specified in this clause);
(f) If enrolled in a stream, requirements for the stream as specified in Table A for the Bachelor of Science or Table D.
(g) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(h) for students enrolled in the Dalyell stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
(i) or students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study.
(j) A minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
(k) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Science, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

(5) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Commerce a candidate must complete 240 credit points comprising:

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) A major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) 24 credit points of core units of study as set out in Table A for the Bachelor of Commerce;
(e) A major (48 credit points) from Table A for the Bachelor of Commerce;
(f) for students not enrolled in the Dalyell stream, a minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(g) for students enrolled in the Dalyell stream:
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O; and
(ii) a minimum of 12 credit points of Dalyell units of study as specified in Table D.
(h) for students previously but no longer enrolled in the Dalyell stream who have completed at least 6 credit points of Dalyell units of study;
(i) a minimum of 6 credit points of units of study in the Open Learning Environment as specified in Table O.
(j) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Commerce, Table S, Table O or, for students enrolled in the Dalyell stream, Table D.

7 Majors, Minors and Programs

(1) Bachelor of Computing and Bachelor of Advanced Computing
(a) Completion of at least one major from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Computing and Bachelor of Advanced Computing. The majors available are:

(i) Computer Science

(ii) Software Development

(iii) Information Systems (no further enrolments from 2022)

(iv) Computational Data Science

(v) Cybersecurity

(b) Completion of a minor (the common pool minor) as listed and specified in Table S is optional in the Bachelor of Computing. Completion of a major or minor (the common pool minor or major) as listed and specified in Table S is optional in the Bachelor of Advanced Computing. The available minors and majors and requirements are as specified in Table S. Students taking a Table A major in Computational Data Science may not take a minor or major in Data Science from Table S.

(2) Bachelor of Advanced Computing / Bachelor of Science

(a) Completion of a major from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The majors available are as specified in clause 7 (1)(a) for the Bachelor of Advanced Computing.

(b) Completion of a major (the Science Major) or a program which contains a major (the Science Program) from Table A for the Bachelor of Science is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The Science Major must be the same as the Major completed to satisfy requirements specified in clause 7 (2)(a) above. Students taking a major in Computational Data Science may not take a Table A major for the Bachelor of Science or Table S Major in Data Science. The majors and programs available and requirements for completing the majors and programs are as specified in Table A for the Bachelor of Science.

(3) Bachelor of Advanced Computing / Bachelor of Commerce

(a) Completion of a major from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/Bachelor of Commerce. The majors available are as specified in clause 7 (1)(a) for the Bachelor of Advanced Computing.

(b) Completion of a major from Table A for the Bachelor of Commerce is a requirement. The majors available and requirements for completing the major are as specified in Table A for the Bachelor of Commerce.

8 Progression Rules

(1) Progression within a major, program or minor: Except with the permission of the relevant program, major or minor coordinator, candidates must have passed, or be concurrently enrolled in, all units of study at a given level.

(2) Progression within the Bachelor of Advanced Computing combined degrees: Candidates must adhere to any progression rules for the Bachelor of Science or Bachelor of Commerce as relevant.

(3) Progression within the Medical Science Stream: Students in this stream will be required to meet the progression requirements for the stream.

(4) Progression with the Dalyell stream:

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt advanced units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve a Cross-Semester Average Mark (CSAM) at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell stream. Candidates who do not maintain a CSAM at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell stream.

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

9 Requirements for the Honours degree

(1) Bachelor of Computing: Honours is not available in the Bachelor of Computing.

(2) Bachelor of Advanced Computing (as either a single degree or as part of a combined degree):

(a) Admission to the Honours program requires a WAM of at least 65 and completion of at least one Table A major. Admission to the Honours program requires a WAM of at least 68 in the major and an overall WAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.

(b) Admission to the Honours program requires a WAM of at least 65 and completion of at least one Table A major. Admission to the Honours program requires a WAM of at least 68 in the major and an overall WAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.

(c) The Honours mark is determined by calculating a WAM from 48 credit points comprising the 24 credit points of research-related units specified above and the best 24 credit points of 3000-, 4000- and 5000-level units from Bachelor of Advanced Computing Table A and other 3000-, 4000- and 5000-level units relevant to the thesis topic approved by the thesis supervisor and the Honours Coordinator. The 3000-level project units listed in Table A are not included in the calculation of the Honours mark. Non research-related units must include at least one 4000- or 5000-level unit.

(3) Honours in an area of study in the Bachelor of Science and Bachelor of Commerce, as part of a combined degree with the Bachelor of Advanced Computing

(a) Honours in an area of study in the Bachelor of Science or Bachelor of Commerce, as part of the combined degree, is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded Honours component after completion of requirements for the combined degree.

(b) For candidates completing the Bachelor of Science or Bachelor of Commerce as part of a combined degree with the Bachelor of Advanced Computing who subsequently undertake the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the Bachelor of Advanced Computing Table A major Information Technology major specified in 6 (4) (b) or 6 (5) (b).

10 Award of the Degrees

(1) Candidates for the Bachelor of Advanced Computing degree who did not meet the requirements for the Honours degree specified in 9 (2) will be awarded the Bachelor of Advanced Computing.

(2) Honours in the Bachelor of Advanced Computing is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's HWAM.
Bachelor of Advanced Computing (includes combined degrees)

<table>
<thead>
<tr>
<th>Description</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= WAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded (Pass)</td>
<td>WAM &lt; 65</td>
</tr>
</tbody>
</table>

(3) The Bachelor of Science and the Bachelor of Commerce are awarded at pass level. Honours in Science or Commerce is taken by subsequently enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(4) Candidates will be awarded a separate testamur for each degree completed.

11 Cross-institutional study

Cross-institutional study is not available in the Bachelor of Computing or Bachelor of Advanced Computing. Cross-institutional study in the Bachelor of Commerce or Bachelor of Science is as specified in the relevant degree and faculty resolutions.

12 International exchange

The faculties of Engineering, Science and Commerce encourage candidates in these degrees to participate in international exchange programs subject to the terms set out in the Resolutions of the Faculty of Engineering.

13 Course Transfer

(1) A candidate enrolled in the Bachelor of Advanced Computing who has satisfied the requirements of the Bachelor of Computing may transfer to the Bachelor of Computing and graduate.

(2) A candidate in a combined degree with the Bachelor of Advanced Computing may abandon that combined degree and elect to complete either the Bachelor of Advanced Computing or the other component of the combined degree (the Bachelor of Science or the Bachelor of Commerce) in accordance with the resolutions governing that degree.

(3) A candidate who, having satisfied requirements for a combined degree with the Bachelor of Advanced Computing, who has enrolled in the Bachelor of Advanced Studies to complete an embedded honours component as specified in 9 (3) (a) may abandon the Bachelor of Advanced Studies and graduate with the Bachelor of Advanced Computing or the associated combined degree in accordance with the resolutions governing that degree or those degrees.

14 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Engineering and also, for students enrolled in combined degrees, the resolutions of the relevant faculty.

15 Transitional Provisions

(1) Subject to subclause 15(2), these resolutions apply to students who commenced their candidature after 1 January, 2022.

(2) Subclause 10(4) will apply to all students who complete the requirements for a combined degree after 15 September 2020. All candidates who complete the requirements for combined degrees after that date will receive separate testamurs for each degree completed.

(3) Candidates who commenced prior to 1 January, 2022 may:

(a) except as provided in subclause 15(2), complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or

(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Appendix 2 – 2022 BAdvComp Unit of Study Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

**Bachelor of Advanced Computing and Bachelor of Computing**

**Award requirements**

**Bachelor of Advanced Computing**

To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:

(a) 96 credit points of degree core units of study as set out in the table below;
(b) A major (48 credit points) from the list of majors from the table below;
(c) At least 12 credit points of 4000-level or higher electives from the table below;
(d) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;
(e) (Optionally) a minor of 36 credit points or a second major of 48 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;
(f) Where appropriate, additional elective units from the table below or Table S in the Shared Pool for Undergraduate Degrees.

**Bachelor of Computing**

To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:

(a) 78 credit points of degree core units as set out in the table below;
(b) A major (48 credit points) from the list of majors from the table below;
(c) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;
(d) (Optionally) a minor of 36 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;
(e) Where appropriate, additional elective units from the table below.

**Streams**

The available streams in the Bachelor of Advanced Computing are:

- Dalyell

Achievement of the Dalyell stream requires:

(i) Completion of 12 credit points of Dalyell units as set out in Table S;
(ii) Admission on the basis of ATAR or first year WAM as determined by the Board of Interdisciplinary Studies;
(iii) Maintenance of the required CSAM as determined by the Board of Interdisciplinary Studies.

**Majors**

Table A majors available in this course are:

- Computer Science
- Computational Data Science
- Cybersecurity
- Software Development

Requirements from the majors are listed in the Majors tabs in this Handbook.
### Minors

Table A minors available in this course are:

- Computer Science
- Computational Data Science
- Cybersecurity
- Software Development

Requirements from the minors are listed alongside the major requirements in the Majors tabs in this Handbook.

### Honours

To be eligible for the award of Honours in the Bachelor of Advanced Computing, a candidate must complete the Honours pathway comprising 24 credit points of research-related units, 18 credit points of thesis units (INFO4001, INFO4002 and INFO4003) based on a research project, and 6 credit points of research methods (INFO4990), as listed below, and meet the performance levels as specified in clause 10 of the degree resolutions.

### Degree Core

The degree core units of study required for this course are listed below. Candidates who exit at the third year do not complete the 4000-level degree core units and graduate with a Bachelor of Computing.

#### 1000-level units of study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credits</th>
<th>Enrolment Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA1001</td>
<td>Foundations of Data Science</td>
<td>6</td>
<td>MATH1005 or MATH105 or MATH1905 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021</td>
</tr>
</tbody>
</table>
| DATA1901  | Foundations of Data Science (Adv)                | 6       | An ATAR of 95 or more
N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015 |
| ELEC1601  | Introduction to Computer Systems                 | 6       | HSC Mathematics extension 1 or 2 |
| INFO1110  | Introduction to Programming                      | 6       | INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905 |
| INFO1111  | Computing 1A Professionalism                     | 6       | ENGG1805 OR ENGG1111 OR ENGD1000 |
| INFO1112  | Computing 1B OS and Network Platforms            | 6       | INFO1110 OR INFO1910 OR INFO1103 OR INFO1113 |
| INFO1113  | Object-Oriented Programming                      | 6       | INFO1110 OR INFO1910
N INFO1103 OR INFO1105 OR INFO1905 |

**Note: Department permission required for enrolment in the following sessions:** Intensive January

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*Minor Course Amendment Proposal* Version 03.09.2012
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1910</td>
<td>Introduction to Programming (Advanced)</td>
<td>6</td>
<td>A ATAR sufficient to enter Dalyell program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester. N INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>MATH1002</td>
<td>Linear Algebra</td>
<td>3</td>
<td>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</td>
<td>Intensive January Semester 1</td>
</tr>
<tr>
<td>MATH1021</td>
<td>Calculus Of One Variable</td>
<td>3</td>
<td>A HSC Mathematics Extension 1 or equivalent. N MATH1101 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931</td>
<td>Intensive January Semester 1</td>
</tr>
<tr>
<td>MATH1064</td>
<td>Discrete Mathematics for Computation</td>
<td>6</td>
<td>A Coordinate geometry, basic integral and differential calculus, polynomial equations and algebraic manipulations, equivalent to HSC Mathematics N MATH1004 or MATH1904</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**2000-level units of study**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP2123</td>
<td>Data Structures and Algorithms</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2823</td>
<td>Data Structures and Algorithms (Adv)</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2123</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO2222</td>
<td>Computing 2 Usability and Security</td>
<td>6</td>
<td>P (INFO1103 OR INFO1105 OR INFO1905 OR INFO1113) AND (INFO1111 OR INFO1711 OR ENGG1111 OR ENGD1000 OR ENGG1805)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS2120</td>
<td>Data and Information Management</td>
<td>6</td>
<td>A Programming skills P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 N INFO2120 OR INFO2820 OR COMP5138</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT2412</td>
<td>Agile Software Development Practices</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N COMP9412</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### INFO3333: Computing 3 Management

6 | P 12 credit points of 2000-level units  
   | N INFO3402  
   | Semester 1

### 4000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
</table>
| INFO4001    | Thesis A             | 6       | P INFO3333   | C INFO4001   | Semester 1  
   |             |         |               | N INFO3333   | Semester 2  |
| INFO4002    | Thesis B             | 6       | A Students should have knowledge of several different aspects of computing at the 3000-level  
   |             |         | P INFO3333   | C INFO4001   | Semester 1  
   |             |         |               | N INFO3333   | Semester 2  |
| INFO4444    | Computing 4 Innovation | 6     |               |              | Semester 1  
   |             |         |              |              | Semester 2  |

### Honours Pathway core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
</table>
| INFO4901    | CS Research Thesis A | 6       | C INFO4990    | C INFO4001 AND INFO4002 | Semester 1  
   |             |         | N INFO4001 AND INFO4002 |              | Semester 2  |
| INFO4902    | CS Research Thesis B | 6       | C INFO4901 AND INFO4990 | C INFO4001 AND INFO4002 | Semester 1  
   |             |         | N INFO4001 AND INFO4002 |              | Semester 2  |
| INFO4903    | CS Research Thesis C | 6       | C INFO4901 AND INFO4902 AND INFO4990 | C INFO4001 AND INFO4002 | Semester 1  
   |             |         | N INFO4001 AND INFO4002 |              | Semester 2  |

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
</table>
| INFO4990    | IT Research Methods  | 6       | P Students must satisfy Honours admission requirements.  
   |             |         |               | N INFO4444 or INFO5993 |              | Semester 1  
   |             |         | Note: Department permission required for enrolment |              | Semester 2  |

Students in the Honours pathway take INFO4901 and INFO4902 in place of INFO4001 and INFO4002, and INFO4990 in place of INFO4444. INFO4903 counts in place of a 4000+ level elective.

### Electives

#### 2000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
</table>
| COMP2017    | Systems Programming  | 6       | P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103  
   |             |         | C COMP2123 OR COMP2823 OR INFO1105 OR INFO1905  
<p>|             |         | N COMP2129 OR COMP9017 OR COMP9129 |              | Semester 1  |
| COMP2022    | Models of Computation | 6     | A (MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823) |              | Semester 2  |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP2922</td>
<td>Models of Computation (Adv)</td>
<td>6</td>
<td>A (MATH1004 OR MATH1004 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823)</td>
<td>P Distinction level result in INFO1103 OR INFO1903 OR INFO1113</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N COMP2022</td>
</tr>
<tr>
<td>DATA2001</td>
<td>Data Science: Big Data and Data Diversity</td>
<td>6</td>
<td>P DATA1002 OR DATA1902 OR INFO1110 OR INFO1910 OR INFO1903 OR INFO1103</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N DATA2901</td>
</tr>
<tr>
<td>DATA2002</td>
<td>Data Analytics: Learning from Data</td>
<td>6</td>
<td>A Basic linear algebra and some coding for example MATH1014 or MATH1002 or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MATH1902 and DATA1001 or DATA1901</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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]</td>
<td></td>
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<td></td>
<td>N STAT2012 or STAT2912 or DATA2902</td>
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<tr>
<td>DATA2901</td>
<td>Big Data and Data Diversity (Advanced)</td>
<td>6</td>
<td>P DATA1002 OR DATA1902 OR INFO1110 OR INFO1903 OR INFO1103. Students need</td>
<td>Distinction or better in one of the prerequisite units.</td>
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<td></td>
<td></td>
<td></td>
<td>N DATA2001</td>
<td></td>
</tr>
<tr>
<td>DATA2902</td>
<td>Data Analytics: Learning from Data (Adv)</td>
<td>6</td>
<td>A Basic linear algebra and some coding for example MATH1014 or MATH1002 or</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td>MATH1902 and DATA1001 or DATA1901</td>
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<td>P A mark of 65 or above in any of the following (DATA1001 OR DATA1901 OR</td>
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<tr>
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<td>ENVX1001 or ENVX1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011)</td>
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<td></td>
<td>or (MATH1905 and MATH1XXX [except MATH1XX5]) or (BUSS1020 or ECMT1010 or</td>
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<td></td>
<td></td>
<td></td>
<td>STAT1021)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>N STAT2012 or STAT2912 or DATA2902</td>
<td></td>
</tr>
<tr>
<td>INFO2150</td>
<td>Introduction to Health Data Science</td>
<td>6</td>
<td>A Basic knowledge of Entity Relationship Modelling, database technology and</td>
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<td></td>
<td></td>
<td></td>
<td>SQL</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>P (INFO1003 OR INFO1903 OR INFO1103 OR INFO1110 OR INFO1910 OR DATA1002 OR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>DATA1902) AND (DATA1001 OR MATH1005 OR MATH1905 OR MATH1015 OR BUSS1020)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C DATA2001 OR DATA2901 OR ISYS2120 OR INFO2120 OR INFO2820 OR INFO1903</td>
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</tr>
<tr>
<td>ISYS2110</td>
<td>Analysis and Design of Web Info Systems</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N INFO2110</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Level</td>
<td>Units</td>
<td>Prerequisites</td>
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<tr>
<td>ISYS2160</td>
<td>Information Systems in the Internet Age</td>
<td>6</td>
<td></td>
<td>A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113 N ISYS2140</td>
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<tr>
<td>SOFT2201</td>
<td>Software Construction and Design 1</td>
<td>6</td>
<td></td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO3220 OR COMP9201</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3000-level units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP3027</td>
<td>Algorithm Design</td>
<td>6</td>
<td></td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3927</td>
</tr>
<tr>
<td>COMP3109</td>
<td>Programming Languages and Paradigms</td>
<td>6</td>
<td></td>
<td>P COMP2017 AND COMP2022</td>
</tr>
<tr>
<td>COMP3221</td>
<td>Distributed Systems</td>
<td>6</td>
<td></td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121</td>
</tr>
<tr>
<td>COMP3308</td>
<td>Introduction to Artificial Intelligence</td>
<td>6</td>
<td></td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) N COMP3608</td>
</tr>
<tr>
<td>COMP3419</td>
<td>Graphics and Multimedia</td>
<td>6</td>
<td></td>
<td>A Programming skills P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905</td>
</tr>
<tr>
<td>COMP3520</td>
<td>Operating Systems Internals</td>
<td>6</td>
<td></td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)</td>
</tr>
<tr>
<td>COMP3608</td>
<td>Introduction to Artificial Intelligence (Adv)</td>
<td>6</td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>COMP3927</td>
<td>Algorithm Design (Adv)</td>
<td>6</td>
<td></td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3027</td>
</tr>
<tr>
<td>DATA3404</td>
<td>Data Science</td>
<td>6</td>
<td></td>
<td>A This unit of study assumes that students have previous knowledge of database structures and of SQL.</td>
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Platforms

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA3406</td>
<td>Human-in-the-Loop Data Analytics</td>
<td>6</td>
<td>A Basic statistics, database management, and programming.</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P DATA2001 and DATA2002</td>
<td></td>
</tr>
<tr>
<td>INFO3315</td>
<td>Human-Computer Interaction</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO3616</td>
<td>Principles of Security and Security Eng</td>
<td>6</td>
<td>A (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064. Knowledge equivalent to the above units is assumed. This means good programming skills in Python or a C-related language, basic networking knowledge, and skills from discrete mathematics. A technical orientation is absolutely required, especially capacity to become familiar with new technology without explicit supervision. N ELEC5616 OR INFO2315</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ISYS3401</td>
<td>Information Technology Evaluation</td>
<td>6</td>
<td>A MATH1005 OR MATH1905</td>
<td>Semester 1</td>
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<tr>
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<td></td>
<td></td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
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<tr>
<td>ISYS3402</td>
<td>Decision Analytics and Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling</td>
<td>Semester 2</td>
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<tr>
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<td></td>
<td>P (ISYS2110 OR INFO2110) AND (ISYS2120 OR INFO2120)</td>
<td></td>
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<tr>
<td>SOFT3202</td>
<td>Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201</td>
<td>Semester 1</td>
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<td></td>
<td>N INFO3220</td>
<td></td>
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<tr>
<td>SOFT3410</td>
<td>Concurrency for Software Development</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823))</td>
<td>Semester 2</td>
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</table>

3000-level Project units of study

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<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3888</td>
<td>Computer Science Project</td>
<td>6</td>
<td>P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922)</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N INFO3600 OR COMP3600 OR COMP3615 OR COMP3988</td>
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<tr>
<td>COMP3988</td>
<td>Computer</td>
<td>6</td>
<td>P [(COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) with Distinction level</td>
<td>Semester 2</td>
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<tr>
<td>Subject</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Semester</td>
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<tr>
<td>Science Project (Advanced)</td>
<td></td>
<td>results in at least one of these units. [N INFO3600 OR COMP3615 OR COMP3600 OR COMP3888 ]</td>
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</tr>
<tr>
<td>DATA3888 Data Science Capstone</td>
<td>6</td>
<td>P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>
| ENGG3800 Industry and Community Projects     | 6     | A Upper-level disciplinary knowledge. Required knowledge will vary by project.  
Note: Department permission required for enrolment | Semester 1     |
| ISYS3888 Information Systems Project         | 6     | P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160) AND INFO3600 OR ISYS3207 OR ISYS3400 | Semester 2     |
| SOFTWARE Development Project                 | 6     | A SOFTWARE and P [18CP 2000-level or above units from SOFT or COMP or INFO] 
N SOFT3413                                                   | Semester 2     |
| Enrolled units of study                      |       |                                                                                                   |                |
| INFO4003 Thesis B (extension)                | 6     | C INFO4001 OR INFO4002  
Note: Department permission required for enrolment | Semester 1/2   |
| 5000-level units of study                    |       |                                                                                                   |                |
| COMP5045 Computational Geometry              | 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). | Semester 1     |
| COMP5046 Natural Language Processing        | 6     | A Knowledge of an OO programming language                                                          | Semester 1     |
| COMP5047 Pervasive Computing                 | 6     | A ELEC1601 AND (COMP2129 OR COMP2017). Background in programming and operating systems that is sufficient for the student to independently learn new programming tools from standard online technical materials.  
Note: Department permission required for enrolment | Semester 2     |
<p>| 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) | Semester 1     |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
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<tbody>
<tr>
<td>COMP5216</td>
<td>Mobile Computing</td>
<td>6</td>
<td>A COMP5214 OR COMP9103. Software Development in JAVA, or similar introductory software development units.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5313</td>
<td>Large Scale Networks</td>
<td>6</td>
<td>It is assumed that students will have basic knowledge of computer networks as covered in INFO1112 or COMP9201 or COMP9601 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5318</td>
<td>Machine Learning and Data Mining</td>
<td>6</td>
<td>INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>COMP5328</td>
<td>Advanced Machine Learning</td>
<td>6</td>
<td>C COMP5318 OR COMP3308 OR COMP3608</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5329</td>
<td>Deep Learning</td>
<td>6</td>
<td>A COMP5318</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5338</td>
<td>Advanced Data Models</td>
<td>6</td>
<td>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).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5347</td>
<td>Web Application Development</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions). P INFO1103 or INFO1113 or COMP9103 or COMP9220 or COMP5028</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5348</td>
<td>Enterprise Scale Software Architecture</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 and also COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5349</td>
<td>Cloud Computing</td>
<td>6</td>
<td>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</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5415</td>
<td>Multimedia Design and</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Authoring</td>
<td>institutions)</td>
<td>COMP5416 Advanced Network Technologies</td>
<td>6</td>
<td>A ELEC3506 OR ELEC9506 OR ELEC5740 OR COMP5116</td>
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<tr>
<td>COMP5424 Information Technology in Biomedicine</td>
<td></td>
<td>COMP5424</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions).</td>
</tr>
<tr>
<td>COMP5425 Multimedia Retrieval</td>
<td></td>
<td>COMP5425</td>
<td>6</td>
<td>A It is assumed that students will have experience with programming skills, as learned in COMP9103 OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).</td>
</tr>
<tr>
<td>COMP5426 Parallel and Distributed Computing</td>
<td></td>
<td>COMP5426</td>
<td>6</td>
<td>A It is assumed that students will have experience with algorithms design and software development as covered in (COMP2017 or COMP9017) and COMP3027 (or equivalent UoS from different institutions).</td>
</tr>
<tr>
<td>COMP5427 Usability Engineering</td>
<td></td>
<td>COMP5427</td>
<td>6</td>
<td>A It is assumed that students will have skills with modelling as covered in ISYS2110 or ISYS2120 or COMP9110 or COMP9201 (or equivalent UoS from different institutions).</td>
</tr>
<tr>
<td>COMP5617 Empirical Security Analysis and Engineering</td>
<td></td>
<td>COMP5617</td>
<td>6</td>
<td>P INFO3616 or ELEC5616</td>
</tr>
<tr>
<td>COMP5618 Applied Cybersecurity</td>
<td></td>
<td>COMP5618</td>
<td>6</td>
<td>A (ELEC5616 OR INFO2315 OR INFO2222) with a grade of Credit or greater</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
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</tr>
<tr>
<td>DATA5207 Data Analysis in the Social Sciences</td>
<td></td>
<td>DATA5207</td>
<td>6</td>
<td>A COMP5310</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment in the following sessions: Intensive December</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ELEC5306 Video Intelligence and Compression</td>
<td></td>
<td>ELEC5306</td>
<td>6</td>
<td>A Basic understanding of digital signal processing (filtering, DFT) and programming skills (e.g. Matlab/Java/Python/C++)</td>
</tr>
<tr>
<td>ELEC5307 Advanced Signal Processing with Deep Learning</td>
<td></td>
<td>ELEC5307</td>
<td>6</td>
<td>A Mathematics (e.g., probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)</td>
</tr>
<tr>
<td>ELEC5508 Wireless</td>
<td></td>
<td>ELEC5508</td>
<td>6</td>
<td>A Basic knowledge in probability and statistics, analog and digital communications, error probability calculation</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>ELEC5509</td>
<td>Mobile Networks</td>
<td>6</td>
<td>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.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5514</td>
<td>Networked Embedded Systems</td>
<td>6</td>
<td>A ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5616</td>
<td>Computer and Network Security</td>
<td>6</td>
<td>A A programming language, basic maths.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5618</td>
<td>Software Quality Engineering</td>
<td>6</td>
<td>A 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.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5619</td>
<td>Object Oriented Application Frameworks</td>
<td>6</td>
<td>A Java programming, and some web development experience are essential. Databases strongly recommended</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5620</td>
<td>Model Based Software Engineering</td>
<td>6</td>
<td>A A programming language, basic maths.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO5010</td>
<td>IT Advanced Topic A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO5011</td>
<td>IT Advanced Topic B</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO5991</td>
<td>Services Science Management and Engineering</td>
<td>6</td>
<td>A INFO5990. Students are expected to have a degree in computer science, engineering, information technology, information systems or business.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO5992</td>
<td>Understanding IT Innovations</td>
<td>6</td>
<td>P 24 credit points of units at 5000-level or above N PMGT5875</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO6010</td>
<td>Advanced Topics in IT</td>
<td>6</td>
<td>A Students are assumed to understand the role of IT projects. P INFO6007 OR 3-5 years working experience in IT</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Project Management</td>
<td>Project Management</td>
<td></td>
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</tr>
</tbody>
</table>
| ISYS5050 Knowledge Management Systems | 6 | A It is assumed that students will have good understanding of relational data model and database technologies as covered in ISYS2120 or COMP9220 or COMP5206 (or equivalent UoS from different institutions).
| | | P COMP5206 OR ISYS2160 |
| ISYS5070 Change Management in IT | 6 | A It is assumed that students will have the basic knowledge of information systems, which are covered in (INFO6007 and COMP5206) or (ISYS2160 and INFO3333) (or equivalent UoS from different institutions).
| | | Note: Department permission required for enrolment |
| | | Semester 1 |
| | | Intensive January Intensive July |
Appendix 3: 2021 BAdvComp Unit of Study Table – transitional arrangements

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Advanced Computing and Bachelor of Computing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Award requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Advanced Computing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) 96 credit points of degree core units of study as set out in the table below;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) A major (48 credit points) from the list of majors from the table below;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) At least 12 credit points of 4000-level or higher electives from the table below;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) (Optionally) a minor of 36 credit points or a second major of 48 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Where appropriate, additional elective units from the table below or Table S in the Shared Pool for Undergraduate Degrees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Computing</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) 78 credit points of degree core units as set out in the table below;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) A major (48 credit points) from the list of majors from the table below;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) (Optionally) a minor of 36 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Where appropriate, additional elective units from the table below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Streams</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The available streams in the Bachelor of Advanced Computing are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dalyell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of the Dalyell stream requires:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Completion of 12 credit points of Dalyell units as set out in Table S;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Admission on the basis of ATAR or first year WAM as determined by the Board of Interdisciplinary Studies;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Maintenance of the required WAM as determined by the Board of Interdisciplinary Studies.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Majors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table A majors available in this course are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computational Data Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements from the majors are listed in the Majors tabs in this Handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Minors

Table A minors available in this course are:

- Computer Science
- Computational Data Science
- Information Systems
- Software Development

Requirements from the minors are listed alongside the major requirements in the Majors tabs in this Handbook.

## Honours

To be eligible for the award of Honours in the Bachelor of Advanced Computing, a candidate must complete the Honours pathway comprising 24 credit points of research-related units (INFO4901, INFO4902, INFO4903 and INFO4990), 18 credit points of thesis units (INFO4001, INFO4002 and INFO4003) based on a research project, and 6 credit points of research methods (INFO4990), as listed below, and meet the performance levels as specified in clause 10 of the degree resolutions.

## Degree Core

The degree core units of study required for this course are listed below. Candidates who exit at the third year do not complete the 4000-level degree core units and graduate with a Bachelor of Computing.

### 1000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA1001</td>
<td>Foundations of Data Science</td>
<td>6</td>
<td>N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>DATA1901</td>
<td>Foundations of Data Science (Adv)</td>
<td>6</td>
<td>A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX1002 or BUSS1020 or DATA1001 or MATH1115 or MATH1015</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC1601</td>
<td>Introduction to Computer Systems</td>
<td>6</td>
<td>A HSC Mathematics extension 1 or 2</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>INFO1110</td>
<td>Introduction to Programming</td>
<td>6</td>
<td>N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO1111</td>
<td>Computing 1A Professionalism</td>
<td>6</td>
<td>N ENGG1805 OR ENGG1111 OR ENGD1000</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>INFO1112</td>
<td>Computing 1B OS and Network Platforms</td>
<td>6</td>
<td>C ELEC1601 AND (INFO1110 OR INFO1910 OR INFO1103 OR INFO1113)</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>INFO1113</td>
<td>Object-Oriented Programming</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905</td>
<td>Intensive January</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment in the following sessions: Intensive January
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1910</td>
<td>Introduction to Programming (Advanced)</td>
<td>6</td>
<td>A ATAR sufficient to enter Dalyell program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester. <strong>N</strong> INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>MATH1002</td>
<td>Linear Algebra</td>
<td>3</td>
<td>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). <strong>N</strong> MATH1012 or MATH1014 or MATH1902</td>
<td>Intensive January Semester 1</td>
</tr>
<tr>
<td>MATH1021</td>
<td>Calculus Of One Variable</td>
<td>3</td>
<td>A HSC Mathematics Extension 1 or equivalent. <strong>N</strong> MATH1101 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931</td>
<td>Intensive January Semester 1 Semester 2</td>
</tr>
<tr>
<td>MATH1064</td>
<td>Discrete Mathematics for Computation</td>
<td>6</td>
<td>A Coordinate geometry, basic integral and differential calculus, polynomial equations and algebraic manipulations, equivalent to HSC Mathematics <strong>N</strong> MATH1004 or MATH1904</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP2123</td>
<td>Data Structures and Algorithms</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 <strong>N</strong> INFO1105 OR INFO1905 OR COMP2823</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2823</td>
<td>Data Structures and Algorithms (Adv)</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 <strong>N</strong> INFO1105 OR INFO1905 OR COMP2123</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO2222</td>
<td>Computing 2 Usability and Security</td>
<td>6</td>
<td>P (INFO1103 OR INFO1105 OR INFO1905 OR INFO1113) AND (INFO1111 OR INFO1711 OR ENGG1111 OR ENGD1000 OR ENGG1805)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS2120</td>
<td>Data and Information Management</td>
<td>6</td>
<td>A Programming skills P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 <strong>N</strong> INFO2120 OR INFO2820 OR COMP5138</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT2412</td>
<td>Agile Software Development Practices</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 <strong>N</strong> COMP9412</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**2000-level units of study**

**3000-level units of study**
INFO3333  Computing 3  Management  6  P 12 credit points of 2000-level units  N INFO3402  Semester 1

4000-level units of study

INFO4001  Thesis A  6  Semester 1  Semester 2
INFO4002  Thesis B  6  Semester 1  Semester 2
INFO4444  Computing 4  Innovation  6  A Students should have knowledge of several different aspects of computing at the 3000-level  P INFO3333  C INFO4001  N INFO4990  Semester 1
INFO4990  IT Research Methods  6  P Students must satisfy Honours admission requirements  N INFO4444 or INFO5993  Note: Department permission required for enrolment  Semester 1  Semester 2

Students in the Honours pathway take INFO4901 and INFO4902 in place of INFO4001 and INFO4002, and INFO4990 in place of INFO4444. INFO4903 counts in place of a 4000+ level elective.

Electives

2000-level units of study

COMP2017  Systems Programming  6  P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103  C COMP2123 OR COMP2823 OR INFO1105 OR INFO1905  N COMP2129 OR COMP9017 OR COMP9129  Semester 1
COMP2022  Models of Computation  6  A (MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823)  P INFO1103 OR INFO1903 OR INFO1113  N COMP2922  Semester 2
COMP2922  Models of Computation (Adv)  6  A (MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969) AND (INFO1105 OR INFO1905 OR COMP2123 OR COMP2823)  P Distinction level result in INFO1103 OR INFO1903 OR INFO1113  N COMP2022  Semester 2
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
DATA2002  Data Analytics:  6  A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and  Semester 2
### Learning from Data

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA2901</td>
<td>Big Data and Data Diversity (Advanced)</td>
<td>6</td>
<td>P [DATA1002 OR DATA1902 OR INFO1110 OR INFO1903 OR INFO1103. Students need Distinction or better in one of the prerequisite units.]</td>
<td>N DATA2001</td>
<td>Semester 1</td>
</tr>
<tr>
<td>DATA2902</td>
<td>Data Analytics: Learning from Data (Adv)</td>
<td>6</td>
<td>A Basic linear algebra and some coding for example MATH1014 or MATH1002 or MATH1902 and DATA1001 or DATA1901</td>
<td>N DATA2001</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO2150</td>
<td>Introduction to Health Data Science</td>
<td>6</td>
<td>A Basic knowledge of Entity Relationship Modelling, database technology and SQL</td>
<td>N DATA2001</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ISYS2110</td>
<td>Analysis and Design of Web Info Systems</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td>N INFO2110</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS2160</td>
<td>Information Systems in the Internet Age</td>
<td>6</td>
<td>A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113</td>
<td>N ISYS2140</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT2201</td>
<td>Software Construction and Design 1</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td>N INFO3220 OR COMP9201</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3027</td>
<td>Algorithm Design</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064</td>
<td>N COMP2007 OR COMP2907 OR COMP3927</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3109</td>
<td></td>
<td>6</td>
<td>P COMP2017 AND COMP2022</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
<td></td>
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<td>-------------------</td>
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<td>-------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>COMP3221</td>
<td>Distributed Systems</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) OR COMP2121</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP3308</td>
<td>Introduction to Artificial Intelligence</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab)</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP3419</td>
<td>Graphics and Multimedia</td>
<td>6</td>
<td>A Programming skills P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>COMP3520</td>
<td>Operating Systems Internals</td>
<td>6</td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>COMP3608</td>
<td>Introduction to Artificial Intelligence (Adv)</td>
<td>6</td>
<td>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</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP3888</td>
<td>Computer Science Project</td>
<td>6</td>
<td>P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) N INFO3600 OR COMP3600 OR COMP3615 OR COMP3988</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>COMP3927</td>
<td>Algorithm Design (Adv)</td>
<td>6</td>
<td>A MATH1004 OR MATH1064 OR MATH1904 OR MATH1064 OR INFO1105 OR INFO1905 OR COMP2007 OR COMP2907 OR COMP3027</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP3988</td>
<td>Computer Science Project (Advanced)</td>
<td>6</td>
<td>P [(COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) with Distinction level results in at least one of these units.] N INFO3600 OR COMP3615 OR COMP3600 OR COMP3888</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>DATA3404</td>
<td>Data Science Platforms</td>
<td>6</td>
<td>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</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
<td>Prerequisites</td>
<td>Semester</td>
<td></td>
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</tr>
<tr>
<td>DATA3406</td>
<td>Human-in-the-Loop Data Analytics</td>
<td>6</td>
<td>N INFO3504 OR INFO3404 A Basic statistics, database management, and programming. P DATA2001 and DATA2002</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>DATA3888</td>
<td>Data Science Capstone</td>
<td>6</td>
<td>P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>ENGG3800</td>
<td>Industry and Community Projects</td>
<td>6</td>
<td>A Upper-level disciplinary knowledge. Required knowledge will vary by project. Note: Department permission required for enrolment</td>
<td>Intensive February Intensive July Semester 1 Semester 2</td>
<td></td>
</tr>
<tr>
<td>INFO3315</td>
<td>Human-Computer Interaction</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>INFO3616</td>
<td>Principles of Security and Security Eng</td>
<td>6</td>
<td>A (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064. Knowledge equivalent to the above units is assumed. This means good programming skills in Python or a C-related language, basic networking knowledge, and skills from discrete mathematics. A technical orientation is absolutely required, especially capacity to become familiar with new technology without explicit supervision. N ELEC5616 OR INFO2315</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>ISYS3401</td>
<td>Information Technology Evaluation</td>
<td>6</td>
<td>A MATH1005 OR MATH1905 P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>ISYS3402</td>
<td>Decision Analytics and Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling P (ISYS2110 OR INFO2110) AND (ISYS2120 OR INFO2120)</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>ISYS3888</td>
<td>Information Systems Project</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160) N INFO3600 OR ISYS3207 OR ISYS3400</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>SOFT3202</td>
<td>Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201 N INFO3220</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>SOFT3410</td>
<td>Concurrency for Software Development</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823))</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Semester(s)</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>SOFT3888</td>
<td>Software Development Project</td>
<td>6</td>
<td>A SOFT3202 &lt;br&gt;P [18CP 2000-level or above units from SOFT or COMP or INFO] &lt;br&gt;N SOFT3413</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>INFO4003</td>
<td>Thesis B (extension)</td>
<td>6</td>
<td>C INFO4001 OR INFO4002 &lt;br&gt;Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>INFO4901</td>
<td>CS Research Thesis A</td>
<td>6</td>
<td>C INFO4990 &lt;br&gt;N INFO4001 AND INFO4002 &lt;br&gt;Department permission required</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>INFO4902</td>
<td>CS Research Thesis B</td>
<td>6</td>
<td>C INFO4901 AND INFO4990 &lt;br&gt;N INFO4001 AND INFO4002 &lt;br&gt;Department permission required</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>INFO4903</td>
<td>CS Research Thesis C</td>
<td>6</td>
<td>C INFO4901 AND INFO4902 AND INFO4990 &lt;br&gt;N INFO4001 AND INFO4002 &lt;br&gt;Department permission required</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP5045</td>
<td>Computational Geometry</td>
<td>6</td>
<td>A It is assumed that students will have experience with &lt;br&gt;data structure and algorithms as covered in COMP9103 &lt;br&gt;OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP5046</td>
<td>Natural Language Processing</td>
<td>6</td>
<td>A Knowledge of an OO programming language</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>COMP5047</td>
<td>Pervasive Computing</td>
<td>6</td>
<td>A ELEC1601 AND (COMP2129 OR COMP2017). &lt;br&gt;Background in programming and operating systems that is sufficient for the student to independently learn new programming tools from standard online technical materials. &lt;br&gt;Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>COMP5048</td>
<td>Visual Analytics</td>
<td>6</td>
<td>A It is assumed that students will have experience with &lt;br&gt;data structure and algorithms as covered in COMP9103 &lt;br&gt;OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>
## Minor Course Amendment Proposal

*Version 03.09.2012*

**Note:** Department permission required for enrolment in the following sessions:

**Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Assumptions</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP5216</td>
<td>Mobile Computing</td>
<td>6</td>
<td>A COMP5214 OR COMP9103. Software Development in JAVA, or similar introductory software development units.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5313</td>
<td>Large Scale Networks</td>
<td>6</td>
<td>A It is assumed that students will have basic knowledge of computer networks as covered in INFO1112 or COMP9201 or COMP9601 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5318</td>
<td>Machine Learning and Data Mining</td>
<td>6</td>
<td>A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>COMP5328</td>
<td>Advanced Machine Learning</td>
<td>6</td>
<td>C COMP5318 OR COMP3308 OR COMP3608</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5329</td>
<td>Deep Learning</td>
<td>6</td>
<td>A COMP5318</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5338</td>
<td>Advanced Data Models</td>
<td>6</td>
<td>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).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5347</td>
<td>Web Application Development</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions). P INFO1103 or INFO1113 or COMP9103 or COMP9220 or COMP5028</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5348</td>
<td>Enterprise Scale Software Architecture</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 and also COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5349</td>
<td>Cloud Computing</td>
<td>6</td>
<td>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</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5415</td>
<td>Multimedia Design and Authoring</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>COMP5416</td>
<td>Advanced Network Technologies</td>
<td>6</td>
<td>A ELEC3506 OR ELEC9506 OR ELEC5740 OR COMP5116</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5424</td>
<td>Information Technology in Biomedicine</td>
<td>6</td>
<td>A It is assumed that students will have experience with software development as covered in SOFT2412 or COMP9103 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5425</td>
<td>Multimedia Retrieval</td>
<td>6</td>
<td>A It is assumed that students will have experience with programming skills, as learned in COMP9103 OR COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5426</td>
<td>Parallel and Distributed Computing</td>
<td>6</td>
<td>A It is assumed that students will have experience with algorithms design and software development as covered in (COMP2017 or COMP9017) and COMP3027 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP5427</td>
<td>Usability Engineering</td>
<td>6</td>
<td>A It is assumed that students will have skills with modelling as covered in ISYS2110 or ISYS2120 or COMP9110 or COMP9201 (or equivalent UoS from different institutions).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5617</td>
<td>Empirical Security Analysis and Engineering</td>
<td>6</td>
<td>P INFO3616 or ELEC5616</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP5618</td>
<td>Applied Cybersecurity</td>
<td>6</td>
<td>A (ELEC5616 OR INFO2315 OR INFO2222) with a grade of Credit or greater</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Note: Department permission required for enrolment</em></td>
<td></td>
</tr>
<tr>
<td>DATA5207</td>
<td>Data Analysis in the Social Sciences</td>
<td>6</td>
<td>A COMP5310</td>
<td>Intensive December Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Note: Department permission required for enrolment in the following sessions: Intensive December</em></td>
<td></td>
</tr>
<tr>
<td>ELEC5306</td>
<td>Video Intelligence and Compression</td>
<td>6</td>
<td>A Basic understanding of digital signal processing (filtering, DFT) and programming skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5307</td>
<td>Advanced Signal Processing with Deep Learning</td>
<td>6</td>
<td>A Mathematics (e.g., probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5508</td>
<td>Wireless Engineering</td>
<td>6</td>
<td>A Basic knowledge in probability and statistics, analog and digital communications, error probability calculation in communications channels, and telecommunications</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>ELEC5509</td>
<td>Mobile Networks</td>
<td>6</td>
<td>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.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5514</td>
<td>Networked Embedded Systems</td>
<td>6</td>
<td>ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5616</td>
<td>Computer and Network Security</td>
<td>6</td>
<td>A A programming language, basic maths.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5618</td>
<td>Software Quality Engineering</td>
<td>6</td>
<td>A 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.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5619</td>
<td>Object Oriented Application Frameworks</td>
<td>6</td>
<td>A Java programming, and some web development experience are essential. Databases strongly recommended</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5620</td>
<td>Model Based Software Engineering</td>
<td>6</td>
<td>A A programming language, basic maths.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO5010</td>
<td>IT Advanced Topic A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO5011</td>
<td>IT Advanced Topic B</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO5991</td>
<td>Services Science Management and Engineering</td>
<td>6</td>
<td>A INFO5990. Students are expected to have a degree in computer science, engineering, information technology, information systems or business.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO5992</td>
<td>Understanding IT Innovations</td>
<td>6</td>
<td>P 24 credit points of units at 5000-level or above N PMGT5875</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO6010</td>
<td>Advanced Topics in IT Project</td>
<td>6</td>
<td>A Students are assumed to understand the role of IT projects. P INFO6007 OR 3-5 years working experience in IT Project Management</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Management</td>
<td>ISYS5050 Knowledge Management Systems</td>
<td>6</td>
<td>A It is assumed that students will have good understanding of relational data model and database technologies as covered in ISYS2120 or COMP9220 or COMP5206 (or equivalent UoS from different institutions).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ISYS5070 Change Management in IT</td>
<td>6</td>
<td>A It is assumed that students will have the basic knowledge of information systems, which are covered in (INFO6007 and COMP5206) or (ISYS2160 and INFO3333) (or equivalent UoS from different institutions).</td>
<td>Intensive January Intensive July</td>
<td></td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment
# MINOR COURSE AMENDMENT TEMPLATE

<table>
<thead>
<tr>
<th><strong>Award Course Name</strong></th>
<th>Bachelor of Engineering Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Award Course Code</strong></td>
<td>BHENGINE-03</td>
</tr>
</tbody>
</table>

**Recommendation**
That the Undergraduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering Honours and subsequent amendments to the unit of study tables with effect from 1 January 2022.

<table>
<thead>
<tr>
<th><strong>Proposed Implementation Date</strong></th>
<th>1 January 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Presenter</strong></td>
<td>TBA</td>
</tr>
</tbody>
</table>

**Consultation Pipeline**
Courses SC → Faculty Board 2 December 2020 → USC → Academic Board

**Submission Within Approval Deadlines**
Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines.
☐ Yes □ No

Are all amended units of study valued at 6 credit points?
☐ Yes □ No

If the proposal includes new units of study or a change to an existing unit of study, complete the following section.

Is this a new unit of study or a change to an existing unit of study?
☐ New unit of study □ Change to an existing unit of study

Does this proposal necessitate changes to the mode of delivery of the award course as already approved?
☐ Yes □ No

What changes are involved in this proposal? Tick all that apply.
☐ Changes to core or compulsory units of study
☐ Changes to a stream
☐ Changes to a major
☐ Changes to a minor
☐ Changes to a program
☐ Changes to honours
☐ Changes to specialisation
☐ Changes to advanced coursework

Does this proposal significantly alter the curriculum of any unit of study?
☐ Yes □ No

Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist.
☐ Yes □ No

---

"Respect is a core value of the Academic Board"

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Does the delivery of any new / amended unit of study involve a third-party agreement?
☐ Yes  ☑ No

Combined Courses

Does this change affect any courses that are combined with this course? If so, please list all courses.
☐ Yes  ☑ No

EXECUTIVE SUMMARY

The Faculty of Engineering proposes to amend the specialisation in Fluids Engineering, available in the Mechanical Engineering stream of the Bachelor of Engineering Honours to make AMME5202 Computational Fluid Dynamics a core unit.

RATIONALE

In the initial table for the specialisation, AMME5202 Computational Fluid Dynamics was listed as an elective unit. It has been noted that the unit covers essential aspects of Fluids Engineering and would therefore work better as a core requirement.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

Nil

CONSULTATION AND COMMUNICATIONS

Not applicable.

RISKS AND BENEFITS

No risks identified; benefit is that students in the specialisation will cover material essential to a deep understanding of Fluids Engineering.

TRANSITIONAL ARRANGEMENTS

Nil. Students who commenced in 2021 would follow the 2021 version of the specialisation.

SIGNATURE OF DEAN

Digitally signed by Willy Zwaenepoel
Date: 2020.12.18 13:40:39 +11'00'

Signature of Dean Date: 18/12/2020

Approver

TJ Lim, Associate Dean (Education), Faculty of Engineering

Faculty Sponsor

Willy Zwaenepoel, Dean, Faculty of Engineering

“Respect is a core value of the Academic Board”

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Non-Confidential

ATTACHMENTS

Minor course amendments typically involve changes to resolutions (course, Faculty/School, Senate) and/or to unit of study tables. Please indicate with [X] the relevant box(es) to indicate any additional attachments to this minor course amendment:

☐ CMS mark-up pdf of resolution/s indicating amendment(s)
☒ Unit of study table with amendments marked up using strike through and underline
☐ Other relevant documentation

Attachment 1  Fluids Engineering Specialisation – Unit of Study Table
## Fluids Engineering

Students complete 18 credit points to achieve this specialisation.

Students complete 6 12 credit points from the following:

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>A: Assumed Knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5292 Advanced Fluid Dynamics</td>
<td>6</td>
<td>A MECH3261 OR MECH9261 OR CIVL3612 OR CIVL9612 OR AERO3260 OR AERO9260</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5202 Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills. P [(MECH3261 AND AMME2000) OR (AERO3260 AND AMME2000)] OR ENGG5202 OR MECH8261</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Students complete 12 6 credit points from the following:

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>A: Assumed Knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5202 Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills. P [(MECH3261 AND AMME2000) OR (AERO3260 AND AMME2000)] OR ENGG5202 OR MECH8261</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5310 Engineering Tribology</td>
<td>6</td>
<td>A (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261)</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH5255 Air Conditioning and Refrigeration</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P MECH3260 OR MECH9260 or MECH8260 N MECH4255</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5265 Combustion</td>
<td>6</td>
<td>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 N MECH4265 OR MECH8265</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Non-Confidential

Author | Dr Justin Scanlan
Reviewer/Approver | Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Paper title | Minor Course Amendment – BAppSc(OT)Honours – Sydney School of Health Sciences
Purpose | The purpose of this proposal is to seek approval of the Undergraduate Studies Committee to update the Unit of Study Table for BAppSc(OT)Honours

Consultation Pipeline

| FMH Education Committee 27/08/2020 | → | FMH Board 09/09/2020 | → | Undergraduate Studies Committee 27/01/2021 | → | Academic Board 2/03/2021 |

RECOMMENDATION

That the Undergraduate Studies Committee review and approve the Minor Course Amendment proposal to update the unit of study table for the Bachelor of Applied Science (Occupational Therapy) Honours.

EXECUTIVE SUMMARY

Amend the unit of study table for Year 3, Semester 2 to add the following detail in relation to the research elective requirement (added text underlined):

“and One Research Elective that matches the research topic. Selection of a Research Elective should be discussed with the Honours Supervisor. Unless otherwise negotiated and approved, students completing a qualitative project will enrol in HSBH3019 Qualitative Research Methods in Health and students completing a quantitative project will enrol in SCLG3702 Social Inquiry: Quantitative Methods.”

Note that SCLG3702 is offered by FASS, as it is the only Quantitative Research methods subject available in Semester 2. Previously students enrolled in BACH5068 Statistics for Clinical Research which has been discontinued in 2020 as a result of low student enrolments.

The proposal also seeks to amend the prerequisite of SCLG3702 to state: 12 credit points at 2000 level in Sociology or 12 CP of (HSBH1003 or OCCP2087 or OCCP2088 or OCCP2085 or OCCP1097 or OCCP1096). This proposed amendment has been approved by the UoS coordinator for SCLG3702.

BACKGROUND / CONTEXT

Previously, Bachelor of Applied Science (Occupational Therapy) Honours students completing a quantitative research project would enrol in BACH5068. This unit has been discontinued in 2020, and SCLG3702 was identified as a suitable alternative. Since SCLG3702 is not included in the course table for the Bachelor of Applied Science (Occupational Therapy), each student must be individually approved by the Associate Dean (Education) to enrol in SCLG3702.

This minor course amendment is to add the two research electives undertaken by BAppSc(OT) Honours students to the table to simplify the process for students (not having to request approvals) and approving staff.

CONSULTATION

- Dr Anne Honey – SSHS Director of Honours
- Dr Rebecca Barton – Occupational Therapy Honours Coordinator
- Lynelle Rodrigues – SSHS Course Administrator (Honours)
- Prof Inam Haq – Associate Dean (Education) of Faculty of Medicine and Health
- Dr Melanie Keep – Director of Academic Education, Sydney School of Health Sciences
Non-Confidential

On the 27th of August the proposal was put forward to the Education Committee. Following endorsement of the proposal it was recommended to Faculty Board for approval on the 9th of September.

On the 9th of September the proposal was put forward to the Faculty Board. Following approval of the proposal it is now being recommended to the Undergraduate Studies Committee for endorsement on the 27th of January 2021.

IMPLEMENTATION

Commencing from 2022.

COMMUNICATION

Update the UoS in the FMH Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal - Bachelor of Applied Science (Occupational Therapy) Honours
2. Updated Unit of Study Table – Year 3 BAppSc(OT)
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Dr Justin Scanlan

1. Name of award course
   Bachelor of Applied Science (Occupational Therapy) Honours

2. Purpose of proposal
   To amend the course table for Bachelor of Applied Science (Occupational Therapy) Honours to include research electives to be undertaken by students. This is to simplify and streamline the approvals process to avoid the need for individual enrolments to be approved by Associate Dean Education.

3. Details of amendment
   Amend the Bachelor of Applied Science (Occupational Therapy) Honours Year 3 semester 2 core unit table to add the underlined text:

   and One Research Elective that matches the research topic. Selection of a Research Elective should be discussed with the Honours Supervisor. Unless otherwise negotiated and approved, students completing a qualitative project will enrol in HSBH3019 Qualitative Research Methods and students completing a quantitative project will enrol in SCLG3702 Social Inquiry: Quantitative Methods.

4. Transitional arrangements
   No transitional arrangements are necessary. This is streamlining an existing process.

5. Other relevant information
   This minor amendment has come about due to changes to the Delegations of Authority Policy.

6. Signature of Dean
   Robyn Ward
   Digitally signed by Robyn Ward
   Date: 2020.09.14 16:01:15 +10'00'
# BACHELOR OF APPLIED SCIENCE (OCCUPATIONAL THERAPY) HONOURS

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

## Occupational Therapy Honours

### Bachelor of Applied Science (Occupational Therapy) (Honours)

Honours is available to meritorious students who will complete an alternative set of units of study in the last three semesters of the program.

Students in the honours course must complete 192 credit points of units of study comprising:

(a) the requirements for the pass degree listed in the sequence below but include the alternative honours units of study listed below

(b) maintain a credit average or higher throughout the honours program.

(c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

The honours course is full-time only over 4 years of study

**Note:** All Occupational Therapy students must complete the relevant pre-placement requirements prior to all work integrated learning or fieldwork placements.

## Year 1

### Semester 1 - Core units
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1168</td>
<td>Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester 1 Unit Coordinators are Dr Clifton Chan and A/Prof Leslie Nicholson, Semester 2 unit coordinator is Dr Joanna Diong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1007</td>
<td>Health Science and Research</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>N HSBH2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP1096</td>
<td>Understanding Occupation-People-Context</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP1097</td>
<td>Analysing Occupations and Performance</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

**Semester 2 - Core units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP1098</td>
<td>Teaching Occupations and Performance</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>OCCP1099</td>
<td>Occupational Performance: Healthcare 1</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>OCCP1100</td>
<td>Professional Practice I</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

*This unit of study includes a work integrated learning placement. Students must be aware of and complete all pre-placement requirements.*
## Elective

Elective [6] (see note 1)

## Year 2

### Semester 1 - Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSBH1003</td>
<td>Health, Behaviour and Society</td>
<td>6</td>
<td>N BACH1130 or BACH1132 or BACH1133 or BACH1134 or BACH1161 or BACH1165</td>
<td>1</td>
</tr>
<tr>
<td>OCCP2085</td>
<td>Occupational Performance: Home and Family</td>
<td>6</td>
<td>A OCCP1099</td>
<td>1</td>
</tr>
<tr>
<td>OCCP2086</td>
<td>Professional Practice 2</td>
<td>6</td>
<td>P OCCP1099 and OCCP1100</td>
<td>1</td>
</tr>
</tbody>
</table>

*This unit of study includes a work integrated learning placement. Students must be aware of and complete all pre-placement requirements.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP2088</td>
<td>Occupational Performance: Child and Family</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Semester 2 - Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1171</td>
<td>Neuroscience</td>
<td>6</td>
<td>N BIOS1137 or BIOS2103 or ANAT2010</td>
<td>1</td>
</tr>
</tbody>
</table>
Semester 1 coordinator is Dr Jin Huang, Semester 2 coordinator is Dr Alan Freeman

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP2084</td>
<td>Occupational Performance: Healthcare 2</td>
<td>6</td>
</tr>
<tr>
<td>OCCP2087</td>
<td>Occupational Performance: Community</td>
<td>6</td>
</tr>
</tbody>
</table>

**Elective**

Elective [6] (see note 1)

**Year 3**

**Semester 1 - Core units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP3061</td>
<td>Professional Practice IIIA</td>
<td>12</td>
<td><em>P</em> OCCP1096 and OCCP1097 and OCCP1098 and OCCP1099 and OCCP1100 and OCCP2084 and OCCP2085 and OCCP2086 and OCCP2087 and OCCP2088 and BIOS1168</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment in the following sessions: Intensive August

This unit of study includes a work integrated learning placement. Students must be aware of and complete all pre-placement requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP3065</td>
<td>Professional Practice IIIB</td>
<td>12</td>
<td><em>P</em> OCCP1096 and OCCP1097 and OCCP1098 and OCCP1099 and OCCP1100 and OCCP2084 and OCCP2085 and OCCP2086 and OCCP2087 and OCCP2088 and BIOS1168</td>
</tr>
</tbody>
</table>

Intensive August

Intensive May
### Semester 2 - Core units

Choose two of the following units (total 12 credit points)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP3076</td>
<td>Occupational Performance: Education</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3077</td>
<td>Occupational Performance: Productivity</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3078</td>
<td>Occupational Performance: Retirement</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BHSC3021</td>
<td>Honours A: Research Design</td>
<td>6</td>
<td>Intensive October Semester 2</td>
</tr>
</tbody>
</table>

Note 1: and Plus one Research Elective that matches the research topic. Selection of a Research Elective should be discussed with the Honours Supervisor.

Note 2: Unless otherwise negotiated and approved, students completing a qualitative project will enrol in HSBH3019 Qualitative Research Methods in Health and students completing a quantitative project will enrol in SCLG3702 Social Inquiry: Quantitative Methods.
### Research Methods in Health

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCLG2602 or BACH4056</td>
<td>Research Methods in Health</td>
<td>N: SCLG2602 or BACH4056</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCLG3702</td>
<td>Social Inquiry: Quantitative Methods</td>
<td>6</td>
<td>P: 12 credit points at 2000 level in Sociology or 12 CP of (HSBH1003 or OCCP2087 or OCCP2088 or OCCP2085 or OCCP1097 or OCCP1096). N: SCLG2632 or SCLG3603</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Year 4

#### Semester 1 - Core units

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP4087</td>
<td>Health Promotion Through Occupation</td>
<td>6</td>
<td>P OCCP3065</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BHSC4012</td>
<td>Honours B: Applied Research Skills</td>
<td>6</td>
<td>P BHSC3021</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment in the following sessions: Semester 1b*

and Two Electives [12cp]

#### Semester 2 - Core units

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSC4013</td>
<td>Honours C: Research Project</td>
<td>6</td>
<td>P BHSC4012</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Semester</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| OCCP4092 Professional Practice IVH | 12 | **P** OCCP3061 and OCCP3065  
*Note: Department permission required for enrolment in the following sessions: Intensive March*  
*This unit of study includes a work integrated learning placement. Students must be aware of and complete all pre-placement requirements.* |
|             |          | Intensive March  
Intensive November |

And choose one of the following four units (total 6cp)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Semester</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP3076 Occupational Performance: Education</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3077 Occupational Performance: Productivity</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3078 Occupational Performance: Retirement</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP4089 Evaluation in Professional Practice</td>
<td>6</td>
<td><strong>P</strong> OCCP4087</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Electives**

(i) Students are required to complete 36 credit points of electives over the course of the degree.

(ii) At least 6 credit points must come from the Behavioural or Social Sciences (or equivalent)
(iii) a minimum of 6 credit points must come from the Biomedical Sciences (or equivalent).

(iii) Otherwise, students may choose from Health Sciences elective units of study, as well as Occupational Therapy elective units of study listed below.

(iv) Students may also take broader University electives, with permission from the Course Director

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Precursor Code(s)</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP4079</td>
<td>OT in Learning and Co-ord Difficulties</td>
<td>6</td>
<td>OCCP3076</td>
<td>1</td>
</tr>
<tr>
<td>OCCP4080</td>
<td>Upper Limb and Hand Rehabilitation</td>
<td>6</td>
<td>OCCP1099, BIOS1168</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Weekly attendance is mandatory</td>
<td></td>
</tr>
<tr>
<td>OCCP4082</td>
<td>OT in Work Injury Prevention and Rehab</td>
<td>6</td>
<td>OCCP3077</td>
<td>1</td>
</tr>
<tr>
<td>OCCP4083</td>
<td>Mental Health Interventions</td>
<td>6</td>
<td>OCCP2084</td>
<td>1</td>
</tr>
<tr>
<td>OCCP4085</td>
<td>People with Intellectual Disability</td>
<td>6</td>
<td>OCCP3065</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>OCCP4086</td>
<td>Professional Elective - General</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This unit of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Code</td>
<td>Title</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>OCCP4094</td>
<td>Technology for Living</td>
<td>6</td>
<td>P OCCP2085 and OCCP2087 and OCCP2088 and OCCP3065</td>
<td>1</td>
</tr>
<tr>
<td>OCCP4095 Stroke</td>
<td>Rehabilitation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>1</td>
</tr>
<tr>
<td>Proposal Title</td>
<td>Report of the Graduate Studies Committee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>That the Academic Board note the report of the Graduate Studies Committee and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>note the report of the meeting of the HDR Scholarships Subcommittee held on 27 November 2020 and the updated ranking guidelines, which have been amended to reflect the changes within the proposal for a faculty-based allocation model that was approved by the Academic Board at its meeting of 3 March 2020;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>note the report of the meeting of the Admissions Subcommittee held on 13 January 2021 and approve the proposal from the Faculty of Medicine and Health to amend the Master of Bioethics, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022, and note the Admissions Subcommittee's endorsement of the proposed minor amendment to the admission requirements of the Master of Physiotherapy and the removal of the detailed admission prerequisites provided to prospective students with effect from 1 January 2022, and endorsement of this information as advisory of assumed knowledge only (as an application coversheet);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>approve the creation of new course codes for the Master of Medicine (Psychiatry); Master of Medicine (Advanced) (Psychiatry); Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry), and the subsequent amendments to the Master of Medicine course resolutions to list the newly created course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees, with effect from 1 January 2022;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine; Master of Medicine (Advanced); Master of Science in Medicine; Master of Science in Medicine (Advanced); Graduate Diploma in Medicine; Graduate Certificate in Medicine; Graduate Certificate in Science in Medicine; Graduate Diploma in Science in Medicine, and the subsequent amendments to the course resolutions and unit of study tables, with effect from Semester 2, 2021;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>approve the proposal from the Faculty of Medicine and Health to amend the Master of Surgery; Graduate Diploma in Surgery; Graduate Certificate in Surgery; and pre-2020 Master of Surgery, and the subsequent amendments to unit of study tables, with effect from 1 January 2022;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>approve the proposal from the Faculty of Science to amend the unit of study table for the Master of Agriculture and Environment, Graduate Diploma in Agriculture and Environment, Graduate Certificate in Agriculture and Environment with effect from 1 January 2022;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>approve the proposal from the Faculty of Medicine and Health to amend the Master of Medical Imaging Science; Graduate Diploma in Imaging Science; and Graduate Certificate in Medical Imaging Science, and the subsequent amendments to the course resolutions and unit of study tables, with effect from 1 January 2022;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>approve the proposal from the Faculty of Science to amend the Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Certificate in Coaching Psychology, and subsequent amendments to the course study mode to include an online option, with effect from 1 January 2022, and note the Faculty's intention to offer the existing course in online format, and not an additional course;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>approve the course learning outcomes for the Graduate Diploma in Science, with effect from 1 January 2022;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>approve the proposal from the Faculty of Science to amend the course resolutions for the Master of Clinical Psychology and Master of Clinical Psychology and Doctor of Philosophy with effect from 1 January 2022;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and the subsequent amendments to the unit of study tables, with effect from 1 January 2022; and
12. approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Dental Medicine and Doctor of Clinical Dentistry, and the subsequent amendments to the course resolutions, with effect from 1 January 2022.

Proposal Presenter
Associate Professor Michael Kertesz (Chair, Graduate Studies Committee)

Consultation Pipeline
AB GSC → AB

EXECUTIVE SUMMARY
This report summarises the business of the meetings of the Graduate Studies Committee on 27 January 2021 and 9 February 2021.

ITEMS FOR APPROVAL
The Graduate Studies Committee endorsed and recommended for presentation to Academic Board the following proposals.

Higher Degree by Research Scholarships Subcommittee (HDRSSC)
- Report of the HDR Scholarships Subcommittee

Admissions Subcommittee
- Report of the Admissions Subcommittee

Faculty of Science
- Master of Science in Coaching Psychology (and embedded degrees)
- Master of Agriculture and Environment (and embedded degrees)
- Graduate Diploma in Science
- Master of Clinical Psychology and Master of Clinical Psychology and Doctor of Philosophy

Faculty of Medicine and Health
- Master of Bioethics (refer to Item 9.2)
- Master of Physiotherapy (refer to Item 9.2)
- Master of Medicine (Psychiatry) New CRICOS Codes
- Master of Medicine; Master of Science in Medicine; Master of Medicine (Advanced) (and embedded degrees) Critical Care Medicine, Internal Medicine and Metabolic Health Streams
- Master of Surgery (and embedded degrees)
- Master of Medical Imaging Science (and embedded degrees)
- Doctor of Clinical Dentistry
- Doctor of Dental Medicine and Doctor of Clinical Dentistry

ITEMS FOR NOTING
The Graduate Studies Committee also noted:
- the report of the Chair;
- the report of the Academic Board;
- the report of the HDR Scholarships Subcommittee;
- the report of the Admissions Subcommittee; and
Non-Confidential

- the 2021 Forward Plan.

FURTHER INFORMATION

Full agenda papers are available from the Graduate Studies Committee SharePoint.

| Approver and Proposal Sponsor | Associate Professor Michael Kertesz (Chair, Graduate Studies Committee) |

ATTACHMENTS

9.1 Report of the HDR Scholarships Subcommittee
9.2 Report of the Admissions Subcommittee
9.3 FMH: Master of Medicine (Psychiatry)
9.4 FMH: Master of Medicine and Master of Science in Medicine
9.5 FMH: Master of Surgery
9.6 SCI: Master of Agriculture and Environment
9.7 FMH: Master of Medical Imaging Science
9.8 SCI: Master of Science in Coaching Psychology
9.9 SCI: Graduate Diploma in Science
9.10 SCI: Master of Clinical Psychology/Doctor of Philosophy
9.11 FMH: Doctor of Clinical Dentistry
9.12 FMH: Doctor of Dental Medicine and Doctor of Clinical Dentistry
EXECUTIVE SUMMARY

This report summarises for the Graduate Studies Committee the business of the meeting of the HDR Scholarships Subcommittee held on 27 November 2020.

REPORT OF THE HDR SCHOLARSHIPS SUBCOMMITTEE – 27 NOVEMBER 2020

Determination of the award of RTPS International
The HDRSSC resolved to offer award of the following scholarships for 2021 admissions:
- 2 RTP International scholarships to applicants from the Faculty of Arts and Social Sciences
- 1 RTP International scholarship to an applicant from the Faculty of Science

Members noted that the University of Sydney Business School, the School of Architecture, Design and Planning, the Sydney Law School and the Conservatorium of Music would be unable to award any RTP scholarships to international students under the current model.

The impacts of border closures on the acceptance of RTP scholarships was discussed. It was advised that a scholarship could be deferred until Research Period 3, but must be taken up within the year for which it was awarded. The Chair and the Director, Student Operations agreed to review the language used in letters of offer to ensure it is clearly stated that the scholarship offer will lapse.

DVCR strategic allocation of RTP scholarships
The subcommittee considered a paper from the Deputy Vice-Chancellor (Research) outlining a proposed process for awarding scholarships from the 20% DVCR strategic allocation. Members agreed that the proposal contained insufficient detail of the processes involved in the selection of scholarship recipients and did not provide assurance that the scholarships would be awarded to the strongest candidates in the identified strategic areas. The subcommittee resolved not to endorse the proposal but to request a revised paper.

Proposal for the Faculty allocation of RTP scholarships to align with the distribution of international and domestic students
Members discussed a proposal from the Faculty of Engineering to allocate RTP scholarships to align with the distribution of international and domestic students within each faculty. The proposal would not alter the total number of scholarships available to a faculty but would redistribute the scholarships proportional to the international and domestic student load. The subcommittee raised a number of concerns and resolved not to endorse the proposal, but acknowledged the frustration felt by all faculties over the small number of scholarships available and suggested an approach to encouraging investment in additional scholarships could be considered. It was noted that the USYD International Scholarships, which are not currently being awarded, offered additional opportunities to support high quality international students.
Updated ranking guidelines
The HDR Scholarships Subcommittee resolved to note the updated ranking guidelines, which have been amended to reflect the changes within the proposal for a faculty-based allocation model that was approved by the Academic Board at its meeting of 3 March 2020.

ATTACHMENTS

Attachment 1 Updated ranking guidelines
Research Training Program Scholarships
University of Sydney Postgraduate Awards

Ranking Guidelines – approved by the Academic Board March 2020

Operations

- Eligible applicants, as defined by Commonwealth Scholarship Guideline (Research) 2017, will be ranked using a numerical score (denote here as ‘final mark’ calculated to two decimal places) based on component/s depending on their ranking category as described below. A ranked list will be prepared by the Scholarships Office.

- The ranked list will be distributed to faculty for review.

- Faculty will provide feedback on the ranking. The Scholarships Office will review feedback provided and amend the ranking in accordance with this Ranking Guideline.

- Faculty will provide a score for Research Environment and Supervisory Team.

- Circumstances that are deemed to be inconsistent with this Ranking Guideline will not be accepted by the Scholarships Office. The respective faculty may prepare the case to be discussed by the committee. The Scholarships Office may provide guidance if required.

The Higher Degree by Research (HDR) Scholarships Sub-Committee of the Graduate Studies Committee will consider the single merit list and determine the number of offers to be made. The number of offers will be based on the number of awards available and an estimate of the offer rejection rate, and future number of applications.

Before the applications are distributed to each faculty for review, the Scholarships Office will verify that the applicants have satisfied the eligibility criteria as per the relevant terms and conditions.

To be considered for ranking, an applicant must have:

- already applied for candidature in the Faculty concerned, or be currently enrolled in a Higher Degree by Research program at the university.

Note that a faculty may, with reasonable grounds, decline to support any student for a scholarship even if the school/department/discipline requests that a given student be considered; if this is the case, the appropriate member of the HDR Scholarships Sub-Committee must be notified in writing.
The ranking formula is now based on three-five components:

**Final Score (out of 100) = (Student Achievement X University Quality Index) + Research Potential Indicator) X 80/120 + Research Environment + Supervisory Team**

**Measure for Student Achievement**

**Table 1: Student Achievement: A measure of student performance in undergraduate coursework and research.** Note that these groupings are exclusive.

<table>
<thead>
<tr>
<th>IF APPLICANT’S QUALIFICATION IS</th>
<th>THE MEASURE FOR STUDENT ACHIEVEMENT IS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year Undergraduate Degree with Honours year</td>
<td>Honours 1 (H1) or Honours 1 equivalent (H1E) marks only used.</td>
</tr>
<tr>
<td>Undergraduate Degree plus Masters Degree (Coursework) with 25% research component</td>
<td>Masters Degree (Coursework) mark used (refer to (c) below)</td>
</tr>
<tr>
<td>Undergraduate Degree plus Masters Degree (Research)</td>
<td>Masters Degree (Research) used</td>
</tr>
<tr>
<td>Bachelor Honours Degree equivalent integrated into four-year grade point average (GPA), including 4-year Undergraduate degree with 25% EFTSL of research project or equivalent in final year of study.</td>
<td>Undergraduate GPA/WAM used mapping as per Appendix A/B if needed</td>
</tr>
<tr>
<td>Three-Year Undergraduate Degree</td>
<td>Refer to (e) below</td>
</tr>
<tr>
<td>Membership or fellowship of prestigious colleges</td>
<td>Refer to (d) below</td>
</tr>
<tr>
<td>Undergraduate Degree plus Graduate Diploma Degree (Coursework) with 25% research component</td>
<td>Graduate Diploma mark used (refer to (c) IV below)</td>
</tr>
<tr>
<td>PhD</td>
<td>PhD refer to (f) below</td>
</tr>
</tbody>
</table>

**Student Achievement**

a) **Australian Bachelor Honours Degree First Class (Honours 1)**

b) **Overseas qualifications that are considered as equivalent to an Australian Bachelor Honours Degree First Class (Honours 1)**

   The weighted average mark (WAM): i.e., average mark, weighted according to the relative credit point value of the individual units of study, is obtained by averaging the marks the applicant obtained in all second and third year units of study in the relevant degree. Some faculties will also calculate the weighted average mark according to the year-levels (2 for second year, 3 for third year) of the units of study as the measure for Student Achievement, (refer to Appendix B).

c) **Masters Degree (Coursework)**

   1. A completed Masters Degree (Coursework) with a weighted average mark of at least 80 and a research component (requiring the completion of a dissertation, treatise, long essay, or major report) of at least 25% of an equivalent full-time student load (EFTSL). In this case, the weighted average mark in all units of study, including the dissertation, will be the measure for Student Achievement.
II. A completed Masters Degree (Coursework) with a weighted average mark of at least 80 and a research treatise of ≥25,000 words as a requirement of the course. In this case, the weighted average mark in all units of study, including the treatise, will be the measure for Student Achievement.

III. A completed Masters Degree (Coursework) with a weighted average mark of at least 80 and a research component verified by the faculty research committee to be academically demanding and a relevant foundation in research training for the proposed Doctoral Degree project. In this case, the weighted average mark in all units of study, including the treatise, will be the measure for Student Achievement.

IV. A completed Preliminary Masters Degree or Graduate Diploma subsequent to a Bachelors degree (either appended or intercalated). This preliminary Masters/Graduate Diploma must have a research component (as per (c) I above) of at least 25% of an EFSTL requirements and assessment equivalent to Fourth Year Honours at Honours 1 standard (a minimum mark of 80). In this case, the weighted average mark in all units of study, including the treatise, will be the measure for Student Achievement.

d) Graduates who did not have an Honours 1 result but have attained membership or fellowship of prestigious colleges/learned/professional organisations by advanced study, examination and professional practice may be eligible for Honours 1 equivalent (H1E).

The relevant faculty will be required to demonstrate an appropriate level of academic rigour. In all such cases, the Honours mark will be 80. In assessing whether membership or fellowship of a learned body confers the Honours 1 equivalent (H1E) status, consideration will be given to the level of additional skills and training required for membership, the length of training required, and the academic level and pass rate of the entrance examination.

Faculties should decide whether these applicants be considered as category 1 or in the other/anomalous categories (refer to Table 4). Note that we apply a 1.1 University Quality Index factor to members/fellows of appropriate colleges/learned professional/bodies.

Where an Australian College has reciprocal recognition with an international equivalent, this will be preserved that and the 1.1 inflation will be applied. So as an example, a Fellow of the Royal College of Anaesthetists (UK) would get automatic recognition by Australia and New Zealand College of Anaesthetists (ANZCA). A member/fellow of the ANZCA will receive an inflation of 1.1 and accordingly, this could be allocated to an FRCA.

e) Three-year Undergraduate Degree is deemed to be not competitive.

f) Applicants to undertake a Masters Degree by Research, or applicants who already hold a PhD should only be considered if excess scholarships are available.

Notes

• It is the responsibility of applicants to provide numerical marks of their academic results wherever possible. Actual numeric marks are not capped. If the mark is not available or is unobtainable, the result will be entered at the respective mid-point for the equivalent Pass (i.e. 57) and Credit (i.e. 69.5) grades at the University of Sydney. A mark at the lowest one-third (i.e. 78.33) will be entered for the equivalent distinction and the lowest mark (i.e. 85) for high distinction grades.

• It is important to check the grading system printed on the transcripts to find out the range of marks or the minimum mark required for each grade and different levels of Honours. Scaling of Honours 1 marks will be required if the institution or faculty at the University of Sydney does not use 80 as the cut-off requirement for Honours 1. Scaling of marks will be required to account for a pass mark other than 50 in some overseas institutions.
Refer to Appendix A for some commonly used tables of correspondences if scaling or discounting of marks is required. Note that grade point average scores will continue to be capped at 90; in that the maximal grade point average for a given university will be mapped to 90.

- The established practices of scaling weighted average marks or Honours 1 marks in certain faculties as accepted by the relevant cluster ranking committee will continue. (refer to Appendix B).

- If the an applicant’s scaled measure for Student Achievement (after mapping, but before being multiplied by UQI) is below 780, i.e., not Honours 1/Honours 1 equivalent, the applicant will be ranked as not competitive from ranking. This does not apply to applicants with Masters Degree by Research qualification.

- Applicants with a final mark less than 80 will be ranked as not competitive.

University Quality Index

Table 2: University Quality Index (UQI) bands and weighting of Student Achievement derived from Research Office UQI scores

<table>
<thead>
<tr>
<th>UNIVERSITY BANDS</th>
<th>UNIVERSITY QUALITY INDEX FACTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1: The top 1-100 universities</td>
<td>Weighting: 1.10</td>
</tr>
<tr>
<td>Band 2: Universities 101-317</td>
<td>Weighting: 1.05</td>
</tr>
<tr>
<td>Band 3: Universities 318-onwards</td>
<td>Weighting: 1.0</td>
</tr>
</tbody>
</table>

The University Quality Index (UQI) is based on an aggregation of the major university ranking engines. This aggregation is produced by the DVC Research Office Portfolio and updated yearly in October. The basic principle is that the higher ranked universities usually have higher admission standards. The University Quality Index factors are detailed in Table 2 above. All Group of Eight (Go8) and C9 League universities (C9) are considered as Band 1.

A faculty may include a letter of support from the local supervisor-designate or postgraduate coordinator, addressing any issues pertaining to the University Quality Index. For example, the UQI system does not currently take account of all highly-regarded institutes, such specialist medical universities.

In rare and exceptional cases, a manual application process could be used to add special cases, such as those above or high performing centres within otherwise low-ranked overseas institutions. Local supervisor-designates or postgraduate coordinators must supply information in a letter of support with associated independent evidence to be considered in determining the appropriate weighting. For example: comparable citation data to a benchmarked institution or admission criteria matched to a reference institution (e.g., Bachelor (Field of study/discipline) from University of YYYY has similar admission criteria to University MMMMM with a University Quality Index rank of A; source of evidence). In general, the higher of either the institutional ranking or departmental ranking will be used.
Research Potential Indicator

The Research Potential Indicator (RPI) system rewards research potential but does not permit applicants with a long list of publications to dominate the rankings. This is achieved by awarding between 0 to 2.5 points per category, regardless of the quantity of past output.

Table 3: Research Potential Indicator: A maximal score of 10 points may be added to the (Student Achievement X University Quality Index) score

<table>
<thead>
<tr>
<th>DISSEMINATION: Up to 2.5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 points - Authorship on a refereed journal article (see Scholarly Publications below), refereed book chapter, refereed conference paper. Or Non-traditional research outputs (NTRO) (refer to note (e) following)</td>
</tr>
<tr>
<td>1.5 points - authorship on a conference abstract published in an ISI/Scopus identified journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INITIATIVE: Up to 2.5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 points - Lead/solo author position on a paper; lead/solo author on a competitive external research grant (refer to note (d) following). Excluding Masters Degree (Research) thesis</td>
</tr>
<tr>
<td>1.5 points - authorship on a conference abstract published in an ISI/Scopus identified journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RELEVANT EXPERIENCE: 2.5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant professional experience after graduation from first degree&gt;1.5 years.</td>
</tr>
<tr>
<td>Relevance to the proposed research activities or in a cognate area – not just broad experience in the field</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MASTERS DEGREE (RESEARCH) THESIS: 2.5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A research thesis produced as part of a Masters Degree (Research) (refer to note (f) following)</td>
</tr>
</tbody>
</table>

SCHOLARLY PUBLICATIONS

To qualify for research potential indicator (RPI) points, a publication must be:

1. Published or accepted for publication by a reputable publisher (refer to point 3 below) in the relevant field of research within the last five years. Self-publishing, publications by vanity publisher or in publications which lack basic publishing standards will not be accepted.

2. Fully written in English. Non-English publications can only be accepted if the publication has been read by academics in the relevant school/department who are competent to read that language and can confirm the standard and research content of the publication.

3. Academic journals must either be:
   - listed in the ERA journals list (as amended to remove any journals that the Faculties or University Schools have requested be removed); or
   - listed on Thomson Reuters’ Master Journal (ISI) list: [https://mjl.clarivate.com/home](http://ip-science.thomsonreuters.com/mjl/)

   and then

4. Publications in conferences that are primarily arranged for research students do not qualify for research potential indicator points.
Notes

a) In all cases, documentary evidence in support of research potential indicator eligible items must be supplied and verified by faculties; substantiation of thesis value may be reported alongside the evidence (refer to transcript) for Student Achievement.

b) An applicant may get two research potential indicator scores for the same output item. If a lead author on a publication, the applicant would get 2.5 points for publishing research and 2.5 points for initiative related to research. The context is that it is the student’s activities that are being rewarded not the publication.

c) The types of publications that are eligible for research potential indicator points are as given in Table 5, noting that the value of points allocated in that table do not apply to category 1, 2 and 3 students.

d) Research grants need to be awarded via a national or international competition at undergraduate level or above; examples would be from Learned Societies or Government agencies. Student grants given by the same university as the one the student graduates from are not eligible for consideration.

e) Non-traditional research outputs (NTRO)/Creative Arts outputs will need to meet the criteria set by the Working Party on Non-traditional Research Output. In the context of NTROs, research is defined in the same way as it is for traditional outputs as the creation of new knowledge and/or the use of existing knowledge in a new and creative way, so as to generate new concepts, methodologies, and understandings in the relevant discipline area(s).

f) As indicated above, in cases where a student completes a Masters Degree (Research) only or in a combined coursework/research degree where the research component is 66% or greater, the completed thesis is considered evidence against the thesis category of the research potential indicator. The RPI Points for Masters by Research Degrees are only available to applicants who have completed a H1/H1E degree (i.e. Cat. 1 or 2 applicants).
Ranking Categories for Applications

There are five ranking categories, and there are differences in the weights assigned in each category to the three components, the categories are described below in Table 4.

Notes: If an applicant can be ranked under more than one category in category 1, 2 or 3, the faculty can use the category that gives the applicant a higher Final Mark.

Table 4: Ranking categories and weights associated with each component

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TITLE AND DESCRIPTION</th>
<th>RANKING PRINCIPLES AND FORMULA</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Recent Graduates</td>
<td><strong>Final Score</strong> (out of 100) = (Student Achievement X University Quality Index + Research Potential Indicator) X 80/120 + Research Environment + Supervisory Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Score</strong> = (Student Achievement X University Quality Index) + Research Potential Indicator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RPI points added as per Table 3</td>
</tr>
<tr>
<td></td>
<td>Applicants who completed an Honours 1 degree (or equivalent, including fellowship or membership of prestigious learned colleges such as FRACP) five years or fewer prior to the date of commencement of the award for which the scholarship is sought.</td>
<td></td>
</tr>
<tr>
<td>Two(a)</td>
<td>Non-Recent Graduates</td>
<td><strong>Final Score</strong> (out of 100) = (Student Achievement X University Quality Index + Research Potential Indicator) X 80/120 + Research Environment + Supervisory Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Score</strong> = (Student Achievement X University Quality Index) + Research Potential Indicator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RPI points added as per Table 3</td>
</tr>
<tr>
<td></td>
<td>Applicants who completed an eligible degree as above (refer to Table 1) more than five years prior to the date of commencement of the award for which the scholarship is sought and with significant relevant professional and/or research experience since graduation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* This can include current enrolment in a research degree.</td>
<td></td>
</tr>
</tbody>
</table>

Applicants with both H1E and a Masters by Research Degree are to be considered in both Cat. 1 and Cat. 3 (excluding the H1E for the purpose of Cat 3) and ranked in the Category in which they rank most highly.

Applicants with two H1E eligible degrees are to be ranked in the Category in which they rank most highly.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TITLE AND DESCRIPTION</th>
<th>RANKING PRINCIPLES AND FORMULA</th>
</tr>
</thead>
</table>
| Two(b)  | Applicants who completed an Honours 1 degree (or equivalent) more than five years prior to the date of commencement of the award for which the scholarship is sought and have little or no relevant professional or research experience since graduation. | Applicants with two H1E eligible degrees are to be ranked in the Category in which they rank most highly. The school or department concerned must provide a separate letter detailing the reason/s for support and to confirm that it has assessed the applicant’s ability to successfully complete the degree in the required time. The HDR Scholarships Sub-Committee has the discretion of not awarding a scholarship to the applicant concerned.  

**Final Score** (out of 100) = (Student Achievement × University Quality Index + Research Potential Indicator) × 80/120 + Research Environment + Supervisory Team  

**Final Score** = (Student Achievement × University Quality Index) + Research Potential Indicator  

RPI points added as per Table 3  

Applicants with both H1E and a Masters by Research Degree are to be considered in both Cat. 1 and Cat. 3 (excluding the H1E for the purpose of Cat 3) and ranked in the Category in which they rank most highly.  

Applicants with two H1E eligible degrees are to be ranked in the Category in which they rank most highly. |
### CATEGORY

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TITLE AND DESCRIPTION</th>
<th>RANKING PRINCIPLES AND FORMULA</th>
</tr>
</thead>
</table>
| Three    | Applicants qualify for the Honours 1 equivalent status after completion of a AQF Level 9 Masters Degree (Research) (equivalent to a University of Sydney MPhil by thesis only). Note: Applicants who have obtained the Honours 1 equivalent (H1E) status and a completion of a Masters Degree by Research can be ranked in this category if it yields a higher final score. | A student achievement mark ‘#’ as set annually by the HDRSSC and approved by GSC will be allocated. Final Score (out of 100) = \( (# \times \text{University Quality Index} + \text{Research Potential Indicator}) \times \frac{80}{120} + \text{Research Environment} + \text{Supervisory Team} \)
Final Score = \( (# \times \text{University Quality Index}) + \text{Research Potential Indicator} \)
RPI points added as per Table 3, excluding the RPI for a Masters by Research Degree (UQI is University Quality Index and is the UQI associated with the institution awarding the Masters by Research Degree)
RPI points added as per Table 3. |
| Four     | Professional Candidates                                                                | Ranking is based entirely on research experience points (REP) points, as per Table 5 with conditions below:
1a Category 4: a REP score of at least 25 (International 46) will be required before an applicant can be put forward for consideration.
1b Category 5: a REP score of at least 26 will be required before an applicant can be put forward for consideration.
1c Anomalous Case: a REP score of at least 34 (International 55) will be required before an applicant can be put forward for consideration.
2. The school or department concerned must provide a separate letter supporting the applicant, detailing the basis for support and providing explicit evidence about the how the progression of the student during current candidature demonstrates exceptional performance. This evidence must clearly articulate the work of the candidate, not just that of the research team in which they may be based. The school must demonstrate how this exceptional achievement can be related to the capacity of the student to produce an examinable thesis within the remaining time. |
| Five     | Currently enrolled Higher Degree Research (HDR) students who have not obtained a Honours 1 degree or Honours 1 equivalent degree | These applicants must be currently enrolled in a postgraduate research degree at the University of Sydney and have shown exceptional performance after at least one full-time equivalent year of candidature at the time the scholarships are awarded. |

Approved by: Academic Board
Date commenced: March 2020

INTERNAL USE ONLY
Confidential – not to be given to applicants
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TITLE AND DESCRIPTION</th>
<th>RANKING PRINCIPLES AND FORMULA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anomalous</td>
<td>If an applicant does not fully satisfy the requirements specified in any category but a faculty determines that the applicant has a qualification of equal standing to one on this list, an anomalous case can be made for determination by the HDR Scholarships Sub-Committee. If an applicant is eligible to be ranked in category 1, 2 or 3 and deemed to be not competitive, and the applicant has substantial research output, the applicant may be considered under this category only if the REP score is 75 (applicable to domestic and international) or above. The case must be supported by the cluster ranking committee.</td>
<td>3. Each case must be supported by the cluster ranking committee before it can be placed on the cluster ranking list. 4. All supported applicants in each of these categories will be placed into three separate groups according to their research experience points for consideration by the HDR Scholarships Sub-Committee.</td>
</tr>
</tbody>
</table>
Table 5: Research Experience Points (REP) Allocation

Used only for categories 4, 5 and Anomalous

<table>
<thead>
<tr>
<th>SCHOLARLY PUBLICATION</th>
<th>RESEARCH EXPERIENCE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sole author</td>
</tr>
<tr>
<td>A published book, refer to a) above (must contain original work, not just translating work of others)</td>
<td>20</td>
</tr>
<tr>
<td>A published chapter in an edited book, refer to a) above (but not conference proceedings)</td>
<td>10</td>
</tr>
<tr>
<td>A published research article in an academic journal, refer to b) above (but not case report or letter to the editor)</td>
<td>10</td>
</tr>
<tr>
<td>A published research report or case study or book/literature review (must involve substantial original analysis) in an academic journal, refer to c) above</td>
<td>2</td>
</tr>
<tr>
<td>A published, refereed national or international conference paper, refer to e) above</td>
<td>5</td>
</tr>
<tr>
<td>A patent (must be granted after an examination process by a government agency in a country such as Australia)</td>
<td>10</td>
</tr>
<tr>
<td>OUTPUT IN THE ART AND MUSIC AREAS WITHIN THE LAST FIVE YEARS</td>
<td>RESEARCH EXPERIENCE POINTS</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>Sole contributor</td>
</tr>
<tr>
<td>An exhibition (with published catalogue) with multiple venues of international standard, or a series of performances of international standard for which reviews in significant outlets are available.</td>
<td>12</td>
</tr>
<tr>
<td>An exhibition in a public gallery or museum (with published catalogue) but excluding regional galleries.</td>
<td>12</td>
</tr>
<tr>
<td>An exhibition in a private gallery of standing in which the artist is asked to exhibit by invitation (subject to documentary evidence).</td>
<td>12</td>
</tr>
<tr>
<td>Visual work(s) held in significant national and/or international collections or commissioned by government bodies and/or the corporate sector.</td>
<td>8</td>
</tr>
<tr>
<td>Visual documentation of performance, installation and electronic creative works in significant national and/or international collections.</td>
<td>8</td>
</tr>
<tr>
<td>A significant published musical composition or a significant commercially published CD of a musical performance. In exceptional circumstances, a higher mark (maximum 12) can be argued by the faculty.</td>
<td>6</td>
</tr>
<tr>
<td>An exhibition or performance of a creative work for which reviews in significant outlets are available.</td>
<td>6</td>
</tr>
<tr>
<td>Participation (as presenting author or equivalent) in significant national or international festivals, or professional conventions.</td>
<td>3</td>
</tr>
</tbody>
</table>

**RELEVANT PROFESSIONAL EXPERIENCE**

Relevant professional experience after graduation from first degree. Relevance to the proposed research activities or in a cognate area – not just broad experience in the field.

<table>
<thead>
<tr>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 to 3 full-time, or part-time equivalent, years</td>
</tr>
<tr>
<td>3 to 4 full-time, or part-time equivalent, years</td>
</tr>
<tr>
<td>4 to 5 full-time or part-time equivalent, years</td>
</tr>
<tr>
<td>More than 5 full-time, or part-time equivalent, years</td>
</tr>
</tbody>
</table>

**OTHER**

Participation in moots at an international level (e.g. Jessup International Law Moot)

<table>
<thead>
<tr>
<th>REP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
### Appendix A

Mapping Honours 1 and undergraduate weighted average marks to University of Sydney scales

#### A1. Table of correspondences of 1st Class Honours marks and undergraduate WAM on various scales: only for Honours (as separate year) not for use for embedded/integrated Honours.

<table>
<thead>
<tr>
<th>H1 starts at</th>
<th>USYD</th>
<th>H1 starts at</th>
<th>USYD</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>80</td>
<td>76</td>
<td>80.8</td>
</tr>
<tr>
<td>76.3</td>
<td>81</td>
<td>76.4</td>
<td>81.3</td>
</tr>
<tr>
<td>77</td>
<td>81.6</td>
<td>77.5</td>
<td>82.4</td>
</tr>
<tr>
<td>78</td>
<td>82.7</td>
<td>78.3</td>
<td>82.7</td>
</tr>
<tr>
<td>78.8</td>
<td>83</td>
<td>79</td>
<td>83.2</td>
</tr>
<tr>
<td>80</td>
<td>84</td>
<td>81</td>
<td>84.8</td>
</tr>
<tr>
<td>81.3</td>
<td>85</td>
<td>81.7</td>
<td>85.3</td>
</tr>
<tr>
<td>82</td>
<td>85.6</td>
<td>82.5</td>
<td>86</td>
</tr>
<tr>
<td>83</td>
<td>86.4</td>
<td>83</td>
<td>86.4</td>
</tr>
<tr>
<td>83.3</td>
<td>86.7</td>
<td>84</td>
<td>87.2</td>
</tr>
<tr>
<td>85</td>
<td>88</td>
<td>86</td>
<td>88.8</td>
</tr>
<tr>
<td>86.7</td>
<td>89.3</td>
<td>87</td>
<td>89.6</td>
</tr>
<tr>
<td>87.5</td>
<td>90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These Australian universities have, previously, used 85 as the cut-off mark for Honours 1 for some or all of their courses:

- Flinders University
- University of Adelaide
- University of Technology, Sydney
- James Cook University
- University of New England
- University of Western Sydney
- University of Technology, Sydney
- University of New South Wales
- University of Wollongong
- Macquarie University
- University of Newcastle
- Southern Cross University

Approved by: Academic Board
Date commenced: February 2017
This list is not exhaustive; care should be taken to verify the Honours 1 cut-off mark for particular courses with the university concerned before scaling an applicant’s Honours mark using this table.

A2. Advice and tables of correspondences for some common overseas marking schemes

For international applicants, faculties should check the assessment completed for each applicant by the International Office (which usually referred to the Lists of Institutions in the Country Education Profile published by Australian Education International) to ascertain the standing of the applicant’s university and apply an adjustment to the weighted average marks and/or Honours marks as appropriate. The basic principle will be to map the bottom of the Honours 1 range or scale to 80.00 and the top score to 100.00.

The tables below provide some simple conversions for common scales. Faculties should contact the International Services section for advice in assessing domestic applicants with overseas qualifications. For universities deemed by the National Office of Overseas Skills Recognition (NOOSR) to be classed as section 3 for a given country. Faculties must take note of the degree mapping. For example, in a given country, a Bachelor Degree from a section 3 university may be considered as equivalent to an undergraduate Diploma from an Australian university; this would make the degree score ineligible for ranking purposes.

a. Pass mark of 60% or 6 on a 10-point scale (includes China)

A mark of 60 (or a grade of 6) is mapped to 50, and a mark of 100 (or a numerical grade of 10) mapped to 100.

In the case of China, C9 League universities are deemed to be equivalent to University of Sydney (use University of Sydney’s University Quality Index).

China’s League of 9 Universities (C9) include:

- Peking University
- Fudan University
- Zhejiang University
- Tsinghua University
- Shanghai Jiao Tong University
- University of Science and Technology China
- Harbin Institute of Technology
- Nanjing University
- Xi’an Jiao Tong University

b. Grades from C- to A+ where D+ and below are fail grades

If the range of marks for each grade is not specified on the transcripts, the weighted average marks should be calculated using 50 for C- to 90 for A+ in grades of 5 marks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>55</td>
</tr>
<tr>
<td>C+</td>
<td>60</td>
</tr>
<tr>
<td>B-</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>70</td>
</tr>
<tr>
<td>B+</td>
<td>75</td>
</tr>
<tr>
<td>A-</td>
<td>80</td>
</tr>
<tr>
<td>A</td>
<td>85</td>
</tr>
<tr>
<td>A+</td>
<td>90</td>
</tr>
</tbody>
</table>
c. **Grade point average (GPA) out of 4 with 1.0 as the pass grade**

4.0 is mapped to 90, 3.0 to 78.33 (the agreed distinction mark in these guidelines), 2.0 to 69.5 (the agreed credit mark in these guidelines). This table has been produced based on the United States’ grade point average system. In general, for non-US universities that use a 4-point grading system the pass grade should be mapped to 50 and the maximal grade to 90. Also, there are cases where the transcripts do specifically state the minimal grade for Honours 1 (e.g. Bangladeshi universities generally state that the minimal grade for Honours 1 is 3.75/4). In such cases, the minimal Honours 1 grade should be mapped to 80.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>69.50</td>
</tr>
<tr>
<td>2.1</td>
<td>70.38</td>
</tr>
<tr>
<td>2.2</td>
<td>71.27</td>
</tr>
<tr>
<td>2.3</td>
<td>72.15</td>
</tr>
<tr>
<td>2.4</td>
<td>73.03</td>
</tr>
<tr>
<td>2.5</td>
<td>73.92</td>
</tr>
<tr>
<td>2.6</td>
<td>74.80</td>
</tr>
<tr>
<td>2.7</td>
<td>75.68</td>
</tr>
<tr>
<td>2.8</td>
<td>76.56</td>
</tr>
<tr>
<td>2.9</td>
<td>77.45</td>
</tr>
<tr>
<td>3.0</td>
<td>78.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>79.50</td>
</tr>
<tr>
<td>3.2</td>
<td>80.66</td>
</tr>
<tr>
<td>3.3</td>
<td>81.83</td>
</tr>
<tr>
<td>3.4</td>
<td>83.00</td>
</tr>
<tr>
<td>3.5</td>
<td>84.17</td>
</tr>
<tr>
<td>3.6</td>
<td>85.33</td>
</tr>
<tr>
<td>3.7</td>
<td>86.50</td>
</tr>
<tr>
<td>3.8</td>
<td>87.67</td>
</tr>
<tr>
<td>3.9</td>
<td>88.83</td>
</tr>
<tr>
<td>4.0</td>
<td>90.00</td>
</tr>
</tbody>
</table>

d. **A scale with 1.0 being the highest grade and 4.0 a pass**

1.0 is mapped to 90, 2.0 is mapped to 78.33 and 3.0 is mapped to 69.5. This table has been produced based on the United States’ grade point average system. In general, for non-United States universities that use a 4-point grading system the pass grade should be mapped to 50 and the maximal grade to 90.

Also, there are cases where the transcripts do specifically state the minimal grade for Honours 1 (e.g. Bangladeshi universities generally state that the minimal grade for Honours 1 is 3.75/4). In such cases, the minimal Honours 1 grade should be mapped to 80.

<table>
<thead>
<tr>
<th>Score</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>69.50</td>
</tr>
<tr>
<td>2.9</td>
<td>70.38</td>
</tr>
<tr>
<td>2.8</td>
<td>71.27</td>
</tr>
<tr>
<td>2.7</td>
<td>72.15</td>
</tr>
<tr>
<td>2.6</td>
<td>73.03</td>
</tr>
<tr>
<td>2.5</td>
<td>73.92</td>
</tr>
<tr>
<td>2.4</td>
<td>74.80</td>
</tr>
<tr>
<td>2.3</td>
<td>75.68</td>
</tr>
<tr>
<td>2.2</td>
<td>76.56</td>
</tr>
<tr>
<td>1.9</td>
<td>79.50</td>
</tr>
<tr>
<td>1.8</td>
<td>80.66</td>
</tr>
<tr>
<td>1.7</td>
<td>81.33</td>
</tr>
<tr>
<td>1.6</td>
<td>83.00</td>
</tr>
<tr>
<td>1.5</td>
<td>84.17</td>
</tr>
<tr>
<td>1.4</td>
<td>85.33</td>
</tr>
<tr>
<td>1.3</td>
<td>86.50</td>
</tr>
<tr>
<td>1.2</td>
<td>87.67</td>
</tr>
<tr>
<td>1.1</td>
<td>88.83</td>
</tr>
</tbody>
</table>
e. Grade point average (GPA) out of 5 with 3.0 being the accepted level for moving into the graduate program. Before using the following table, it is critical to determine what the passing grade is.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>69.50</td>
</tr>
<tr>
<td>3.1</td>
<td>70.38</td>
</tr>
<tr>
<td>3.2</td>
<td>71.27</td>
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<td>3.3</td>
<td>72.15</td>
</tr>
<tr>
<td>3.4</td>
<td>73.03</td>
</tr>
<tr>
<td>3.5</td>
<td>73.92</td>
</tr>
<tr>
<td>3.6</td>
<td>74.80</td>
</tr>
<tr>
<td>3.7</td>
<td>75.68</td>
</tr>
<tr>
<td>3.8</td>
<td>76.56</td>
</tr>
<tr>
<td>3.9</td>
<td>77.45</td>
</tr>
<tr>
<td>4.0</td>
<td>78.33</td>
</tr>
</tbody>
</table>

f. India and the sub-continent

There is no consistent system used across institutions in India with some reporting grades, others having 10 point scales with 6 as the pass grade and some using the 4 point grade point average scale (in which case the tables above can be used, noting the caveat about the need to match passing/first class cut-offs). It is essential to check the explanation of the grading system printed on mark sheets. Scaling for individual cases should then be devised with the top score equating to 90 for alphabetical or categorical grades and 100 for numerical scores. Pass marks of less than 50, if applicable, and the standing of the institution (a top-rated institute of technology or an affiliated college) should also be taken into consideration.

The grading system for some section 1 institutions in Bangladesh is that a minimum grade point average of 2.2/4 is required for the degree and 3.75/4 is required for the degree awarded with Honours. In this case, 3.75 should be mapped to 80 and 4.00 mapped to 90.

g. United Kingdom (UK)

In the United Kingdom, 40% is the pass mark and 70% is the usual cut-off for Honours 1. In these cases, 70 should be scaled to 80 to determine the Honours score for these candidates. An award of > 85 % is extremely rare from UK universities, although one or two universities are now using a greater mark range. A linear scale is normally used mapping 70 to 80, and 85 to 90; but if the raw mark is > 85, mapping 90 to 100 will address this. For UK Masters Degrees (not MPhil, which is a research only degree), a ‘distinction’ is equivalent to a first class mark, being >69.99%

h. Iran

Faculties should only support applicants whose qualifications were from Section 1 or 2 Iranian higher education institutions as listed in the Country Education Profile. (Check the assessment completed for each international applicant by the International Office or contact it for advice.)
Undergraduate qualifications from Section 3 Iranian higher education institutions can only be taken into consideration for the calculation of undergraduate weighted average mark provided the applicant has subsequently completed a Masters Degree qualification from a Section 1 or 2 Iranian higher education institution.

Ranking is usually based on the overall grade point average (a minimum of 12 and a maximum of 20) as shown on the applicants' transcripts. For Section 1 institutions, map 12.0 to 50, 13.0 to 60, 14.0 to 70.00, 15.0 to 75, 16.0 to 80.0 and 20.0 to 90.00 as outlined below.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0</td>
<td>90.00</td>
</tr>
<tr>
<td>19.8</td>
<td>89.50</td>
</tr>
<tr>
<td>19.6</td>
<td>89.00</td>
</tr>
<tr>
<td>19.4</td>
<td>88.50</td>
</tr>
<tr>
<td>19.2</td>
<td>88.00</td>
</tr>
<tr>
<td>19.0</td>
<td>87.50</td>
</tr>
<tr>
<td>18.8</td>
<td>87.00</td>
</tr>
<tr>
<td>18.6</td>
<td>86.50</td>
</tr>
<tr>
<td>18.4</td>
<td>86.00</td>
</tr>
<tr>
<td>18.2</td>
<td>85.50</td>
</tr>
<tr>
<td>18.0</td>
<td>85.00</td>
</tr>
<tr>
<td>17.8</td>
<td>84.50</td>
</tr>
<tr>
<td>17.6</td>
<td>84.00</td>
</tr>
<tr>
<td>17.4</td>
<td>83.50</td>
</tr>
<tr>
<td>17.2</td>
<td>83.00</td>
</tr>
</tbody>
</table>

i. **Italy**

Italian degrees generally give an overall classification out of 110 that is not very informative for ranking purposes as many result patterns lead to this overall classification. Undergraduate degrees with an overall classification of 101 or lower are not Honours 1 equivalent (H1E) and so should not be ranked.

Most subjects on the students’ transcripts receive a score out of 30 and do provide more spread than just focussing on the overall classification. A weighted average mark out of 30 should be calculated, where the weights reflect the credits per course. The resulting score out of 30 should then be mapped so that 30 maps to 90 and 18 maps to 50 to obtain scaled marks for the measure for student achievement. Sample mapping points are:

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>90.00</td>
</tr>
<tr>
<td>29.5</td>
<td>88.33</td>
</tr>
<tr>
<td>29</td>
<td>86.67</td>
</tr>
<tr>
<td>28.5</td>
<td>85.00</td>
</tr>
<tr>
<td>28</td>
<td>83.33</td>
</tr>
<tr>
<td>27.5</td>
<td>81.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>80.00</td>
</tr>
<tr>
<td>26.5</td>
<td>78.33</td>
</tr>
<tr>
<td>26</td>
<td>76.67</td>
</tr>
<tr>
<td>25.5</td>
<td>75.00</td>
</tr>
<tr>
<td>25</td>
<td>73.33</td>
</tr>
<tr>
<td>18</td>
<td>50.00</td>
</tr>
</tbody>
</table>
k. Germany (and sometimes Austria)

In the case of marks from universities in Germany, there tends to be little detail on performance in particular units of study, the Vordiplom score can be considered as equivalent to an undergraduate weighted average mark and the Diploma score to an Honours Degree weighted average mark.

l. Schemes where the only grades awarded are G and VG (e.g. Leading Swedish Universities)

For these universities, it is often impossible to work out any finer resolution than pass/fail. The division between G (good = pass) and VG (very good = excellent) is often not done by fixed grades/percentiles but rather by cohort ranking, such that the top X% of a given cohort are put in the VG category. To rank these candidates, it is incumbent that faculty staff get evidence from the awarding university of the cohort rankings, i.e. What percentage of the cohort are in the VG category? The value can then be matched to the faculty’s own data.

**Worked example**

An applicant with a Masters Degree Research from an overseas university has 6 x VG and 4 x G, each weighted at 6 credits and a thesis worth 40 credits graded VG. The registrar of the overseas university provides a statement that the top 15% of the cohort gets a VG grade. This student is to join the Faculty of Stuff at the University of Sydney. This faculty’s Honours examination board reports that over the last five years, the top 15% of their cohorts had a mark of 87 and above. So, for this applicant, each VG is worth 87 and G is worth the median of 50 and 87, i.e. 73.5. Now a weighted average mark can be calculated, and this will be the measure for student achievement used in Table 1.

m. France

The overall GPA is mapped to a mark out of 100 using the mapping 10 → 50, 14 → 80 and 20 → 90. For example, the overall GPA of 15.23, using the mapping 14 → 80 and 20 → 90, is mapped to 82.05. If the overall GPA is below 14, then the mapping 10 → 50 and 14 → 80 should be used to for the calculation. For example, the overall GPA of 12.3, using the mapping 10 → 50 and 14 → 80, is mapped to 67.25.

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>90.00</td>
</tr>
<tr>
<td>19</td>
<td>88.33</td>
</tr>
<tr>
<td>18</td>
<td>86.67</td>
</tr>
<tr>
<td>17</td>
<td>85.00</td>
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<td>16</td>
<td>83.33</td>
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<tr>
<td>15</td>
<td>81.67</td>
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<td>14</td>
<td>80.00</td>
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<td>13</td>
<td>72.50</td>
</tr>
<tr>
<td>12</td>
<td>65.00</td>
</tr>
<tr>
<td>11</td>
<td>57.50</td>
</tr>
<tr>
<td>10</td>
<td>50.00</td>
</tr>
</tbody>
</table>

**Grades**

- 16-20: very good (très bien: TB)
- 14-15.9: good (bien: B)
- 12-13.9: satisfactory (assez bien: AB)
- 10-11.9: correct (passable; not an official grade)
- 09-9.9: fail (insuffisant: insufficient)
n. Netherlands

In the Netherlands, the grading scale is from 1 to 10. The table below shows the equivalence of the Dutch grades to the UK honours bachelor’s degree:

<table>
<thead>
<tr>
<th>Weighted Score</th>
<th>Scaled Mark</th>
<th>Grades</th>
<th>UK honours bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>90</td>
<td>8 to 10</td>
<td>First class</td>
</tr>
<tr>
<td>9</td>
<td>85</td>
<td>7 to 8</td>
<td>Second class, upper division</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>6 to 7</td>
<td>Second class, lower division</td>
</tr>
<tr>
<td>7</td>
<td>68</td>
<td>5.5 to 6</td>
<td>Third class</td>
</tr>
<tr>
<td>6</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall GPA is mapped to a mark out of 100 using the mapping 5.5 → 50, 8 → 80 and 10 → 90. For example, the overall GPA of 8.53, using the mapping 8 → 80 and 10 → 90, is mapped to 82.65. If the overall GPA is below 8, then the mapping 5.5 → 50 and 8 → 80 is used for the calculation. For example, the overall GPA of 7.2, using the mapping 5.5 → 50 and 8 → 80, is mapped to 70.40.

o. Others

If none of the tables above can be used, map the passing grade or mark to 50 and the maximal mark to 100 or grade to 90; then use simple linear interpolation to convert the marks to a University of Sydney equivalent score. If further detail is available, such as a first class cut-off, then map this to 80 and the maximal mark to 100, or grade to 90; then use simple linear interpolation to convert the marks to a University of Sydney equivalent score.
Appendix B

‘Faculty-cluster’ Specific Ranking Guidelines

Health

Scaling of Weighted Average Mark

The weighted average mark of Honours 1 graduates of undergraduate medical programs of Australian and New Zealand universities will be scaled by 1.17. This practice is allowed to take into account the generally lower marks awarded to students in these courses.

The scaling will not apply to applicants who did not have an overall Honours 1 result in their Bachelor of Medicine and Bachelor of Surgery (MBBS) degree or who have been ranked a Honours 1 equivalent (H1E) status on the basis of an additional qualification.

Assessment of the graduates of The University of Sydney Medical Program (USYDMP)

While there are assessment hurdles in this program, no marks are available for students, with only an overall ‘satisfactory’ or ‘unsatisfactory’ grade being given, in accordance with the overall philosophy of the course. However, individual students can be ranked within the class, based on these assessment results. Since the University endorses a specific and transparent distribution in student classes, applicants for Australian Postgraduate Awards and University of Sydney Postgraduate Awards will therefore be ranked in their class and fitted to the University-endorsed distribution. A percentage mark will then be allocated from this. This method thus remains consistent with the educational goals and philosophies of the USYDMP, while subserving a requirement for ranking for Australian Postgraduate Awards and University of Sydney Postgraduate Awards. Such students will also have marks from an undergraduate degree and may also have an Honours mark. Therefore, a possible combination of undergraduate plus Honours marks, undergraduate plus USYDMP marks or USYDMP marks alone will be used, in whichever combination gives the highest final mark.

Use of scaled marks to generate Honours 1 equivalent (H1E) in undergraduate medical degrees

In recognition of the high cutoff for entry and the more stringent criteria to award a Honours 1 in undergraduate medical degrees in Australian and New Zealand universities, Second Class Honours, first division (H2-1) Bachelor of Medicine and Bachelor of Surgery (MBBS) graduates can be ranked on the basis of their class places and the distribution approved by the Faculty of Science. Using this distribution, candidates in the top 18% will be allocated a Honours 1 equivalent (H1E) for scholarship ranking purposes.

Humanities and Social Sciences

Scaling of weighted average mark

The Weighted Average Mark of Honours 1 graduates of the Bachelor of Laws (LLB) at The University of Sydney will be scaled upwards by a factor of 3.4%

This is in recognition of the fact that the combination of an historically low marking scheme within the Faculty of Law, a WAM-based method for awarding honours, and historically very high Australian Tertiary Admissions Rank (ATAR) cut-off may disadvantage applicants from that faculty. Comparative analysis of the marks of combined degree students has confirmed that the Faculty of Law tends to award lower marks than the average for other faculties and that this may reduce their total marks by an average of 3.4%.
The scaling will not apply to applicants who did not have an overall Honours 1 result in their LLB degree or who have been ranked a Honours 1 equivalent (H1E) status on the basis of an additional qualification.
Sciences and Technology

Scaling of weighted average mark (WAM)

The Honours weighted average mark (HWAM) will be used as Honours mark for Bachelor of Engineering graduates. The Honours weighted average mark calculated is over all units of study undertaken in the 2nd, 3rd and 4th year of the Bachelor of Engineering degree, weighted according to credit point value and the year-levels (2, 3 or 4) of the units of study. The final year thesis is doubly weighted.

The following formula will apply to Honours 1 engineering graduates from Group of Eight (Go8) universities and institutions of equivalent standing as recommended by the Faculty and endorsed by the Higher Degree by Research Scholarships Sub-Committee: HWAM + 10/1.3.

For eligible Honours 1 applicants who completed a combined degree with engineering, the formula will only apply to the engineering part of the degree.

Where the Honours 1 mark is used as part of the research potential indicator, the scaling will not apply to points awarded through publications, etc. refer to Table 3: Research Potential Indicator.

The scaling will not apply to applicants who did not have an overall Honours 1 result in their undergraduate degree or who have been ranked a Honours 1 equivalent status on the basis of an additional qualification.

The measure for student achievement of Honours 1 graduates from the Faculty of Agriculture and Environment at the University of Sydney will be scaled by 1.04.

The degrees in the Faculty are four-year programs and the requirements for Honours 1 are restrictive at the undergraduate weighted average mark requirement of 70. In addition, years 1 and 2 are compulsory programs. Final year marks and requirements for award of a Medal are lower than in Science and very high marks are not common.

Where the Honours 1 mark is used as part of the Research Potential Indicator (RPI), the scaling will not apply to points awarded through publications, etc. refer to Table 3.

The scaling will not apply to applicants who did not have an overall Honours 1 result in their undergraduate degree or who have been ranked a Honours 1 equivalent (H1E) status on the basis of an additional qualification.

The weighted average mark of Honours 1 graduates from the Faculty of Veterinary Science at The University of Sydney will be scaled using a mechanism developed by Professor David Fraser some years ago which is based on a direct comparison with the complete cohort of Honours 1 students from the Faculty of Science, has been working satisfactorily and will continue to be used.

For the Bachelor of Veterinary Science degree awarded since 2008 when the new Honours research component became part of the year 5 curriculum, the following ranking principles will apply:

1. the undergraduate weighted average mark will undergo the Fraser Factor conversion and,

2. the Honours weighted average mark will be multiplied by the 1.04 factor.

Where the Honours 1 mark is used as part of the research potential indicator, the scaling will not apply to points awarded through publications, etc. refer to Table 3.
The scaling will not apply to applicants who did not have an overall Honours 1 result in their undergraduate degree or who have been ranked a Honours 1 equivalent (H1E) status on the basis of an additional qualification.
EXECUTIVE SUMMARY

This report summarises for the Graduate Studies Committee the business of the meeting of the Admissions Subcommittee held on 13 January 2021.

ITEMS FOR ACTION

Amendment to Master of Bioethics admission wording (Attachment 1)
The amendments to the wording of the admission requirements for the Master of Bioethics were endorsed by the Graduate Studies Committee on 29 September 2020, approved by the Academic Board on 17 November 2020 and provided to the Admissions Subcommittee for noting on 13 January 2021.

The Admissions Subcommittee resolved to:

1. note the proposal from the Faculty of Medicine and Health to amend the wording of the admissions criteria for the Master of Bioethics degree; and
2. recommend clause 5(1)(a) of the course resolutions be revised to state, “a bachelor’s degree from the University of Sydney (or an equivalent qualification) with a credit average in the field of…”

ITEMS FOR NOTING

Revision to the Master of Physiotherapy admissions requirements (Attachment 2)
At its meeting of 29 September 2020, the Graduate Studies Committee considered the proposal from the Faculty of Medicine and Health to amend the Master of Physiotherapy admissions requirements and resolved to recommend that the Academic Board approve the amendment, subject to the endorsement of the Admissions Subcommittee.

The Admissions Subcommittee resolved to endorse the proposed minor amendment to the admission requirements of the Master of Physiotherapy and the removal of the detailed admission prerequisites provided to prospective students with effect from 1 January 2022, and endorse this information as advisory of assumed knowledge only (as an application coversheet).

OTHER BUSINESS

The Admissions Subcommittee endorsed for submission to the Academic Standards and Policy Committee:
Non-Confidential

- A proposal to accept the UK Foundation Network Foundation program, King’s Education Group Foundation program and Aceleader Education Group Foundation program for entry into the first year of a bachelor degree at the University of Sydney in line with existing foundation level entry requirements and as per the schedule outlined.
- A proposal to accept the Advanced Placement (AP) subjects as an alternative academic test to replace the SAT or ACT standardised tests for international students to enter the undergraduate programs offered at the University of Sydney through a direct application. The alternative tests would be accepted for all relevant international applications received during 2021. A review of the suitability of these tests would be conducted during 2021. The tests would be accepted for 2021 only. Any offers for post-2021 places made on the basis of tests during 2021 would be honoured. A new request for continuation of the assessment from 2022 onward would be required in early 2022 if continued use of AP subjects was proposed.

ATTACHMENTS

Attachment 1  Amendment to Master of Bioethics admission wording
Attachment 2  Revision to the Master of Physiotherapy admissions requirements
Non-Confidential

| Author | Dr. Diego S. Silva, Lecturer and BETH Program Director  
|        | Prof. Ainsley Newson, Deputy Director at Sydney Health Ethics |
| Reviewer/Approver | Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health |
| Paper title | Amendment to BETH Admission Wording (School of Public Health) |
| Purpose | The Admissions Subcommittee note this proposal which clarifies the wording of the admission criteria for the Master of Bioethics degree. |
| Consultation Pipeline |

| Education Committee 27 August 2020 | → | FMH Board 9 September 2020 | → | Graduate Studies Committee 29 September 2020 | → | Academic Board 17 November 2020 | → | Admissions Subcommittee (for noting) |

RECOMMENDATION

That the Admissions Subcommittee note the suggested changes to the wording of the admission criteria for the Master of Bioethics as articulated below.

EXECUTIVE SUMMARY

The current admissions criteria for the Master of Bioethics (which also forms part of the course Resolutions) contains an error in syntax, which in turns leads to an ambiguity and potential misunderstanding of the actual criteria for entry into the program. As per the program’s website and handbook:


The criteria currently reads:

“Admission to the Master of Bioethics requires

- a bachelor's degree with a credit average from the University of Sydney or equivalent qualification in the field of science, medicine, nursing, allied health sciences, philosophy/ethics, sociology, anthropology, history, law or other relevant field; or
- completion of the requirements of an embedded graduate diploma or equivalent qualification.”

With the proposed changes shown in red, we would like the criteria to read:

“Admission to the Master of Bioethics requires

- a bachelor's degree with a credit average from the University of Sydney (or an equivalent qualification, also with a credit average) in the field of science, medicine, nursing, allied health sciences, philosophy/ethics, sociology, anthropology, history, law or other relevant field; or
- completion of the requirements of an embedded graduate diploma or equivalent qualification.”

NB: The changed requested is only one of wording (or syntax) and not a request to change the admissions criteria. The change will improve clarity and transparency to the admissions process for prospective students.

To note, the following amendment was approved by Academic Board in May 2020, but has been updated in the attached CMS course resolutions due to a typographical error.
Minor Course amendment for:
1. To qualify for the award of the Master of Bioethics coursework pathway a candidate must successfully complete 48 credit points including:
   a. 18 credit points from core units of study; and
   b. 18 credit points from Part 1 of the Table of units of study; and
   c. 12 6-credit points from Part 1 or Part 2 of the Table of units of study

BACKGROUND / CONTEXT

The admissions criteria for the Master of Bioethics, as currently written, contains an error in syntax that makes understanding and applying it difficult. The requirement for direct admission into the master’s program is predicated upon having a credit average in a previously awarded bachelor or post-graduate degree. This is how the current Program Director, Dr. Silva, and previous Program Directors (Dr. Claire Hooker, Prof. Ainsley Newson) have interpreted and applied the admissions rules. The manner in which our admissions criteria is written currently makes it seem as if the applicant needs a bachelor’s degree with a credit average or any other degree with or without a credit average. We believe that the minor alteration proposed in the previous section would clarify the admissions criteria.

NB: The changed requested is only one of wording (or syntax) and not a request to change the admissions criteria.

CONSULTATION

Dr. Silva first raised the issue of the admissions criteria wording to the faculty at Sydney Health Ethics (SHE - where the BETH course is administered) at the monthly BETH Course meeting in June 2020. The entire faculty with continuing positions were present: Prof. Angus Dawson (SHE Director), Prof. Ainsley Newson, A/Prof. Chris Jordens, Dr. Claire Hooker, and Dr. Kathryn MacKay. The proposed wording and amendment – exactly as noted above - was agreed upon by the whole SHE faculty at the July 2020 BETH Course meeting.

On the 27th of August the proposal was put forward to the Education Committee. Following endorsement of the proposal it was recommended to Faculty Board for approval on the 9th of September.

On the 9th of September the proposal was put forward to the Faculty Board. Following approval of the proposal it was recommended to the Graduate Studies Committee for endorsement on the 29th of September.

On the 29th of September the proposal was put forward to the Graduate Studies Committee. Following endorsement the proposal was recommended for approval by the Academic Board on November 17th and for noting by the Admissions Subcommittee.

IMPLEMENTATION

Following the successful approval of the proposed amendment by the required FMH boards and committees, Dr. Silva will work with relevant teams at USYD to ensure the change is reflected on the Master of Bioethics webpage and in the course Handbook entry.

COMMUNICATION

Dr. Silva will work with relevant teams at USYD to ensure the change is reflected on the Master of Bioethics webpage and Handbook. Dr. Silva will communicate the change to the SHE faculty during a monthly BETH Course meeting.

ATTACHMENTS

1. Minor course amendment proposal (MCAP)
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Dr. Diego S. Silva

1. Name of award course
Master of Bioethics

2. Purpose of proposal
To clarify the wording of the admission criteria for the Master of Bioethics degree on the course resolutions and Sydney Courses page (https://www.sydney.edu.au/courses/courses/pc/master-of-bioethics.html) with the amendments below.

3. Details of amendment
Admission to the Master of Bioethics requires
- a bachelor's degree with a credit average from the University of Sydney (or an equivalent qualification, also with a credit average) in the field of science, medicine, nursing, allied health sciences, philosophy/ethics, sociology, anthropology, history, law or other relevant field; or
- completion of the requirements of an embedded graduate diploma or equivalent qualification.

4. Transitional arrangements
N/A

5. Other relevant information
N/A

6. Signature of Dean

Robyn Ward
Digitally signed by Robyn Ward
Date: 2020.09.14 15:46:27 +10'00'
Master of Bioethics

Graduate Certificate in Bioethics
Graduate Diploma in Bioethics

Master of Bioethics

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBIOETI-02</td>
<td>Graduate Certificate in Bioethics</td>
</tr>
<tr>
<td>GNBIOTI-02</td>
<td>Graduate Diploma in Bioethics</td>
</tr>
<tr>
<td>MABIOETI-02</td>
<td>Master of Bioethics</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for these courses is full time or part time according to candidate choice.

3 Masters type
The masters degree in these resolutions is an advanced learning masters course.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) Graduate Certificate in Bioethics
(b) Graduate Diploma in Bioethics
(c) Master of Bioethics
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any course in this sequence. Only the 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 but whose evidence of experience and achievement is deemed by the Faculty to be equivalent.
(2) Admission to the Graduate Certificate in Bioethics requires a bachelors degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field.
(3) Admission to the Graduate Diploma in Bioethics requires:
(a) a bachelors degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
(b) completion of the requirements of an embedded graduate certificate or equivalent qualification.
(4) Admission to the Master of Bioethics requires:
(a) a bachelors degree with a credit average from the University of Sydney (or an equivalent qualification) with a credit average in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
(b) completion of the requirements of an embedded graduate certificate or graduate diploma or equivalent qualification.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Table of units of study: Bioethics.
(2) To qualify for the award of the Graduate Certificate in Bioethics a candidate must successfully complete 24 credit points including:
(a) 6 credit points from core units of study, excluding the capstone (Bioethics in Society BETH5103); and
(b) 6 credit points from Part 1 of the Table of units of study.
(3) To qualify for the award of the Graduate Diploma in Bioethics a candidate must successfully complete 36 credit points including:
(a) 12 credit points from core units of study (excluding the capstone) or Part 1 or Part 2 of the Table of units of study.
(4) To qualify for the award of the Master of Bioethics coursework pathway a candidate must successfully complete 48 credit points including:
(a) 18 credit points from core units of study; and
(b) 18 credit points from Part 1 of the Table of units of study; and
(c) 12 credit points from Part 1 or Part 2 of the Table of units of study.

(5) Subject to the availability of supervision and suitable projects, candidates with a credit average in 24 credit points of study from the Master degree may be admitted to the research pathway.

(6) To qualify for the award of the Master of Bioethics research pathway a candidate must successfully complete 48 credit points including:
(a) 18 credit points from core units of study; and
(b) 18 credit points from Part 1 of the Table of units of study; and
(c) 12 credit points from Part 3 of the Table of units of Study, comprising Research Project A (BETH5301) and Research Project B (BETH5302).

7 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.
## BIOETHICS

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

### Master of Bioethics Coursework Pathway

Students in the coursework pathway must complete 48 credit points including:

(a) 18 credit points from core units of study; and  
(b) 18 credit points from Part 1; and  
(c) 12 credit points from Part 1 or Part 2

### Master of Bioethics Research Pathway

Subject to the availability of supervision and suitable projects, students with a credit average in 24 credit points of study from the Master's degree may be admitted to the research pathway.

Students in the research pathway must complete 48 credit points including:

(a) 18 credit points from core units of study; and  
(b) 18 credit points from Part 1; and  
(c) 12 credit points from Part 3

### Graduate Diploma in Bioethics

Students must complete 36 credit points including:

(a) 12 credit points from core units of study (excluding the capstone); and  
(b) 18 credit points from Part 1; and  
(c) 6 credit points from Part 1 or Part 2

### Graduate Certificate in Bioethics

Students must complete 24 credit points including:

(a) 6 credit points from core units of study, (excluding the capstone); and  
(b) 6 credit points from Part 1; and  
(c) 12 credit points from core units of study (excluding the capstone) or Part 1 or Part 2
## Core units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH 5000</td>
<td>Methods in Bioethics</td>
<td>6</td>
<td>If an insufficient number of students opt to attend Normal Evening sessions on campus, the coordinator may choose to teach this unit of study in Online mode only. Students will be contacted if this occurs.</td>
<td>2</td>
</tr>
<tr>
<td>BETH 5101</td>
<td>Moral Theory</td>
<td>6</td>
<td>If an insufficient number of students opt to attend Normal Evening sessions on campus, the coordinator may choose to teach this unit of study in Online mode only. Students will be contacted if this occurs.</td>
<td>1</td>
</tr>
<tr>
<td>BETH 5103</td>
<td>Bioethics in Society</td>
<td>6</td>
<td>Online only. This is a Capstone Unit for the Master of Bioethics</td>
<td>2</td>
</tr>
</tbody>
</table>

## Part 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH5102</td>
<td>Philosophy of Medicine</td>
<td>6</td>
<td>Online only.</td>
<td>1</td>
</tr>
<tr>
<td>BETH5104</td>
<td>Bioethics, Law and Policy</td>
<td>6</td>
<td>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.</td>
<td>1</td>
</tr>
<tr>
<td>BETH5202</td>
<td>Research Ethics</td>
<td>6</td>
<td>N BETH5208 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.</td>
<td>2</td>
</tr>
<tr>
<td>BETH5203</td>
<td>Public Health Ethics</td>
<td>6</td>
<td>N BETH5206 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.</td>
<td>2</td>
</tr>
<tr>
<td>BETH5204</td>
<td>Clinical Ethics</td>
<td>6</td>
<td>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.</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>BETH5202</td>
<td>Research Ethics</td>
<td>6</td>
<td>N BETH5208 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.</td>
<td></td>
</tr>
<tr>
<td>BETH5203</td>
<td>Public Health Ethics</td>
<td>6</td>
<td>N BETH5206 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.</td>
<td></td>
</tr>
<tr>
<td>BETH5205</td>
<td>Mental Health Ethics</td>
<td>6</td>
<td>A Basic understanding of ethical reasoning. Students can meet with course coordinators by appointment in person or via teleconference</td>
<td></td>
</tr>
<tr>
<td>BETH5207</td>
<td>Creativity and Creative Arts in Health</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5208</td>
<td>Introduction to Human Research Ethics</td>
<td>2</td>
<td>C GENC5020 N BETH5202 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.</td>
<td></td>
</tr>
<tr>
<td>BETH5209</td>
<td>Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>MMHU6902</td>
<td>Independent Study</td>
<td>6</td>
<td>P You must have completed at least one other unit of study in a postgraduate coursework degree before seeking permission to enrol. Note: Department permission required for enrolment. You must seek permission from the unit of study coordinator prior to enrolment.</td>
<td></td>
</tr>
</tbody>
</table>
# Part 3 Research pathway only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Requirements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH5301</td>
<td>Research Project A</td>
<td>6</td>
<td>P Credit average (or higher) in 24 credit points of BETH units of study. C BETH5302</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BETH5302</td>
<td>Research Project B</td>
<td>6</td>
<td>P Credit average (or higher) in 24 credit points of BETH units of study. C BETH5301</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment*
Non-Confidential

Author | A/Prof Ryan Naylor
Reviewer/Approver | Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Paper title | Revision to the Master of Physiotherapy admissions requirements
Purpose | The purpose of this proposal is to seek approval of the Admissions Subcommittee to make a minor amendment to the admission requirements of the Master of Physiotherapy

Consultation Pipeline

FMH Education Committee → FMH Board → Graduate Studies Committee → Admissions Subcommittee
2/7/2020 → 9/9/2020 → 29/9/2020 → 13/1/2021

RECOMMENDATION

That the Admissions Subcommittee review and approve the proposed minor amendment to the admission requirements of the Master of Physiotherapy:

- Amended course resolutions for the Master of Physiotherapy
- Disendorse the detailed admissions prerequisites provided to prospective students
- Endorse this information as advisory of assumed knowledge only (as an application coversheet)

EXECUTIVE SUMMARY

Following a review of the Physiotherapy courses in 2019, and the work of a School working party over the last 3 months, the working party has resolved to simplify the admissions requirements for the Master of Physiotherapy. This will save the University a significant amount of staff time (both for admissions staff and discipline staff), and greatly simplify the administrative load for applicants from non-approved courses including all international students.

BACKGROUND / CONTEXT

Approximately a third of applications for the Master of Physiotherapy come from international students or domestic students from non-approved courses. Assessing the detail required by the current admissions requirements requires several hundred hours of work from admissions staff and discipline staff, as well as a significant time investment from applicants. This has reduced the desirability of the University of Sydney’s course to some applicants (feedback received from OzTrek re: Canadian international students). These changes are intended to reduce the burden for all participants in the process.

Also, the discipline no longer feels that requiring psychology as an admissions prerequisite accurately reflects the requirements of the current Master of Physiotherapy.
Non-Confidential
On the 2nd of July the proposal was put forward to the Education Committee. Following endorsement of the proposal it was recommended to the Faculty Board for approval on the condition implementation the proposal would be implemented in 2022.

On the 9th of September the proposal was put forward to the Faculty Board. Following approval of the proposal it was being recommended to the Graduate Studies Committee for endorsement on the 29th of September.

On the 29th of September the proposal was put forward to the Graduate Studies Committee. The proposal was endorsed for approval by the Academic Board subject to approval by the Admissions Subcommittee.

CONSULTATION
The Physiotherapy course review working party (consisting of the discipline lead, 5 current and ex-course directors, Joshua Burns, Inam Haq and Ryan Naylor) sought advice from the following stakeholders:

- Physiotherapy discipline academics
- Physiotherapy discipline professionals and course alumni
- Rachael Weiss (University quality manager)
- TEQSA

And acted on existing feedback on the process from OzTREKK

IMPLEMENTATION
Admissions requirements to change for 2022.

COMMUNICATION
Changes to be reflected in the 2022 Handbook

ATTACHMENTS

- Minor course amendment proposal (for endorsement)
- Master of Physiotherapy course resolutions – modified (for endorsement)
- MPT prerequisite information form 2022 (for disendorsement)
- Proposed MPT coversheet (for endorsement)
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health
Contact person: A/Prof Ryan Naylor

1. Name of award course
   Master of Physiotherapy

2. Purpose of proposal
   To amend the course resolutions for the Master of Physiotherapy to:
   - Amend the admission requirements within the course resolutions
   - Disendorse the detailed admissions prerequisites provided to prospective students
   - Endorse this information as advisory of assumed knowledge only (as an application coversheet)

3. Details of amendment
   See attachments for proposed amendments to admissions prerequisites:
   - MPT prerequisite information form 2022 (to disendorse)
   - Proposed MPT coversheet (for endorsement)

   Course resolutions amendments:
   
   Master of Physiotherapy
   Clause 4
   (1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.
   (2) Admission to candidature for the Master of Physiotherapy requires the applicant to have a PhD, masters or bachelors degree from an Australian institution or equivalent and to have extensive pre-existing knowledge in the following five four areas:
       (a) human anatomy
       (b) human physiology
       (c) exercise physiology; and
       (d) neuroscience
       (e) psychology
       and it is desirable but not essential to have pre-existing knowledge of:
       (f) motor performance and learning

4. Transitional arrangements
   Not required

5. Other relevant information

6. Signature of Dean
   Robyn Ward
   Digitally signed by Robyn Ward
   Date: 2020.09.14 15:43:40 +10'00'
Master of Physiotherapy

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Masters type

This masters degree is a professional master's course, as defined by the Coursework Policy.

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.

(2) Admission to candidature for the Master of Physiotherapy requires the applicant to have a PhD, masters or bachelors degree from an Australian institution or equivalent and to have extensive pre-existing knowledge in the following five core areas:

- human anatomy
- human physiology
- exercise physiology and
- neuroscience
- psychology

and it is desirable but not essential to have pre-existing knowledge of:

- motor performance and learning

5 Suspension, discontinuation and lapse of candidature

(1) The Coursework Policy specifies the conditions for suspending or discontinuing candidature and return to candidature after these events.

6 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Physiotherapy.

(2) To qualify for the award of the Master of Physiotherapy a candidate must complete 96 credit points of units of study, including:

- 90 credit points of core units; and
- 6 credit points of elective units, chosen from the list of elective units in the Table.

7 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

8 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPRStudents must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/cpr-check.html

(2) Student clearance for clinical placementsThe NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer the University’s Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) ImmunisationStudents must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children checkStudents undertaking ‘child-related’ placements are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html


9 Satisfactory progress

(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as set out in the provisions relating to progression
in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

(a) PHTY5180 Professional Practicum 1
(b) PHTY5181 Physiotherapy Practicum 2
(c) PHTY5182 Physiotherapy Practicum 3
(d) PHTY5189 Physiotherapy Practicum 4

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 9 (1) or twice failed the same unit of study identified in Clause 9 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

10 Transitional provisions

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

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
MASTER OF PHYSIOTHERAPY
PRE-REQUISITE KNOWLEDGE FORM (2021)

General Information:

Applicants for the Master of Physiotherapy course must have extensive pre-requisite knowledge in five essential areas:

- Human Anatomy
- Human Physiology
- Exercise Physiology
- Neuroscience
- Psychology

To demonstrate that you have acquired this pre-requisite knowledge, you need to provide evidence. See ‘Instructions on completing the prerequisite knowledge form’ below, as well as the example application.

Before completing this form, please read all the instructions carefully and ensure that you refer to the Supplementary information, approved degrees and units document to check if your prior study has already been assessed as meeting some or all of the requirements.

Instructions on completing the prerequisite knowledge form:

a. If you have completed an approved degree (domestic degrees only) you do not need to complete this form.

b. If your prior study is in the list of approved units (domestic & international)– Note the unit against the relevant specific knowledge areas in the form and indicate it is in the approved units list. You do not need to provide unit outlines and supporting documents for these pre-requisite knowledge areas.

c. If your prior study is not listed as approved for one or more pre-requisite knowledge areas, please note the unit(s) against the relevant specific knowledge area in the form and attach supporting documentation as follows:

- A title page entitled with the pre-requisite knowledge area, eg “Human Anatomy”, followed by the unit (subject) description OR the unit curriculum/unit of study outline, and where possible, a unit schedule/timetable for each unit of study listed for the pre-requisite.
- Highlight specific parts of the unit outline as evidence for having met the pre-requisite knowledge areas.
- Follow this with the same information in the same format for each area for which you need to provide supporting documentation, in the following order: “Human Anatomy”, “Human Physiology”, “Exercise Physiology”, “Neuroscience” and “Psychology”. Please note, if the same unit of study (subject) included content for more than one pre-requisite knowledge area, then information from that unit of study will need to be repeated in each relevant section.
- Your application is considered as complete only with the inclusion of a completed pre-requisite knowledge form, unit descriptions or outlines as explained above and your Academic transcript.
- Submissions without evidence highlighted, disorganized or incomplete submissions will not be assessed.
Faculty of Medicine and Health

MASTEROPHYSIOTHERAPY PRE-REQUISITEKNOWLEDGEFORM(2021)

Before completing this document please read all the instructions carefully and ensure that you refer to the Supplementary information, approved degrees and units document to check if your prior study has already been assessed as meeting some or all of the requirements.

Submissions without evidence highlighted, disorganised or incomplete will not be assessed

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<tr>
<th>Name:</th>
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<tr>
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<tr>
<td>Domestic</td>
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<td>Phone:</td>
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<td>Name of undergraduate degree:</td>
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<td>Institution obtained from:</td>
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</table>

**Human Anatomy**

note – minimum 2 units (or the equivalence of 2 units (approx. 40 hours class time per unit) required

<table>
<thead>
<tr>
<th>My prior study for Human Anatomy is listed in the approved units list:</th>
<th>Yes ☐ / No ☐</th>
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<tbody>
<tr>
<td>Unit (subject) code and name</td>
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**Areas of study:** the areas listed below must include study of bones, muscles, ligaments, nerves and blood vessels

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<tr>
<th>Unit (subject) code(s)</th>
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<tbody>
<tr>
<td>Upper limb</td>
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<td>Lower limb</td>
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<tr>
<td>Vertebral column, thorax and pelvis</td>
</tr>
<tr>
<td>Cardiovascular system</td>
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<tr>
<td>Respiratory system</td>
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<td>Renal System</td>
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Updated 2 April 2020
## Human Physiology

My prior study for Human Physiology is listed in the approved units list:  
Yes  /  No

<table>
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<tr>
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</table>

**Areas of study:** The physiology and histology of the systems below

- Cardiovascular system
- Respiratory system
- Endocrine system
- Renal system
- Reproductive system

## Exercise Physiology

My prior study for Exercise Physiology is listed in the approved units list:  
Yes  /  No

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<th>Unit (subject) code and name</th>
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**Areas of study:** the systemic responses to exercise and exercise training in the systems below

- Cardiovascular system
- Respiratory system
- Endocrine system
- Acid/base regulation (renal and respiratory)
- Muscle
### Neuroscience

**My prior study for Neuroscience is listed in the approved units list:** Yes [ ] / No [ ]

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<th>Unit (subject) code and name</th>
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**Areas of study:** the anatomy and physiology of the areas listed below

- Brain and spinal cord
- Somatosensory receptors (e.g., mechanoreceptors and pathways for sensations such as touch, temperature, pain, proprioception)
- Spinal reflexes (e.g. stretch reflex)
- Autonomic nervous system (sympathetic/parasympathetic pathways)
- Motor pathways (pyramidal and extrapyramidal pathways)

### Psychology

**My prior study for Psychology is listed in the approved units list:** Yes [ ] / No [ ]

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<th>Unit (subject) code and name</th>
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**Areas of study**

- Introduction to major paradigms/methodological approaches of contemporary psychology

### Non-award / Cross-institutional Studies

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<tr>
<th>Area of study</th>
<th>Institution study undertaken at</th>
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MASTER OF PHYSIOTHERAPY
APPLICANT COVERSHEET (2022 ENTRY)

General Information for admissions requirements:
Applicants for the Master of Physiotherapy course must have extensive pre-existing knowledge in four essential areas:

- Human Anatomy – at least 2 units of study*, with a focus on musculoskeletal anatomy
- Human Physiology
- Exercise Physiology
- Neuroscience

*a unit of study (also called a subject) is equivalent to 40 hours of face-to-face class time.

We recognise that some universities may teach integrated anatomy, physiology, exercise physiology and neuroscience. In these cases, you must have completed at least five units of study to adequately cover these areas. Studies in anatomy, physiology, exercise physiology and neuroscience must have been undertaken on campus (i.e. not through distance education or online only classes). All units must have been studied at university level, and completed within the last 10 years.

Assumed knowledge:
If you have completed one of the undergraduate degrees listed below at The University of Sydney, then you do not need to complete this coversheet.

- Bachelor of Applied Science (Exercise and Sport Science) (with BIOS1171 Neuroscience if commenced from 2020)
- Bachelor of Applied Science (Exercise Physiology)
- Bachelor of Science (Health) (Human Movement Major)
- Bachelor of Science (Health) (Human Movement Minor) (with EXSS3061 Exercise Responses and Programming selective)
- Bachelor of Health Sciences (Movement Science Major)

All applicants who have not studied one of the aforementioned degrees at The University of Sydney should complete the remainder of this coversheet to ensure you have the assumed knowledge required to succeed in this course.
Descriptions of assumed knowledge:

**Human Anatomy**

- Study of human anatomy, particularly of the musculoskeletal, nervous, cardiovascular, respiratory and renal systems.

- It is assumed that the following areas of the human body have been studied; bones, joints, ligaments, muscles, blood vessels and nerves of the:
  - upper limb
  - lower limb
  - vertebral column
  - thorax
  - pelvis

- It is assumed that the anatomy of the heart, lungs, and renal system have been studied. This anatomy may be covered in physiology, exercise physiology or neuroscience units of study.

**Human Physiology**

- Study of the physiology and histology, of the main systems of the human body.

- It is assumed that that the physiology of the following systems of the human body have been studied – cardiovascular, respiratory, endocrine and renal. Cardiovascular, respiratory and renal physiology may be studied in exercise physiology units of study.

**Exercise Physiology**

- Study of the systemic responses to exercise and exercise training.

- It is assumed that applicants have studied the responses of the human muscular and cardiorespiratory systems to acute exercise and to exercise training.

- It is assumed that applicants have studied the acute changes in endocrine and acid-base (renal and respiratory) regulation during exercise; and that adaptations to exercise training have been studied.
Neuroscience

- Study of the anatomy and physiology of neural structures as well as fundamental concepts of nervous system functioning.
- It is assumed that the anatomy of the human brain and spinal cord have been studied.
- It is assumed that applicants have also studied the structure of the nervous system and neurons as well as the basic electrical concepts underlying neural signals including signal transmission and communication.
- It is assumed that the following systems/pathways have been studied:
  - Spinal reflexes
  - Somatosensory system (including receptors and pathways for sensations such as touch, temperature, proprioception and pain)
  - Autonomic nervous system (including the sympathetic and parasympathetic pathways),
  - The descending motor pathways (including the pyramidal and extrapyramidal systems)
Faculty of Medicine and Health
MASTER OF PHYSIOTHERAPY ASSUMED KNOWLEDGE SELF-ASSESSMENT FORM (2022)

Before completing this document please read the information about prerequisite study and assumed knowledge carefully. Note that if your studies of anatomy, physiology, exercise physiology and neuroscience were taught in combined units, then you must have completed at least 5 units of study to cover these areas. Please note that 1 unit (subject) is equivalent to approximately 40 hours of face-to-face class time. All units must have been studied at university level, on campus, and completed within the last 10 years.

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<td>Name of undergraduate degree:</td>
<td>Year degree completed:</td>
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<td>Institution obtained from:</td>
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### Human Anatomy
note – minimum 2 units (or the equivalence of 2 units) required, with a focus on musculoskeletal anatomy

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<tr>
<th>Unit (subject) code and name</th>
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### Areas of study:
the areas listed below must include study of bones, muscles, ligaments, nerves and blood vessels

- Upper limb
- Lower limb
- Vertebral column, thorax and pelvis
- Cardiovascular system
- Respiratory system
- Renal System

Unit (subject) code(s)
## Human Physiology

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## Exercise Physiology

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<tr>
<td>Acid/base regulation (renal and respiratory)</td>
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<td>Muscle</td>
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### Neuroscience

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**Areas of study:** the anatomy and physiology of the areas listed below

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<td>Brain and spinal cord</td>
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<td>Somatosensory receptors (e.g., mechanoreceptors and pathways for sensations such as touch, temperature, pain, proprioception)</td>
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<td>Spinal reflexes (e.g. stretch reflex)</td>
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<td>Autonomic nervous system (sympathetic/parasympathetic pathways)</td>
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<td>Motor pathways (pyramidal and extrapyramidal pathways)</td>
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Non-Confidential

Author | Ms Pieta Joy, Senior Manager, Curriculum and Quality
Reviewer/Approver | Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health
Paper title | New course code for the Master of Medicine (Advanced)(Psychiatry), Master of Medicine (Psychiatry) and embedded degrees

Purpose

1. The purpose of this proposal is to seek approval of the Graduate Studies Committee to create new course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees; and
2. Amend the current Master of Medicine course resolutions to list the newly created course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees.

Consultation Pipeline

FMH Education Committee → FMH Board → Graduate Studies Committee → Academic Board

RECOMMENDATION

1. That the Graduate Studies Committee review and approve the creation of new course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees, so that this stream within the Master of Medicine suite of courses can be separately CRICOS registered (single CRICOS registration) with the teaching delivery location of Mallet Street.
2. Amend the current Master of Medicine course resolutions to list the newly created course codes for the Master of Medicine (Psychiatry) and its Advanced and embedded degrees.

BACKGROUND / CONTEXT

The Master of Medicine and all of its streams, including Psychiatry, are registered to one teaching delivery location of Camperdown/Darlington. However, it was noted in August 2020 that the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) streams are instead delivered in Mallet Street. These courses have always been delivered at Mallet Street since their inception and therefore they are currently not compliant with their CRICOS registration.

After much discussion between Compliance, Academic Model Team and Admissions, it was decided that the best course of action was for new course codes to be created for Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) in order for Compliance to apply for a new single CRICOS registration with the courses registered to the Mallet Street location. In the meantime, Compliance have arranged for the Mallet Street location to be added to the current Master of Medicine CRICOS registration so that the Psychiatry stream has the correct location added. However, this is not a long-term solution as the current registration suggests that all streams within the Master of Medicine are registered to Mallet Street which is not current given all other streams are delivery at Camperdown/Darlington.

This change is administrative in nature only to ensure that we are compliant. The Faculty of Medicine and Health is not seeking to change any aspect of the courses as far as admissions, progression, delivery of the courses or units of study tables.

The change above will also require an amendment to the current resolutions to note the updated course code.

1. To create new course codes for the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) which are currently streams within the Master of Medicine course in the Faculty of Medicine and Health. The
Non-Confidential

creation of the new course codes will allow these courses to be separately CRICOS registered (one CRICOS registration) and attached to the correct teaching delivery location of Mallet Street, rather than Camperdown/Darlington which is the location they are currently CRICOS registered to.

2. The amend the course resolutions for the Master of Medicine and Master of Science in Medicine (and their embedded degrees) to add the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) with their new course codes. As the admission and delivery of the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) has not changed, the resolutions to not need any significant amendments made to them. The additions of the new course codes are the only changes required.

CONSULTATION

Consultation has taken place with Lianty Ng and Mandy Baric from Compliance, Charlie Foxlee from AMT, Iva Buconijic from Admissions and Kiuyan Hone from the Secretariat.

On the 5th of November the proposal was put forward to the Education Committee. Following endorsement of the proposal was recommended to the Faculty Board for approval on the 3rd of December.

On the 3rd of December the proposal was put forward to the FMH Board. Following approval of the proposal it is now being recommended to the Graduate Studies Committee for endorsement on the 27th of January.

IMPLEMENTATION

This would be implemented from 2022. CRICOS registration would be applied for 2022.

COMMUNICATION

Student currently enrolled in the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) or Graduate Certificate in Medicine (Psychiatry) will be issued with new eCOEs and advised of the reasons for the change to the CRICOS registration.

ATTACHMENTS

Attachment (Minor course amendments FMH 5Nov20 MMed(Psych) outlines the amendments in full as outlined above.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Ms Pieta Joy, Senior Manager, Curriculum and Quality

1. Name of award course
   Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry)

2. Purpose of proposal
   1. To create new course codes for the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) which are currently streams within the Master of Medicine course in the Faculty of Medicine and Health. The creation of the new course codes will allow these courses to be separately CRICOS registered (one CRICOS registration) and attached to the correct teaching delivery location of Mallet Street, rather than Camperdown/Darlington which is the location they are currently CRICOS registered to.
   
   2. To amend the course resolutions for the Master of Medicine and Master of Science in Medicine (and their embedded degrees) to add the new course codes of the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry). As the admission and delivery of the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) has not changed and thus the resolutions, then an amendment to the current resolutions is required only.

3. Details of amendment
   1. In order for the Master of Medicine (Psychiatry), Master of Medicine (Advanced) (Psychiatry), Graduate Diploma in Medicine (Psychiatry) and Graduate Certificate in Medicine (Psychiatry) to be CRICOS registered to Mallet Street, they need to be removed as a stream from under the current Master of Medicine course codes and issued with new course code. The details below taken from Part 3 of the course management template document the information needed by the Academic Model and Compliance Teams in order to create a new course in Sydney Student and CRICOS register the courses separately under one new CRICOS registration.

      It is noted that no aspect of the teaching and/or delivery of these courses is to be changed. The courses are currently delivered at Mallet Street and have been taught at this location since their inception. The Faculty of Medicine and Health are not seeking to change learning outcomes, mode of delivery, assessments or any other part of the teaching and delivery of these courses. This is an administrative change necessitated by discovering that the courses were not CRICOS registered to the correct location (Camperdown/Darlington instead of Mallet Street).

PART 3: Course details

| 3.1 | Course name:                  | 1. Master of Medicine (Psychiatry) |
|     |                              | 2. Master of Medicine (Advanced) (Psychiatry) |
|     |                              | 3. Graduate Diploma in Medicine (Psychiatry) |
|     |                              | 4. Graduate Certificate in Medicine (Psychiatry) |
| 3.2 | Course abbreviation:          | 1. MMed(Psychiatry) |
|     |                              | 2. MMed(Adv)(Psychiatry) |
|     |                              | 3. GradDipMed(Psychiatry) |
|     |                              | 4. GradCertMed(Psychiatry) |
| 3.3 | Start year:                   | 2022 |
|     | Start semester:               | Semester 1 |
| 3.4 | Name of award:                | 1. Master of Medicine (Psychiatry) |
2. Master of Medicine (Advanced) (Psychiatry)
3. Graduate Diploma in Medicine (Psychiatry)
4. Graduate Certificate in Medicine (Psychiatry)

<table>
<thead>
<tr>
<th>3.5 Combined or double degree?</th>
<th>[ ] Yes [ ] No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Combined/double type:</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>(if applicable)</td>
<td>[ ] No [ ] Yes</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.7 Honours offered?</th>
<th>[ ] Yes [ ] No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8 Honours type:</td>
<td>(if applicable)</td>
</tr>
<tr>
<td>(if applicable)</td>
<td>[ ] Yes [ ] No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.9 Course group:</th>
<th>[ ] Undergraduate [ ] Postgraduate coursework [ ] Postgraduate research</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.10 Field of Education (ASCED) codes:</th>
<th>Primary code: 060105</th>
<th>Secondary code: (Combined courses only)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.11 Course AQF Level</th>
<th>Click the link to view approved accreditation criteria before nominating a Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Level 5: Diploma</td>
<td>[ ] Level 6: Advanced diploma/Associate degree</td>
</tr>
<tr>
<td>[ ] Level 7: Bachelor degree</td>
<td>[ ] Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma</td>
</tr>
<tr>
<td>[ ] Level 9: Masters degree (research, coursework and extended)</td>
<td>[ ] Level 10: Doctoral degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.12 Short course description: for the UAC Guide, Good Universities Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is currently listed on Sydney Courses for the Master of Medicine (Psychiatry).</td>
</tr>
</tbody>
</table>

The Master of Medicine (Psychiatry) will help you to develop a sophisticated understanding of the neuroscientific basis of psychiatry, gain expertise in critical appraisal and research design, strengthen your clinical capability, develop interdisciplinary clinical and research networks, and pursue research.

Psychiatrists provide a wide range of evidence-based and effective treatments, and work in multidisciplinary teams. There are many opportunities throughout this field for innovation, research, advocacy and leadership.

As a psychiatry student, you will learn from leading experts how to translate research into clinical practice and develop interdisciplinary clinical and research networks. We promote engaged enquiry and active problem solving, helping you to gain expertise in critical appraisal and research design.

Run by the University of Sydney’s Brain and Mind Centre, an industry leader in the investigation and treatment of diseases of the brain and mind, this degree is taught part-time over three years. Facilitated by experienced clinicians and academics, classes are presented weekly, with face-to-face teaching supported by online learning. If you are not based in Sydney or if you are working evening or night shifts, you can join the class online or view class recordings later.
The Master of Medicine (Psychiatry) is accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as a formal education course mandated for the first three years of the five-year RANZCP training program.

**Who should do this degree?**

This master's degree is ideal for trainees in psychiatry who are looking for an accredited formal education course, or current psychiatrists who wish to upgrade their knowledge and skills.

This course also suits overseas-trained psychiatrists and CMOs in psychiatry who would have a broader range of subjects available to them as they would not need to adhere to the formal education course requirements.

Commonwealth Supported Places (CSP) are available for this course for eligible domestic students. This means that your course fees are subsidised by the Australian Government and you pay a student contribution amount (SCA). CSP places are limited in number and are allocated based on academic merit.

<table>
<thead>
<tr>
<th>3.14</th>
<th>Australian Higher Education Statement (AHEGS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Detail</strong></td>
<td>The Graduate Certificate in Medicine (Psychiatry) is a postgraduate coursework qualification, taught in English, requiring the accumulation of 24 credit points of full-time study (or part-time equivalent: a normal full-time load is 24 credit points per semester).</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Graduates have an enhanced knowledge of the basic science and recent literature in their specialty area and are able to reflect critically upon it and incorporate it into their practice or research; adopt an evidence-based approach to practice in clinical and non-clinical contexts using best available evidence; and an understanding of new and emerging clinical problems in their discipline.</td>
</tr>
<tr>
<td><strong>Features</strong></td>
<td>The course structure requires the completion of a fixed curriculum of core units of study. This course is part of an embedded sequence including the graduate certificate, graduate diploma and master's degree.</td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
<td>The Master of Medicine (Psychiatry) has been accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as counting towards the Formal Education Course requirement aligned with its competency-based fellowship program.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>The Graduate Diploma in Medicine (Psychiatry) is a postgraduate coursework qualification, taught in English, requiring the accumulation of 36 credit points of full-time study (or part-time equivalent: a normal full-time load is 24 credit points per semester).</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Graduates have an enhanced knowledge of the basic science and recent literature in their specialty area and are able to reflect critically upon it and incorporate it into their practice or research; adopt an evidence-based approach to practice in clinical and non-clinical contexts using best available evidence; and an understanding of new and emerging clinical problems in their discipline.</td>
</tr>
<tr>
<td><strong>Features</strong></td>
<td>Students are required to complete a cohesive sequence of core units of study, supplemented by electives. This course is part of an embedded sequence including the graduate certificate, graduate diploma and master's degree.</td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
<td>The Master of Medicine (Psychiatry) has been accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as counting towards the Formal Education Course requirement aligned with its competency-based fellowship program.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>The Master of Medicine (Psychiatry) is a postgraduate coursework qualification, taught in English, requiring the accumulation of 48 credit points of full-time study (or part-time equivalent: a normal full-time load is 24 credit points per semester).</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Graduates have an enhanced knowledge of the basic science and recent literature in their specialty area and are able to reflect critically upon it and incorporate it into their practice or research; adopt an evidence-based approach to practice in clinical and non-clinical contexts. Graduates have an advanced body of knowledge in their chosen stream, including an...</td>
</tr>
</tbody>
</table>
understanding of recent developments. The knowledge that graduates obtain complements the practical experience that advanced trainees receive in teaching hospitals.

**Features**
The course structure requires the completion of a stream that constitutes a specialisation. Students are required to complete a cohesive sequence of core units of study, supplemented by electives or complete a capstone unit in their stream that unites the theme of the whole course in a major research project. This course is part of an embedded sequence including the graduate certificate, graduate diploma and master's degree.

**Accreditation**
The Master of Medicine (Psychiatry) has been accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as counting towards the Formal Education Course requirement aligned with its competency-based fellowship program.

**Detail**
The Master of Medicine (Advanced) (Psychiatry) is a postgraduate coursework qualification, taught in English, requiring the accumulation of 60 credit points of full-time study (or part-time equivalent: a normal full-time load is 24 credit points per semester). Admission is normally on the basis of maintaining an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study in the master's degree.

**Outcomes**
Graduates have an enhanced knowledge of the basic science and recent literature in their specialty area and are able to reflect critically upon it and incorporate it into their practice or research; adopt an evidence-based approach to practice in clinical and non-clinical contexts. Graduates have an advanced body of knowledge in their chosen stream, including an understanding of recent developments. The knowledge that graduates obtain complements the practical experience that advanced trainees receive in teaching hospitals.

**Features**
The course structure requires the completion of a stream that constitutes a medical specialisation. Students are required to complete a cohesive sequence of core units of study, supplemented by electives and complete a dissertation in their stream that unites the theme of the whole course in a major project. This course is part of an embedded sequence including the graduate certificate, graduate diploma and master's degree.

**Accreditation**
The Master of Medicine (Psychiatry) has been accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as counting towards the Formal Education Course requirement aligned with its competency-based fellowship program.

<table>
<thead>
<tr>
<th>3.15</th>
<th>Expected normal length of candidature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>Min: 1 year</td>
</tr>
<tr>
<td>Part-time</td>
<td>Min: 2 year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.16</th>
<th>Minimum credit points for completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Medicine (Psychiatry) requires 24 credit points</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Medicine (Psychiatry) requires 36 credit points</td>
<td></td>
</tr>
<tr>
<td>Master of Medicine (Psychiatry) requires 48 credit points</td>
<td></td>
</tr>
<tr>
<td>Master of Medicine (Advanced) (Psychiatry) requires 60 credit points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.17</th>
<th>Location/campus for student attendance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camperdown and Darlington</td>
<td></td>
</tr>
<tr>
<td>Camden</td>
<td></td>
</tr>
<tr>
<td>Cumberland</td>
<td></td>
</tr>
<tr>
<td>Conservatorium</td>
<td></td>
</tr>
<tr>
<td>Mallett Street</td>
<td></td>
</tr>
<tr>
<td>Fully online</td>
<td></td>
</tr>
<tr>
<td>Westmead</td>
<td></td>
</tr>
<tr>
<td>Offshore (please specify):</td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Hospital (Clinic) (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.18</th>
<th>Mode of delivery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face teaching</td>
<td>☒ Yes ☐ No ___%</td>
</tr>
<tr>
<td>Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester?</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>Distance education</td>
<td>☒ Yes ☐ No ___%</td>
</tr>
<tr>
<td>Offshore delivery</td>
<td>☒ Yes ☐ No ___%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.19</th>
<th>Will most units in this degree require timetabling?:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.20</th>
<th>Does the course involve clinical or industrial placement/experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☒ No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.21</th>
<th>Does the course involve internships or overseas study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.22</th>
<th>Other course enrolment requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal record check</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>Prohibited Employment Declaration</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>Health records and Privacy Information Declaration</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td>Working with Children</td>
<td>☐ Yes ☒ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.23</th>
<th>Is this a course which provides entry to a profession i.e. needs professional accreditation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes ☐ No</td>
<td></td>
</tr>
</tbody>
</table>

*Minor Course Amendment Proposal*  Version 01.10.2014
Currently accredited with the Royal Australian and New Zealand College of Psychiatrists

3.24 Prohibition (if applicable) N/A

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMCEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
<td>24</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
<td>36</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
<td>48</td>
</tr>
<tr>
<td>MAMEDADV-01</td>
<td>Master of Medicine (Advanced)</td>
<td>60</td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL

- Domestic fee-paying: $31,500
- International fee-paying: $51,000
- HECS (Student contribution): $31,500

3.27 Incidental (ancillary) fees (if applicable):

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year One: S1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

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

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.

2. The amended course resolutions changes are listed in full below with track changes to indicate the newly sought course codes for all 4 courses will need to be added to the existing Master of Medicine and Master of Science in Medicine resolutions.

4. Transitional arrangements

Minor Course Amendment Proposal

Version 01.10.2014
Students currently enrolled in the courses commencing 2022 and new students will be issued with new eCOEs and emailed to be advised of the new CRICOS registration. The current Sydney Courses pages will be updated as required also.

5. Other relevant information

6. Signature of Dean

Robyn Ward
Digitally signed by Robyn Ward
Date: 2021.01.08
10:56:43 +11'00'
Master of Medicine Master of Science in Medicine

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)

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 Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEDADV-01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
<tr>
<td>GCMDPSR-01</td>
<td>Graduate Certificate in Medicine (Psychiatry)</td>
</tr>
<tr>
<td>GNMDPSR-01</td>
<td>Graduate Diploma in Medicine (Psychiatry)</td>
</tr>
<tr>
<td>MAMEDPSR-01</td>
<td>Master of Medicine (Psychiatry)</td>
</tr>
<tr>
<td>MAMDAPSR-01</td>
<td>Master of Medicine (Advanced) (Psychiatry)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>GNSCMEDI-01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCME-01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEAD-01</td>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy 2014.

4 Embedded courses in this sequence

(1) The embedded courses in the Medicine sequence are:
   (a) Graduate Certificate in Medicine
   (b) Graduate Diploma in Medicine
   (c) Master of Medicine
   (d) Master of Medicine (Advanced)

(2) The embedded courses in the Science in Medicine sequence are:
   (a) Graduate Certificate in Science in Medicine
   (b) Graduate Diploma in Science in Medicine
   (c) Master of Science in Medicine
   (d) Master of Science in Medicine (Advanced)
Master of Medicine Master of Science in Medicine

(3) Providing candidates satisfy the admission requirements for each stage of their sequence, a candidate may progress to the award of any of the courses in their sequence. *Only the highest award completed will be conferred.*

(4) Candidates enrolled in one sequence are not permitted to transfer to the other unless candidates satisfy the admission requirements for that sequence.

5 Streams

(1) Courses are available in the following streams:

- 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 Certificate in Science in Medicine

(a) Child and Adolescent Health
(b) Clinical Neurophysiology
(c) Critical Care Medicine
(d) General Practice and Primary Health Care
(e) Genomics and Precision Medicine
(f) Internal Medicine
(g) Metabolic Health
(h) Pharmaceutical and Medical Device Development
(i) Psychiatry
(j) Sexual and Reproductive Health
(k) Sleep Medicine
(l) Trauma-Informed Psychotherapy

(2) Candidates may transfer between streams with approval from the relevant stream Program Director.

(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

(4) Completion of a Pathway, if available within a Stream, is not a requirement of completing the course. Candidates have the option of completing the course without choosing a Pathway.

6 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 qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Medicine requires:
- a medical degree from the University of Sydney or equivalent qualification;
- a medical degree from the University of Sydney or equivalent qualification.

(3) Admission to the Graduate Diploma in Medicine requires:
- a medical degree from the University of Sydney or an equivalent qualification;
- a medical degree from the University of Sydney or an equivalent qualification.

(4) Admission to the Master of Medicine requires:
- a medical degree from the University of Sydney or an equivalent qualification;
- a medical degree from the University of Sydney or an equivalent qualification.

(5) Admission to the Psychiatry stream requires:
- a medical degree from the University of Sydney or an equivalent qualification; and
- employment in an accredited psychiatry training position or equivalent experience.

(6) Admission to the Critical Care stream requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment as a medical practitioner in a clinical setting in an Australian or New Zealand jurisdiction.

(7) Admission to the Graduate Certificate in Science in Medicine requires:
- a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; and
- for admission to the Sleep Medicine stream, a minimum of 12 months relevant work experience is also required; and
- for admission to the General Practice and Primary Health Care stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
- for admission to the Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(8) Admission to the Graduate Diploma in Science in Medicine requires:
- successful completion of the embedded Graduate Certificate in Science in Medicine; or
- a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
- for admission to the Sleep Medicine stream, a minimum of 12 months relevant work experience is also required; and
- for admission to the General Practice and Primary Health Care stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
- for admission to the Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(9) Admission to the Master of Science in Medicine requires:
- successful completion of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine with a minimum credit average; or
- a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
- a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
- a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
for admission to the Clinical Neurophysiology, and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential; and

(f) for admission to the General Practice and Primary Health Care stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.

(g) for admission to the Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(10) Admission to the Trauma-Informed Psychotherapy stream also requires:
(a) minimum 12 months’ experience in a clinical area related to mental health;
(b) current professional indemnity insurance to practise psychotherapy in NSW; and
(c) satisfactory performance at an interview as required.

(11) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires the candidate to have:
(a) completed the requirements the Master of Medicine or the Master of Science in Medicine; and
(b) achieved an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
(c) met any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.

2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:

(a) 24 credit points of stream specific units of study;

3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete

(a) 6 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 6 credit points of stream specific or general elective units of study;

4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:

(a) 12 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 12 credit points of stream specific or general elective units of study.

5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete

(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
(b) 12 credit points of project units of study.

8 Transitional Provisions

1) These resolutions apply to persons who commenced their candidature after 1 January 2022 and persons who commenced their candidature prior to 1 January 2022 who formally elect to proceed under these resolutions.

2) Candidates who commenced prior to 1 January 2022 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement.
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Author: Dr Shailendra Sawleshwarkar
Reviewer/Approver: Professor Robyn Ward (Executive Dean, FMH)

Paper title: Minor Amendment Proposal: Medicine/Science in Medicine - Internal Medicine and Metabolic Health streams

Purpose: The purpose of this proposal is to seek approval of the GSC to implement minor amendments to Medicine/Science in Medicine courses for implementation in Semester 2, 2021.

Consultation Pipeline:

- FMH Education Committee (via circulation 21-23 Oct 2020)
- FMH Board (via circulation: 26-30 Oct 2020)
- SCSPC 19 Jan 2021
- GSC 9 Feb 2021
- Admissions Subcommittee (for noting)
- Academic Board 2 Mar 2021

RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine; Master of Medicine (Advanced); Master of Science in Medicine; Master of Science in Medicine (Advanced); Graduate Diploma in Medicine; Graduate Certificate in Medicine; Graduate Certificate in Science in Medicine; Graduate Diploma in Science in Medicine, and the subsequent amendments to the course resolutions and unit of study tables, with effect from Semester 2, 2021.

BACKGROUND / CONTEXT

It is proposed to amend entry to the Master of Medicine (Internal Medicine) stream to applicants with a medical degree from the University of Sydney or an equivalent qualification. The requirement for applicants to have medical registration in an Australian or New Zealand jurisdiction and current or prior employment as a medical practitioner in a clinical setting in an Australian or New Zealand jurisdiction will be removed. This will ensure the program is available to domestic students with international medical qualification who are looking to upgrade their medical knowledge and skills and also international medical graduates either offshore or onshore with work
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or other visas. COVID-19 has increased the need for up to date training and education for physicians in the workforce and this amendment will ensure the course provides this opportunity for international medical graduates, including students from communities significantly affected by COVID-19. This will also allow development of pathways for international medical graduates who are undergoing clinical fellowship training at our partner universities in regions such as Manipal Academy of Higher Education in India. We are in discussion with a small number of universities in India and other partner universities in the region to create pathways for select medical graduates undergoing fellowship training for various medical specialities to enrol in the Master of Medicine programs at the University of Sydney. Internal medicine is the most common pathway for medical specialty training and opening this program to those students would increase our enrolments in this particular pathway. This will ensure the program is available to international students to study while overseas as the course is available online. Amending the resolutions to allow for international student enrolment is a risk mitigation measure for the University and Faculty given the current climate and travel restrictions. The course is delivered online, meaning there is no requirement for students to be on campus and limited resource and cost implications. Additionally, COVID-19 has increased the need for up to date training and education for physicians in the workforce and this amendment will ensure the course provides this opportunity for international students, particularly scholarship students from communities significantly affected by COVID-19. Currently, there are two applications in the pipeline who will need to be declined and few additional students who chose to study units as non-award study as they are not able to enrol in a degree program. Our ability to form educational partnerships with Universities in the region can only progress if we allow international offshore students to enrol in the Master of Medicine in Internal Medicine which is the most common medical specialty training in the region. We are hoping to have between 5 to 10 additional students each year from these partnership pathways and this has potential to expand to other courses.

It is proposed to also amend entry to the Science in Medicine (Metabolic Health) stream to a bachelor or postgraduate nursing or allied health professional degree and the applicant must be currently registered (Registered Nurse (Division 1) with a minimum of 12 months relevant work experience. This will ensure the program is available to nurses or allied health professionals who wish to specialise in metabolic health. Metabolic diseases have been identified as high-risk factors for COVID-19 and this amendment will ensure the course provides education to nurses and allied health professionals managing metabolic diseases in a COVID-19 setting. Currently, there is no pathway for nursing and allied health professional to specialise in metabolic health and opening of metabolic health program to these professionals will allow development of leadership in metabolic health. There is limited resource and cost implications of offering core units in both semesters, but it will allow us to offer core units in both semesters and increase the flexibility of overall program to enrol in this program in both semesters. Some units of this program are already offered to public health students from diverse backgrounds and are suitable to nursing and allied health professionals. In response to these changes in admissions, the UoS table for the Metabolic Health stream will be amended to include units better aligned to the students who are enrolling.

It is also proposed to reopen the Metabolic Health stream for admission for the courses listed below. This stream was closed for the Science in Medicine courses with the intention of reopening when there were enough appropriate units of study for Science in Medicine students, which has been addressed with the UoS table amendments within this proposal.

a. Graduate Certificate in Science in Medicine
b. Graduate Diploma in Science in Medicine
c. Master of Science in Medicine
d. Master of Science in Medicine (Advanced)

CONSULTATION

Permission has been sought from relevant unit coordinators and relevant program directors, Professor Peter Hockey (Academic Director, Professional Education in Health) and Professor Inam Haq (Associate Dean (Education), where units have been added to the diet and stream specific collection.

Permission has been provided from Professor Michael Dibley to move the unit PUBH5039 Public Health Nutrition Essentials as a core unit in the Metabolic Health stream in the Science in Medicine.

Metabolic Health entry amendment also has minimal resource implications and will provide for upskilling of a range of clinicians who otherwise would not have been able to enrol in this course.
On the 21st-23rd October, the proposal was put forward to the Education Committee for decision via circulation. Upon endorsement of the proposal by the Education Committee, it was put forward to the Faculty Board for approval.

On the 26-30th October, the proposal was put forward to the Faculty Board for decision via circulation. Upon approval of the proposal by the Faculty Board, it is now being put forward to the Academic Board for executive approval.

In December the proposal was reviewed by the newly formed CMAG in preparation of the UE SCSPC on January 19th, with the CMAG comments included below with key updates/responses from Faculty.

| Implementation timeline | The Faculty needs to confirm with the unit of study changes can be implemented for a mid-year (semester 2) intake, as diet versioning only occurs once a year. Units are already open for enrolment. This confirmation should come from the Academic Model Team and enable the final signature on the late change request from the Vice Principal (Operations). | AMT have confirmed a semester 2 intake is possible and there is precedence for this. An email from VP operations has been provided in lieu of a signature for the out of session approval form and is included within. |
| Financial analysis | The Graduate Studies Committee does not mandate formal finance involvement for minor course amendments. We suggest the Faculty prepare a financial model for the UE SCSPC to consider the impact on of the proposal on existing capacity. | Costing from finance to support the proposal: “With a conservative approach, the 2021 operating margin is estimated to be $32k with the Semester 2 intake only. However, 2022 is estimated to reach $211k operating margin, reaching a steady state in 2025 of $521k with 12 enrolments.” |
| Unit collection and online delivery | The Faculty may need to complete further work to ensure that the revised stream can be fully delivered as an online offering. Also, how the course will be promoted in the market needs to be considered as it will be marketed to different audiences, and some countries have specific views with online learning and how it is delivered. | The revised Internal Medicine stream can be delivered fully online. Given this, we assume SFS will be in touch around the marketing issues in due course. |
| Marketing, admissions and Academic Model | How will changes be communicated to students? Are there any implementation issues foreseen by the Academic Model Team or Admissions? | Admissions didn’t raise any issues in the CMAG meeting. AMT did not foresee any implementation issues. |
| External registration codes | These courses are published on the Sydney Courses page as ‘Not available to student visa holders: Master of Medicine (Metabolic Health); Master of Medicine (Advanced) (Metabolic Health); Master of Medicine (Internal Medicine). Therefore, there is no Compliance feedback for these courses as they are not offered to the student visa holders. However, please note that the Master of Medicine and Master of Medicine (Advanced) is CRICOS registered at the course level, not at the stream level, so they are sharing the same CRICOS code. | The issues around CRICOS are noted and we’ll work with Compliance and the Education portfolio after a meeting scheduled for mid-January to address these CRICOS code issues. |

The proposal was reviewed on Jan 19th by the UE SCSPC. The proposal was endorsed on condition the Faculty of Medicine and Health work with the Chair, Academic Board to refine the course resolutions to reconcile the discrepancies between the transitional arrangements in the proposal documentation and the course resolutions. Consultation with Prof Masters occurred on Jan 20th, with amendments included within. It
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was recommended these updates be reviewed by OGC to ensure the faculty’s intent is accurately captured. The course resolutions were sent to OGC on Jan 21st, with the Faculty currently awaiting feedback.

IMPLEMENTATION

The amendments are proposed for implementation in Semester 2, 2021.

Changes will be required in Sydney Student (diets), the FMH Handbook (UoS table and resolutions) and Sydney Courses.

ATTACHMENTS

Attachment 1: Minor Course Amendment (MCAP) form

Attachment 2: outlines the amendments to the UoS table for the Metabolic Health program to cross-list additional existing units of study.

Attachment 3: Marked-up CMS course resolutions

Attachment 4: Out of session approval form
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Dr Shailendra Sawleshwarkar
shailendra.sawleshwarkar@sydney.edu.au
+61 2 9762 5379

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:
Internal Medicine
Metabolic Health

2. Purpose of proposal

To make the following amendments to the Master of Medicine/Master of Science in Medicine program:

I. Amend the Medicine/Science in Medicine resolutions for the Internal Medicine and Metabolic Health program

II. Change the diets of the Metabolic Health program to cross-list additional existing units of study

III. Add sessions for Semester 2 for the units:
   a. MBHT5001
   b. MBHT5003

IV. Amend unit rules for
   a. MBHT5005
   b. BMRI5019
   c. MBHT5003
   d. MBHT5002

V. Open the metabolic health stream for admissions in Semester 2, 2021 for the following courses:
   a. Graduate Certificate in Science in Medicine
   b. Graduate Diploma in Science in Medicine
   c. Master of Science in Medicine
   d. Master of Science in Medicine (Advanced)

3. Details of amendment

I. Resolutions

It is proposed to amend entry to the Master of Medicine (Internal Medicine) stream to applicants with a medical degree from the University of Sydney or an equivalent qualification. The requirement for applicants to have medical registration in an Australian or New Zealand jurisdiction
and current or prior employment as a medical practitioner in a clinical setting in an Australian or New Zealand jurisdiction will be removed. This will ensure the program is available to domestic students with international medical qualification who are looking to upgrade their medical knowledge and skills and also international medical graduates either offshore or onshore with work or other visas. COVID-19 has increased the need for up to date training and education for physicians in the workforce and this amendment will ensure the course provides this opportunity for international medical graduates, including students from communities significantly affected by COVID-19. This will also allow development of pathways for international medical graduates who are undergoing clinical fellowship training at our partner universities in regions such as Manipal Academy of Higher Education in India. We are in discussion with a small number of universities in India and other partner universities in the region to create pathways for select medical graduates undergoing fellowship training for various medical specialities to enrol in the Master of Medicine programs at the University of Sydney. Internal medicine is the most common pathway for medical specialty training and opening this program to those students would increase our enrolments in this particular pathway.

It is proposed to amend entry to the Science in Medicine (Metabolic Health) stream to a bachelor or postgraduate nursing or allied health professional degree and the applicant must be currently registered (Registered Nurse (Division 1) with a minimum of 12 months relevant work experience. This will ensure the program is available to nurses or allied health professionals who wish to specialise in metabolic health. Metabolic diseases have been identified as high-risk factors for COVID-19 and this amendment will ensure the course provides education to nurses and allied health professionals managing metabolic diseases in a COVID-19 setting.

Proposed changes:

Consultation with Prof Masters on Jan 20th recommended clearer distinctions between sequences, with the following amendments now included in the course resolutions:

4 Embedded courses in this sequence

(1) The embedded courses in the Medicine sequence are:
   (a) Graduate Certificate in Medicine
   (b) Graduate Diploma in Medicine
   (c) Master of Medicine
   (d) Master of Medicine (Advanced)

(2) The embedded courses in the Science in Medicine sequence are:
   (a) Graduate Certificate in Science in Medicine
   (b) Graduate Diploma in Science in Medicine
   (c) Master of Science in Medicine
   (d) Master of Science in Medicine (Advanced)

(2) Providing candidates satisfy the admission requirements for each stage of their sequence, a candidate may progress to the award of any of the courses in their sequence. Only the highest award completed will be conferred.

Admission to candidature:

(2) Admission to the Graduate Certificate in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification;

(3) Admission to the Graduate Diploma in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification.

(4) Admission to the Master of Medicine requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification.

(6) Admission to the Internal Medicine and Critical Care Medicine stream requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment as a medical practitioner in a clinical setting in an Australian or New Zealand jurisdiction.

(7) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; and
(b) for admission to **Metabolic Health and the Sleep Medicine** stream, a minimum of 12 months relevant work experience is also required; and
(c) for admission to **the General Practice and Primary Health Care** stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.

(d) for admission to Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(8) Admission to the Graduate Diploma in Science in Medicine requires:
(a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
(b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; and
(c) for admission to **Metabolic Health and the Sleep Medicine** stream, a minimum of 12 months relevant work experience is also required; and
(d) for admission to **the General Practice and Primary Health Care** stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.

(e) for admission to the **Metabolic Health stream**, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(9) Admission to the Master of Science in Medicine requires:
(a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine with a minimum credit average; or
(b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
(c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
(d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
(e) for admission to the **Clinical Neurophysiology Metabolic Health** and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential; and
(f) for admission to **the General Practice and Primary Health Care** stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.

(g) for admission to **Metabolic Health stream**, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

II. With the restriction of entry to the Science in Medicine (Metabolic Health) stream, it is important to ensure the course diet offers appropriate units to this specific audience. The proposed changes will ensure units available to nurses and allied health professionals are appropriately pitched.

The table below summarises the proposed changes involving existing units of study. See Attachment 2 for unit of study tables.

### Metabolic Health Stream

<table>
<thead>
<tr>
<th>Add units of study</th>
<th>Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PUBH5039 Public Health Nutrition Essentials</strong></td>
<td>Stream specific and general electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remove units of study</th>
<th>Current collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MBHT5002 Advanced Diabetes Management</strong></td>
<td>Stream specific (remove from Science in Medicine only)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>MBHT5004</td>
<td>Cardiovascular Metabolic Management</td>
</tr>
<tr>
<td>PMED5102</td>
<td>Paediatric Nutrition and Obesity</td>
</tr>
<tr>
<td>NURS5012</td>
<td>Assessment and Clinical Judgement</td>
</tr>
</tbody>
</table>

4. **Transitional arrangements**

The changes will take effect in semester 2 2021.

5. **Other relevant information**

See attachments below:
1. Unit of study tables
2. Marked-up CMS resolutions

6. **Signature of Dean**

Refer to Dean's signature on out of session approval form
Attachment 2: Proposed change to Science in Medicine (Metabolic Health) diet

METABOLIC HEALTH

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

Metabolic Health

Master of Medicine (Metabolic Health)

Master of Science in Medicine (Metabolic Health) (admission suspended)

Students must complete 48 credit points, including:

(a) 12 credit points of compulsory units of study; and

(b) 24 credit points of stream specific units of study; and

(c) 12 credit points of stream specific or general elective units of study.

Master of Medicine (Advanced) (Metabolic Health)

Master of Science in Medicine (Advanced) (Metabolic Health) (admission suspended)

Students must complete 60 credit points, including:

(a) 48 credit points of study as required for the Master of Medicine/Master of Science in Medicine
(b) 12 credit points of project units of study.

Graduate Diploma in Medicine (Metabolic Health)

Graduate Diploma in Science in Medicine (Metabolic Health) (admission suspended)

Students must complete 36 credit points, including:

(a) 6 credit points of compulsory units of study; and
(b) 24 credit points of stream specific units of study; and
(c) 6 credit points of stream specific or general elective units of study.

Graduate Certificate in Medicine (Metabolic Health)

Graduate Certificate in Science in Medicine (Metabolic Health) (admission suspended)

Students must complete 24 credit points, including:

(a) 24 credit points of stream specific units of study.

Compulsory units

**Compulsory unit for Graduate Diploma**

<table>
<thead>
<tr>
<th>CEPI5100 Introduction to Clinical Epidemiology</th>
<th>6</th>
<th>N PUBH5010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Refer to the unit of study outline https://www.sydney.edu.au/units

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung
# Compulsory units - Master of Medicine, Master of Science in Medicine, Master of Medicine (Advanced)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010&lt;br&gt;Refer to the unit of study outline&lt;br&gt;<a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
</tr>
<tr>
<td>MBHT5005</td>
<td>Evidence and Ethics in Metabolic Health</td>
<td>6</td>
<td>C CEPI5100 and 18 credit points of stream specific units of study from any of (MBHT5001 or MBHT5002 or MBHT5003 or MBHT5004 or NURS5012 or PMED5102)&lt;br&gt;Refer to the unit of study outline&lt;br&gt;<a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
</tr>
</tbody>
</table>

## Stream Specific units (Science in Medicine Degrees Only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBHT5001</td>
<td>Diabetes Management</td>
<td>6</td>
<td>A This unit of study is recommended for medical graduates, as well as nursing or allied health graduates with a minimum of 12 months clinical experience.&lt;br&gt;Refer to the unit of study outline&lt;br&gt;<a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
</tr>
<tr>
<td>MBHT5002</td>
<td>Advanced Diabetes Management</td>
<td>6</td>
<td>A It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings.&lt;br&gt;Refer to the unit of study outline&lt;br&gt;<a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
</tr>
<tr>
<td>MBHT5003</td>
<td></td>
<td>6</td>
<td>A This unit is intended for students who have...</td>
</tr>
</tbody>
</table>

"Respect is a core value of the Academic Board”
Maridarangun Academic Boardmirung
<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obesity and Pre-diabetes: Prevention and Care</td>
<td>experience in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes.</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Refer to the unit of study outline at [https://www.sydney.edu.au/units](https://www.sydney.edu.au/units)

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<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBHT5004</td>
<td>Cardiovascular Metabolic Management</td>
<td>A This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component. It is designed for Medical Graduates only.</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Refer to the unit of study outline at [https://www.sydney.edu.au/units](https://www.sydney.edu.au/units)

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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5012</td>
<td>Assessment and Clinical Judgement</td>
<td></td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

Refer to the unit of study outline at [https://www.sydney.edu.au/units](https://www.sydney.edu.au/units)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PMED5102</td>
<td>Paediatric Nutrition and Obesity</td>
<td></td>
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<td>2</td>
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</tbody>
</table>

Refer to the unit of study outline at [https://www.sydney.edu.au/units](https://www.sydney.edu.au/units)

<table>
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<th>Description</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5039</td>
<td>Public Health Nutrition Essentials</td>
<td>N: PUBH5029</td>
<td>6</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBHT5001</td>
<td>Diabetes Management</td>
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<td>6</td>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>MBHT5002</td>
<td></td>
<td>A It is recommended that students first</td>
<td>6</td>
<td>2</td>
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</table>

Semester 2
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Diabetes Management</td>
<td>2</td>
<td>complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. Departmental permission required unless MBHT5001 satisfactorily completed.</td>
<td></td>
</tr>
<tr>
<td>MBHT5003 Obesity and Pre-diabetes: Prevention and Care</td>
<td>6</td>
<td>A This unit is intended for students who have experience in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MBHT5004 Cardiovascular Metabolic Management</td>
<td>6</td>
<td>A This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
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</table>

**General elective units**

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<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
<th>Semester(s)</th>
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<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td>Semester 1</td>
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<tr>
<td>BETH5204 Clinical Ethics</td>
<td>6</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BETH5209 Medicines</td>
<td>6</td>
<td>A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics,</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
<td>Prerequisites</td>
</tr>
<tr>
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<td>--------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>BMRI5019</td>
<td>Psychiatry in Clinical Practice</td>
<td>6</td>
<td>A MBBS or equivalent&lt;br&gt;N (BMRI5003 and BMRI5050)</td>
</tr>
<tr>
<td>CEPI5200</td>
<td>Quality and Safety in Health Care</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CEPI5215</td>
<td>Writing and Reviewing Medical Papers</td>
<td>6</td>
<td>A Some basic knowledge of summary statistics is assumed&lt;br&gt;P (PUBH5010 or CEPI5100)&lt;br&gt;N CEPI5214</td>
</tr>
<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic Reviews</td>
<td>6</td>
<td>C CEPI5100 or PUBH5010&lt;br&gt;N CEPI5203 or CEPI5102 or CEPI5314</td>
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<tr>
<td>GMED5001</td>
<td>Genomics in Clinical Practice</td>
<td>6</td>
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<td>LNGS7504</td>
<td>Medical Discourse</td>
<td>6</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
<td>Prerequisites</td>
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<td>MEDF5002</td>
<td>Teaching in the Clinical Environment</td>
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<td>Refer to the unit of study outline</td>
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<td><a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
</tr>
<tr>
<td>NTDT5608</td>
<td>Community and Public Health Nutrition</td>
<td>6</td>
<td>C NTDT5305 and NTDT5307</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NTDT5608 is available as an elective to students</td>
</tr>
<tr>
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<td></td>
<td>in the Graduate Certificate, Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and Master of Medicine as well as the Master of</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Science in Medicine (Metabolic Health). For these</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>students, there are no prerequisites for entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>into NTDT5608. However, these students must apply</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for Special Permission from the unit of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>coordinator in order to be enrolled.</td>
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<tr>
<td>PAIN5002</td>
<td>Pain Mechanisms and Contributors</td>
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<td>Refer to the unit of study outline</td>
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<td></td>
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<td><a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
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<tr>
<td>PAIN5003</td>
<td>Pain Treatment and Management Principles</td>
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<td><a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
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<td>PUBH5033</td>
<td>Disease Prevention and Health Promotion</td>
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</tr>
<tr>
<td>PUBH5555</td>
<td>Lifestyle and Chronic Disease Prevention</td>
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<td>P PUBH5033</td>
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<td></td>
<td>Refer to the unit of study outline</td>
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<td><a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
</tr>
<tr>
<td>WARC5001</td>
<td>Research Translation, Impact and</td>
<td>6</td>
<td>A An understanding of research methodology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and clinical trials is assumed.</td>
</tr>
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Evaluation
This unit of study is not available in 2021

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PUBH5039</td>
<td>Public Health Nutrition Essentials</td>
<td>6</td>
<td>N: PUBH5029</td>
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| Project units |

<table>
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<tr>
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<th>Title</th>
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<th>Notes</th>
<th>Semester</th>
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<tbody>
<tr>
<td>MEDF5301</td>
<td>Project (Advanced Masters)</td>
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<td>Note: Department permission required for enrolment Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
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<tr>
<td>MEDF5302</td>
<td>Project (Advanced Masters) (Part A)</td>
<td>6</td>
<td>Note: Department permission required for enrolment Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
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<tr>
<td>MEDF5303</td>
<td>Project (Advanced Masters) (Part B)</td>
<td>6</td>
<td>Note: Department permission required for enrolment Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td>1, 2</td>
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</tbody>
</table>
Attachment 2: Proposed change to Science in Medicine (Metabolic Health) diet

METABOLIC HEALTH

Unit outlines will be available through Find a unit outline two weeks before the first day of teaching for 1000-level and 5000-level units, or one week before the first day of teaching for all other units.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

**Metabolic Health**

**Master of Medicine (Metabolic Health)**

**Master of Science in Medicine (Metabolic Health) (admission suspended)**

Students must complete 48 credit points, including:
(a) 12 credit points of compulsory units of study; and
(b) 24 credit points of stream specific units of study; and
(c) 12 credit points of stream specific or general elective units of study.

**Master of Medicine (Advanced) (Metabolic Health)**

**Master of Science in Medicine (Advanced) (Metabolic Health) (admission suspended)**

Students must complete 60 credit points, including:
(a) 48 credit points of study as required for the Master of Medicine/Master of Science in Medicine
(b) 12 credit points of project units of study.

Graduate Diploma in Medicine (Metabolic Health)

Graduate Diploma in Science in Medicine (Metabolic Health) (admission suspended)

Students must complete 36 credit points, including:

(a) 6 credit points of compulsory units of study; and

(b) 24 credit points of stream specific units of study; and

(c) 6 credit points of stream specific or general elective units of study.

Graduate Certificate in Medicine (Metabolic Health)

Graduate Certificate in Science in Medicine (Metabolic Health) (admission suspended)

Students must complete 24 credit points, including:

(a) 24 credit points of stream specific units of study.

Compulsory units

Compulsory unit for Graduate Diploma

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Intensive</th>
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<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>July</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5010</td>
<td></td>
<td>N</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Refer to the unit of study outline https://www.sydney.edu.au/units

“Respect is a core value of the Academic Board”
Maridargun Academic Boardmirung
### Compulsory units - Master of Medicine, Master of Science in Medicine, Master of Medicine (Advanced)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBHT5005</td>
<td>Evidence and Ethics in Metabolic Health</td>
<td>6</td>
<td>C CEPI5100 and 18 credit points of stream specific units of study from any of (MBHT5001 or MBHT5002 or MBHT5003 or MBHT5004 or NURS5012 or PMED5102)</td>
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### Stream Specific units (Science in Medicine Degrees Only)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>MBHT5001</td>
<td>Diabetes Management</td>
<td>6</td>
<td>A This unit of study is recommended for medical graduates, as well as nursing or allied health graduates with a minimum of 12 months clinical experience.</td>
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<table>
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<tr>
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<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>MBHT5002</td>
<td>Advanced Diabetes Management</td>
<td>6</td>
<td>A It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings.</td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>MBHT5003</td>
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<td>6</td>
<td>A This unit is intended for students who have</td>
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<tr>
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<td>Course Title</td>
<td>Credit Points</td>
<td>Semester 1</td>
</tr>
<tr>
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<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>MBHT5001</td>
<td>Diabetes Management</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>NURS5012</td>
<td>Assessment and Clinical Judgement</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PMED5102</td>
<td>Paediatric Nutrition and Obesity</td>
<td>6</td>
<td></td>
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<tr>
<td>PUBH5039</td>
<td>Public Health Nutrition Essentials</td>
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**Stream Specific units (Medicine Degrees only)**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>MBHT5002</td>
<td>A It is recommended that students first</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
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</table>

"Respect is a core value of the Academic Board"
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<table>
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<tr>
<th>Course Title</th>
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<th>Semester</th>
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<td>Complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. Departmental permission required unless MBHT5001 satisfactorily completed.</td>
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</tr>
<tr>
<td><strong>MBHT5003 Obesity and Pre-diabetes: Prevention and Care</strong></td>
<td>6</td>
<td>A This unit is intended for students who have experience in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes.</td>
<td></td>
</tr>
<tr>
<td><strong>MBHT5004 Cardiovascular Metabolic Management</strong></td>
<td>6</td>
<td>A This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component.</td>
<td></td>
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<tr>
<td><strong>PMED5102 Paediatric Nutrition and Obesity</strong></td>
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<td></td>
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<tr>
<td><strong>General elective units</strong></td>
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<tr>
<td><strong>BETH5104 Bioethics, Law and Society</strong></td>
<td>6</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>BETH5204 Clinical Ethics</strong></td>
<td>6</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>BETH5209 Medicines</strong></td>
<td>6</td>
<td>A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics,</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Policy, Economics and Ethics</td>
<td>sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.</td>
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<td></td>
</tr>
<tr>
<td>BMRI5019 Psychiatry in Clinical Practice</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>BMRI5019 Psychiatry in Clinical Practice</td>
<td>A MBBS or equivalent N (BMRI5003 and BMRI5050)</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>BMRI5019 Psychiatry in Clinical Practice</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
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<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
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<td>Semester 1</td>
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<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5215 Writing and Reviewing Medical Papers</td>
<td>A Some basic knowledge of summary statistics is assumed P (PUBH5010 or CEPI5100) N CEPI5214</td>
<td>Semester 1 Semester 2</td>
<td></td>
</tr>
<tr>
<td>CEPI5215 Writing and Reviewing Medical Papers</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5315 Introduction to Systematic Reviews</td>
<td>C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CEPI5315 Introduction to Systematic Reviews</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GMED5001 Genomics in Clinical Practice</td>
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<td>Semester 1</td>
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<td>GMED5001 Genomics in Clinical Practice</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a></td>
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<td>MEDF5002</td>
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<td>Community and Public Health Nutrition</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>NTDT5608 is available as an elective to students in the Graduate Certificate,</strong></td>
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<td></td>
<td></td>
<td><strong>Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For these students, there are no prerequisites for entry into NTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled.</strong></td>
</tr>
</tbody>
</table>
| PAIN5002    | Pain Mechanisms and Contributors                 | 6             | Refer to the unit of study outline https://www.sydney.edu.au/units           | Semester 1
|             |                                                  |               | Semester 2                                                                   |           |
| PAIN5003    | Pain Treatment and Management Principles         | 6             | Refer to the unit of study outline https://www.sydney.edu.au/units           | Semester 1
|             |                                                  |               | Semester 2                                                                   |           |
| PUBH5033    | Disease Prevention and Health Promotion          | 6             | Refer to the unit of study outline https://www.sydney.edu.au/units           | Semester 1|
| PUBH5555    | Lifestyle and Chronic Disease Prevention         | 6             | P PUBH5033                                                                  | Semester 2|
| WARC5001    | Research Translation, Impact and                | 6             | A An understanding of research methodology and clinical trials is assumed.    | Semester 2|

"Respect is a core value of the Academic Board"
Manidarangun Academic Boardmirung
### Evaluation

This unit of study is not available in 2021

<table>
<thead>
<tr>
<th>PUBH5039</th>
<th>6</th>
<th>N: PUBH5029</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Nutrition Essentials</td>
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</tbody>
</table>

### Project units

| MEDF5301 | 12 | Note: Department permission required for enrolment  
Refer to the unit of study outline  
https://www.sydney.edu.au/units | Semester 1  
Semester 2 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Project (Advanced Masters)</td>
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</table>

| MEDF5302 | 6 | Note: Department permission required for enrolment  
Refer to the unit of study outline  
https://www.sydney.edu.au/units | Semester 1  
Semester 2 |
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<tr>
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<tbody>
<tr>
<td>Project (Advanced Masters) (Part A)</td>
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</tbody>
</table>

| MEDF5303 | 6 | Note: Department permission required for enrolment  
Refer to the unit of study outline  
https://www.sydney.edu.au/units | Semester 1  
Semester 2 |
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<tr>
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</thead>
<tbody>
<tr>
<td>Project (Advanced Masters) (Part B)</td>
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</tr>
</tbody>
</table>
Master of Medicine Master of Science in Medicine

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)

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 Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEDADV-01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>GNSCMEDI-01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCMEAD-01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEAD-01</td>
<td>Master of Science in Medicine (Advanced)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy 2014.

4 Embedded courses in this sequence

1. The embedded courses in this Medicine sequence are:
   (a) Graduate Certificate in Medicine
   (b) Graduate Diploma in Medicine
   (c) Master of Medicine
   (d) Master of Medicine (Advanced)

2. The embedded courses in the Science in Medicine sequence are:
   (a) Graduate Certificate in Science in Medicine
   (b) Graduate Diploma in Science in Medicine
   (c) Master of Science in Medicine
   (d) Master of Science in Medicine (Advanced)

3. Providing candidates satisfy the admission requirements for each stage of their sequence, a candidate may progress to the award of any of the courses in their sequence. Only the highest award completed will be conferred.

4. Candidates enrolled in one sequence are not permitted to transfer to the other unless candidates satisfy the admission requirements for that sequence.
5 Streams

(1) Courses are available in the following streams:
   Master of Medicine, Master of Science in Medicine, Graduate Diploma in Medicine, Graduate Certificate in Medicine
   (a) Child and Adolescent Health
   (b) Clinical Neurophysiology
   (c) Critical Care Medicine
   (d) General Practice and Primary Health Care
   (e) Genomics and Precision Medicine
   (f) Internal Medicine
   (g) Metabolic Health
   (h) Pharmaceutical and Medical Device Development
   (i) Psychiatry
   (j) Sexual and Reproductive Health
   (k) Sleep Medicine
   (l) Trauma-Informed Psychotherapy

   Master of Science in Medicine (Advanced), Master of Science in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Science in Medicine
   (a) Clinical Neurophysiology
   (b) Critical Care Medicine
   (c) General Practice and Primary Health Care
   (d) Metabolic Health
   (e) Pharmaceutical and Medical Device Development
   (f) Sexual and Reproductive Health
   (g) Sleep Medicine
   (h) Trauma-Informed Psychotherapy

(2) Candidates may transfer between streams with approval from the relevant stream Program Director.

(3) All of the degrees within this stream shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

(4) Completion of a Pathway, if available within a Stream, is not a requirement of completing the course. Candidates have the option of completing the course without choosing a Pathway.

6 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 qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification;

(3) Admission to the Graduate Diploma in Medicine requires:
   (a) a medical degree from the University of Sydney or equivalent qualification.

(4) Admission to the Master of Medicine requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification.
   (b) evidence of at least 12 months relevant work experience is also required;

(5) Admission to the Psychiatry stream requires:
   (a) a medical degree from the University of Sydney or an equivalent qualification; and
   (b) employment in an accredited psychiatry training position or equivalent experience.

(6) Admission to the Master of Science in Medicine (Advanced), Master of Science in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Science in Medicine requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment as a medical practitioner in a clinical setting in an Australian or New Zealand jurisdiction.

(7) Admission to the Graduate Certificate in Science in Medicine requires:
   (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification;
   (b) for admission to Metabolic Health and the Sleep Medicine stream, a minimum of 12 months relevant work experience is also required;
   (c) for admission to the General Practice and Primary Health Care stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
   (d) for admission to the Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(8) Admission to the Graduate Diploma in Science in Medicine requires:
   (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
   (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
   (c) for admission to Metabolic Health and the Sleep Medicine stream, a minimum of 12 months relevant work experience is also required; and
   (d) for admission to the General Practice and Primary Health Care stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
   (e) for admission to the Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(9) Admission to the Master of Science in Medicine requires:
   (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine with a minimum credit average; or
   (b) a bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
   (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
   (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
   (e) for admission to the Clinical Neurophysiology, Metabolic Health and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential; and
for admission to the General Practice and Primary Health Care stream, the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.

(g) for admission to the Metabolic Health stream, the applicant must be currently registered as a nurse (Registered Nurse (Division 1)) or allied health professional in an Australian or New Zealand jurisdiction with a minimum of 12 months relevant work experience.

(10) Admission to the Trauma-Informed Psychotherapy stream also requires:
(a) minimum 12 months’ experience in a clinical area related to mental health;
(b) current professional indemnity insurance to practise psychotherapy in NSW; and
(c) satisfactory performance at an interview as required.

(11) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires the candidate to have:
(a) completed the requirements the Master of Medicine or the Master of Science in Medicine; and
(b) achieved an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
(c) met any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
(a) 24 credit points of stream specific units of study.
(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
(a) 6 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 6 credit points of stream specific or general elective units of study.
(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
(a) 12 credit points of compulsory units of study, and
(b) 24 credit points of stream specific units of study, and
(c) 12 credit points of stream specific or general elective units of study.
(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
(a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
(b) 12 credit points of project units of study.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature from 1 January 2020 1 July 2021 and persons who commenced their candidature prior to 1 January 2020 1 July 2021 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January 2020 1 July 2021 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement.
REQUEST FOR APPROVAL OUT OF SESSION

This approval was received outside of the published approval deadlines; it is requested that the Committee review the proposal due to the following needs:

1. Strategic imperative of the proposal for the University (link to 2016-2020 Strategic Plan)
   - Yes □ No ☐ If yes, please detail.

2. External/industry requirements
   - Yes ☐ No ☐ If yes, please detail.

   The health workforce has an increased need for internal medicine and metabolic health education in order to manage the current COVID-19 pandemic.

3. Other reason/s for the request for out of session approval.

   The current COVID-19 pandemic has increased the need for education and up-skilling in critical care, internal medicine and metabolic health education.

SUMMARY

Detail the circumstances affecting the late submission of this proposal

COVID-19 has increased the need for up to date training and education for physicians in the workforce and this amendment will ensure the course provides this opportunity for international students, particularly scholarship students from communities significantly affected by COVID-19.

COVID-19 has also increased the need for critical care knowledge and skills in the health workforce and this amendment will ensure the course provides this education to the wider domestic health workforce.

Metabolic diseases have been identified as high risk factors for COVID-19 and this amendment will ensure the course provides education to nurses and allied health professionals managing metabolic diseases in a COVID-19 setting.
The approval of the Dean, Deputy Vice-Chancellor (Education), Vice-Principal (Operations) and Provost and Deputy Vice-Chancellor in support of the extenuating circumstances/rationale for out of session review.

Signature of Dean

Signature of DVC Education

Signature of VP (Operations) or delegate

Signature of Provost and Deputy Vice-Chancellor
APPROVALS

The approval of the Dean, Deputy Vice-Chancellor (Education), Vice-Principal (Operations) and Provost and Deputy Vice-Chancellor in support of the extenuating circumstances/rationale for out of session review.

Robyn Ward

Signature of Dean

Date: 29/01/2021

Digitally signed by Robyn Ward
Date: 2020.12.07 16:11:24 +11'00'

Signature of DVC Education

Date: ___/___/____

Signature of VP (Operations) or delegate

Date: ___/___/____

Signature of Provost and Deputy Vice-Chancellor

Date: ___/___/____
From: Edwina Grose <edwina.grose@sydney.edu.au>
Sent: Thursday, 14 January 2021 8:55 PM
To: Nelson Lage <nelson.lage@sydney.edu.au>
Subject: Fwd: Minor Amendment Proposal: Medicine/Science in Medicine - Internal Medicine and Metabolic Health streams
Approval contained below
!
Regards
Edwina

Sent from my iPhone

Begin forwarded message:

From: Stephen Phillips <stephen.phillips@sydney.edu.au>
Date: 14 January 2021 at 8:05:45 pm AEDT
To: Edwina Grose <edwina.grose@sydney.edu.au>
Cc: Elizabeth Lovell <elizabeth.lovell@sydney.edu.au>
Subject: Re: Minor Amendment Proposal: Medicine/Science in Medicine - Internal Medicine and Metabolic Health streams

Hi Edwina, Happy New Year and hope you are doing well, big year ahead (again !).
All ok with what you are proposing.
Cheers Stephen
From: Edwina Grose <edwina.grose@sydney.edu.au>
Sent: Thursday, 14 January 2021 12:31 PM
To: Stephen Phillips <stephen.phillips@sydney.edu.au>
Cc: Elizabeth Lovell <elizabeth.lovell@sydney.edu.au>
Subject: FW: Minor Amendment Proposal: Medicine/Science in Medicine - Internal Medicine and Metabolic Health streams

Dear Stephen,

I hope you had a (sometimes) relaxing and (mainly) restful break – happy new year to you and yours!

In cleaning up some AMT stuff to leave Liz a clean slate, please find attached a late request to defer the start date of the attached to S2. I have checked with the team, who are across the change and are just waiting for the nod, and as such, I recommend that you endorse this late change request.

Regards and thanks

Edwina

EDWINA GROSE | DIRECTOR, STUDENT ADMINISTRATION
Student Operations
Student Administrative Services (SAS)
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 M +61428 599 131
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: Nelson Lage <nelson.lage@sydney.edu.au>
Sent: Tuesday, 12 January 2021 4:11 PM
To: Edwina Grose <edwina.grose@sydney.edu.au>
Cc: Paul Weber <paul.weber@sydney.edu.au>; Sonja De Jonghe <sonja.dejonghe@sydney.edu.au>
Subject: FW: Minor Amendment Proposal: Medicine/Science in Medicine - Internal Medicine and Metabolic Health streams

Afternoon Edwina!

Although we’ve parted ways, it appears there’s still a few plants of yours that require watering.

Below and attached you’ll find information regarding the Medicine and Metabolic Health streams.

After speaking with Rochelle she informed me of the approval process required for late proposals (was previously unaware).

And Sonja has confirmed that she’s been waiting for the approval to trickle down to her so she can open up the streams.

In regards to information required – as I am unfamiliar to the specifics, I’m unsure what you may need before this reaches Stephen, or if this is enough.

Rochelle had a few questions in her email, if their answering helps my answers are in green.

1. Can AMT confirm a semester 2, 2021 implementation is possible? I’m not sure if the context helps, but last year, we had a proposal start in semester 2.

It was for the Grad Cert Med/Science in Med (Infection and Immunity),
which was done in response to the Government’s relief package.

a. After conferring with the team; a semester 2 2021 implementation is possible.

2. Do you see any implementation issues with the attached?
   a. None

3. The proposal includes an out of session approval form (see page 19). Can I kindly arrange Stephen Phillip’s signature for this? Email confirmation is also fine.

As to what’s being requested:

1. Open 4 metabolic health streams for semester 2 2021
2. Add semester 2 sessions for 2 units
3. Amend unit rules for 4 units
4. Add/Remove units from diet structure
   a. Create new collections within diet structure.

Please let me know of any additional tasks required, or steps needed for this process.

Much thanks in advance.

Regards,

NELSON LAGE
Academic Model | Student Operations
Student Administration Services
THE UNIVERSITY OF SYDNEY
Level 6, Jane Foss Russell Building (G02) | The University of Sydney | NSW | 2006
T +61 2 8627 5014
E nelson.lage@sydney.edu.au | W http://sydney.edu.au
H https://intranet.sydney.edu.au/services/student-admin/processes/academic-model.html
CRICOS 00026A
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited.

Please think of our environment and only print this e-mail if necessary.

From: Rochelle Kim <rochelle.kim@sydney.edu.au> On Behalf Of Faculty Curriculum
Sent: Tuesday, 12 January 2021 10:43 AM
To: Nelson Lage <nelson.lage@sydney.edu.au>
Cc: Pieta Joy <pieta.joy@sydney.edu.au>
Subject: Minor Amendment Proposal: Medicine/Science in Medicine - Internal Medicine and Metabolic Health streams

Hi Nelson,

I’m writing from FMH Curriculum and would greatly appreciate your help/advice on the following.

Please find attached a proposal for the MMed/MSci in Medicine embedded courses which is being considered by the UE SCPC at its next meeting (Jan 19th). The proposal was originally proposed as a semester 1 2021 last year, but after consideration from DVC-E, they have requested a semester 2 start. This has now been reviewed by the newly formed CMAG also and they have asked for the following:

1. Can AMT confirm a semester 2, 2021 implementation is possible? I’m not sure if the context helps, but last year, we had a proposal start in semester 2. It was for the Grad Cert Med/Science in Med (Infection and Immunity), which was done in response to the Governments relief package.

2. Do you see any implementation issues with the attached?

3. The proposal includes an out of session approval form (see page 19). Can I
kindly arrange Stephen Phillip’s signature for this? Email confirmation is also fine.

Unfortunately, this is very last minute. We only received feedback yesterday, so if I can arrange for your feedback on the above points and Stephen’s signature by end of the week, that would be so greatly appreciated. The proposal was briefly discussed with Charlie Foxlee before she left, but before it was before it was reviewed and modified by DVC-E and the recommendation it be a semester 2 start.

If you need to discuss in more detail, don’t hesitate to contact me on teams or 0401 984 021.

Many thanks and kindest regards,

Rochelle

ROCHELLE KIM | Education and Curriculum Officer
Faculty of Medicine and Health
THE UNIVERSITY OF SYDNEY
A14 – Quadrangle | The University of Sydney | NSW | 2006
E fmh.curriculum@sydney.edu.au | W http://sydney.edu.au
Please be advised my working days are Tuesday – Friday
RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board approve the proposal from the Faculty of Medicine and Health to amend the Master of Surgery; Graduate Diploma in Surgery; Graduate Certificate in Surgery; and pre-2020 Master of Surgery, and the subsequent amendments to unit of study tables, with effect from 1 January 2022.

BACKGROUND / CONTEXT

It is proposed to introduce a new unit of study in the pre-2020 Master of Surgery and the new Master of Surgery program: SURG5045 Orthopaedic Surgery. This unit of study will review the anatomy of the musculoskeletal system and the physiology of trauma and bone healing, including relevant diagnostic imaging and the mechanism and management of common fractures.

CONSULTATION

Consultation has been conducted with Dr Shailendra Sawleshwarkar (Program Director, Postgraduate Coursework Programs) and Professor Peter Hockey (Academic Director, Professional Education in Health).

On November 5th, 2020 the proposal was put forward to the Education Committee where it was endorsed on subject to the following amendments being implemented:
- Update assessments as follows: online module quizzes (20%), case-based discussions (30%), 90-minute final examination (50%).
- Remove note in UoS tables regarding departmental permission requests for SURG5031.

These recommendations have been implemented and included in the proposal as provided. Following endorsement of the proposal it was recommended to FMH Board for approval on the 3rd of December.

On the 3rd of December the proposal was put forward to the FMH Board. Following approval of the proposal it is now being recommended to the Graduate Studies Committee for endorsement on the 27th of January.

IMPLEMENTATION

Changes will be required in Sydney Student (course diets and unit of study titles), Sydney Curriculum (unit outlines) and the FMH Handbook. The Pre-2020 Master of Surgery amendments will need to be added as an errata to the 2020 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.
CONFIDENTIAL OR NON-CONFIDENTIAL

ATTACHMENTS

Attachment 1: Minor Course Amendment (MCAP) form
Attachment 2: New unit of study form
Attachment 3: Outlines the amendments to the UoS table
Minor Course Amendment Proposal

Faculty: Medicine and Health
School: Sydney Medical School
Contact person: Dr Anthony Glover
    anthony.glover@sydney.edu.au

1. Name of award course

Pre-2020
Master of Surgery

2020
Master of Surgery
Graduate Diploma in Surgery
Graduate Certificate in Surgery

2. Purpose of proposal

To make the following amendments to the Master of Surgery programs (pre-2020 and 2020):
   I. Introduce a new unit of study in both pre-2020 and 2020 programs

3. Details of amendment

   I. New unit of study

   It is proposed to introduce a new unit of study in the pre-2020 Master of Surgery and the new
   Master of Surgery program: SURG5045 Orthopaedic Surgery.

   This unit of study will review the anatomy of the musculoskeletal system and the physiology of
   trauma and bone healing, including relevant diagnostic imaging and the mechanism and
   management of common fractures.

4. Transitional arrangements

The changes will take effect in 2022.

5. Other relevant information

6. Signature of Dean

   Digitally signed by
   Robyn Ward
   Date: 2021.01.12 13:49:00 +11'00'
**Attachment 1: New unit of study form SURG5045**

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Unit of Study Name:</strong> Orthopaedic Surgery</td>
</tr>
<tr>
<td><strong>2. Faculty, School and Discipline:</strong> Faculty of Medicine and Health Sydney Medical School Discipline of Surgery</td>
</tr>
<tr>
<td><strong>3. Unit of Study Preferred Code:</strong> 4 letters + 4 numerals with no space, e.g. SLEE5002 SURG5045</td>
</tr>
<tr>
<td><strong>4. ASCED Code:</strong> List of codes available at: <a href="http://www.planning.usyd.edu.au/pubs.htm">http://www.planning.usyd.edu.au/pubs.htm</a> 060103</td>
</tr>
<tr>
<td><strong>5. Credit Point Value:</strong> IMPORTANT NOTE: If UoS is less than 3 CPs, please attach an explanatory note. 6</td>
</tr>
<tr>
<td><strong>6. Session(s) Offered:</strong> Refer to guidelines for list of available sessions Semester 2 (Northern Clinical School)</td>
</tr>
<tr>
<td><strong>7. Delivery mode:</strong> Online</td>
</tr>
<tr>
<td><strong>8. Course(s) Associated With this Unit of Study:</strong> A surgery selective unit in: Master of Surgery Graduate Diploma in Surgery Graduate Certificate in Surgery An elective unit in: Master of Surgery (Stream) pre-2020 courses</td>
</tr>
<tr>
<td><strong>9. Description of Course for Handbook:</strong> Orthopaedics is the largest single specialty in surgery and includes a wide range of minor to life or limb threatening trauma, while joint replacement significantly impacts on the quality of life in Australia’s ageing population. This unit of study will review the anatomy of the musculoskeletal system and the physiology of trauma and bone healing including relevant diagnostic imaging and the mechanism and management of common fractures. Common dislocations and ligamentous injuries as well as primary and secondary osteoarthritis of the hip, knee, shoulder and lumbar spine will be studied in detail. The unit is delivered online and will necessitate approximately 10 hours of study per week.</td>
</tr>
<tr>
<td><strong>10. Classes:</strong> All lowercase characters and very abbreviated, with no full stops</td>
</tr>
<tr>
<td><strong>11. Assessment:</strong> All lowercase characters and very abbreviated, with no full stops Online module quizzes (20%), case-based discussions (30%), 90 minute final examination (50%)</td>
</tr>
<tr>
<td><strong>11A. Assessment marking Schema:</strong> Will the assessment be presented as UOSG01 (grade only) or UOSM01(mark and grade) UOSMO1</td>
</tr>
<tr>
<td><strong>12. Unit Coordinator (s):</strong> Titles and names separated by commas and no full stops (for the handbook) Dr Andrew Stephens, Professor William Walter</td>
</tr>
<tr>
<td>Item</td>
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<td>17.</td>
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<td>18.</td>
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<tr>
<td>19.</td>
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<tr>
<td>20.</td>
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</tbody>
</table>

**Approvals**

<table>
<thead>
<tr>
<th>Head of School &amp; Dean:</th>
<th>Associate Dean (Education):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Prof Cheryl Jones</td>
<td>Name: Prof Inam Haq</td>
</tr>
<tr>
<td>Signature: Professor Cheryl Jones</td>
<td>Signature: Inam Haq</td>
</tr>
<tr>
<td>Date: 2021.01.08 16:01:18 +11'00'</td>
<td>Date: 22 Dec 2020</td>
</tr>
</tbody>
</table>

**Your details:**

| Name: | Dr Shailendra Sawleshwarkar |
| Phone: | |
| Fax: | |
| Email: | shailendra.sawleshwarkar@sydney.edu.au |
SURGERY PRE-2020 ENROLMENT

The following information applies to students who enrolled in the Master of Surgery (Coursework) prior to 2020.

Students enrolled prior to 2020 will be able to complete the course in its original structure or may elect to transfer to the new program provided they meet the admission requirement.

<table>
<thead>
<tr>
<th>Item</th>
<th>Errata</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The following units have been added to electives: SURG5045 Orthopaedic Surgery</td>
<td>01/01/2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

Surgery pre-2020 enrolment

For continuing students only

Master of Surgery

Students complete 48 credit points, including:

(a) 6 credit points of core units of study; and

(b) 18 credit points of dissertation units of study or

(c) 24 credit points of stream specific core units of study; and

(d) a minimum of 18 and a maximum of 24 credit points of elective units of study.

The following streams are available:

(i) Surgical Sciences
(ii) Surgical Skills

(iii) Surgical Anatomy

(iv) Breast Surgery

(v) Research Dissertation (surgical sub-specialty):
- Breast Surgery
- Cardiothoracic Surgery
- Colorectal
- Endocrine Surgery
- Hand Surgery
- Head and Neck
- Neurosurgery
- Orthopaedic
- Otorhinolaryngology
- Paediatric Surgery
- Plastic/Reconstructive Surgery
- Surgical Anatomy
- Surgical Oncology
- Surgical Outcomes
- Surgical Sciences
- Surgical Skills
- Transplant Surgery
- Trauma Surgery
- Upper Gastrointestinal Surgery
- Urology
- Vascular Surgery and Endovascular Surgery.

**Core units of study**

For all streams. Students select one of the following units:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

It is recommended that this is completed as soon as possible after enrolment into your first unit of study.

### Stream specific core units

#### Research Dissertation Stream

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5007</td>
<td>Dissertation A</td>
<td>9</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5008</td>
<td>Dissertation B</td>
<td>9</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5008</td>
<td>Dissertation B</td>
<td>9</td>
<td>Semester 2</td>
</tr>
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</table>

#### Surgical Sciences Stream

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5012</td>
<td>Surgical Metabolism</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5035</td>
<td>Surgical Research and Evaluation</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5036</td>
<td>Surg Research: Translation and Innovation</td>
<td>6</td>
<td>Semester 2</td>
</tr>
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</table>
## Surgical Skills Stream

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
<td>6</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SURG5031</td>
<td>Surgical Skills</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

A Final year medical student knowledge of physiology, pathology and anatomy is assumed.

*Note: Department permission required for enrolment. Places in this unit are limited, please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at jayne.seward@sydney.edu.au*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5032</td>
<td>Physiology for Surgeons</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5034</td>
<td>Surgical Anatomy based on GSSE</td>
<td>6</td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

## Breast surgery stream

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5037</td>
<td>Basic Sciences and Benign Breast Disease</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery.

*This unit is designed as the first part of a curriculum for contemporary breast surgery for Post Fellowship Trainees and assumes practical skills training is obtained on the*
BreastSurgANZ PFT Program (or equivalent). Students completing all 4 breast surgery units must complete them in sequence i.e. SURG5037, SURG5038, SURG5039, SURG5040.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5039</td>
<td>Oncoplastic Breast Surgery Level 1</td>
<td>6</td>
<td>Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. This unit is designed as the third part of a curriculum for contemporary breast surgery for Post Fellowship Trainees and assumes practical skills training is obtained on the BreastSurgANZ PFT Program (or equivalent). The unit assumes knowledge from SURG5037 Basic Sciences and Benign Breast Disease and SURG5038 Malignant Breast Disease and MDTs.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5038</td>
<td>Malignant Breast Disease and MDTs</td>
<td>6</td>
<td>Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. This unit is designed as the second part of a curriculum for contemporary breast surgery for Post Fellowship Trainees and assumes practical skills training is obtained on the BreastSurgANZ PFT Program (or equivalent). The unit assumes knowledge from SURG5037 Basic Sciences and Benign Breast Disease. Students completing all 4</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
breast surgery units must complete them in sequence ie SURG5037, SURG5038, SURG5039, SURG5040

SURG5040 Oncoplastic Breast Surgery Level 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This unit is designed as the forth and final part of a curriculum for contemporary breast surgery for Post Fellowship Trainees and assumes practical skills training is obtained on the BreastSurgANZ PFT Program (or equivalent). The unit assumes knowledge from SURG5037 Basic Sciences and Benign Breast Disease, SURG5038 Malignant Breast Disease and MDTs and SURG5039 Oncoplastic Breast Surgery Level 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</table>

**Elective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5045</td>
<td>Orthopaedic Surgery</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>HAEM5001</td>
<td>Thrombosis and Haemostasis in Acute Care</td>
<td>6</td>
<td>A Basic knowledge of haemostasis is an advantage.</td>
</tr>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5003</td>
<td>Scientific</td>
<td>6</td>
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Semester 2

Minor Course Amendment Proposal
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5011</td>
<td>Imaging Surgical Patients</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
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<td></td>
<td>Limit 12 students per semester. Departmental permission required.</td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>SURG5012</td>
<td>Surgical Metabolism</td>
<td>6</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5016</td>
<td>Vascular and Endovascular Surgery</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
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<td></td>
<td>Note: Department permission required for enrolment</td>
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<td>Note: Department permission required for enrolment</td>
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</tr>
<tr>
<td>SURG5017</td>
<td>Microsurgery</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5021</td>
<td>Surgical Immunology</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5025</td>
<td>Hepatobiliary and Pancreatic Surgery</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5031</td>
<td>Surgical Skills</td>
<td>6</td>
<td>Final year medical student knowledge of physiology, pathology and anatomy is assumed</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
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</tr>
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<td></td>
<td>Places in this unit are limited, please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at <a href="mailto:jayne.seward@sydney.edu.au">jayne.seward@sydney.edu.au</a></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
<td>Semester(s)</td>
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<td>-------------</td>
<td>--------------------------------------------------</td>
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<td>Physiology for Surgeons</td>
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<td>Surgical Anatomy based on GSSE</td>
<td>6</td>
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<td>Surgical Research and Evaluation</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>SURG5036</td>
<td>Surg Research: Translation and Innovation</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>SURG5041</td>
<td>Surgical Oncology: Principles and Practice</td>
<td>6</td>
<td>Semester 1, Semester 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Department permission required for enrolment.</td>
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<tr>
<td></td>
<td><strong>Note:</strong> Department permission required for enrolment.</td>
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<tr>
<td></td>
<td><strong>Exemption may apply via special permission for advanced surgical trainees</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5042</td>
<td>Urological Oncology</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>SURG5043</td>
<td>Surgical Endoscopy</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>SURG5027</td>
<td>Head and Neck by Dissection</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A Candidates are expected generally to be undertaking advanced surgical training or similar</strong></td>
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<tr>
<td></td>
<td><strong>P PATH5000</strong></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Unit</td>
<td>Description</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
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<td>----------</td>
</tr>
<tr>
<td>SURG5028</td>
<td>Thorax, Back, Spinal Cord by Dissection</td>
<td>6</td>
<td>This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5029</td>
<td>Upper and Lower Extremities by Dissection</td>
<td>6</td>
<td>This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5030</td>
<td>Abdomen, Pelvis, Perineum by Dissection</td>
<td>6</td>
<td>This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training.</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Optional Electives

The following units are for the Surgical Sciences distance/online stream only.

Note: These units do not transfer to other streams.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic Reviews</td>
<td>6</td>
<td>C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5010</td>
<td>Epidemiology Methods and Uses</td>
<td>6</td>
<td>N BSTA5011 or CEPI5100</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------</td>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>PUBH5020</td>
<td>Chronic Disease Prevention and Control</td>
<td>6</td>
<td>A PUBH5033, PUBH5010 or CEPI5100 or equivalent</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>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.</em></td>
<td></td>
</tr>
<tr>
<td>PUBH5019</td>
<td>Cancer Prevention and Control</td>
<td>6</td>
<td>P PUBH5010 or CEPI5100</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Note: Department permission required for enrolment</em></td>
<td></td>
</tr>
</tbody>
</table>
Surgery (2020 enrolment) – OPTION 2

Graduate Certificate in Surgery

Students must complete 24 credit points, including:

(a) 24 credit points of surgery selective units of study.

A unit of study is worth 6 credit points and represents approximately 10 hours of study per week in a 13-week semester.

Surgery selective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5045 Orthopaedic Surgery</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HAEM5001 Thrombosis and Haemostasis in Acute Care</td>
<td>6</td>
<td>A Basic knowledge of haemostasis is an advantage.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PATH5000 Surgical Pathology</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>SURG5003 Scientific Communication for Surgeons</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>SURG5011 Imaging Surgical Patients</td>
<td>6</td>
<td>N IMAG5042</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
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<td>Surgical Metabolism</td>
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<td>Semester 2</td>
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<tr>
<td>SURG5016</td>
<td>Vascular and Endovascular Surgery</td>
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<td>Semester 2</td>
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<td>Note: Department permission required for enrolment Limit 12 students per semester. Departmental permission required.</td>
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<td></td>
</tr>
<tr>
<td>SURG5017</td>
<td>Microsurgery</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5021</td>
<td>Surgical Immunology</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5025</td>
<td>Hepatobiliary and Pancreatic Surgery</td>
<td>6</td>
<td>Semester 2</td>
</tr>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester 1</td>
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</tr>
<tr>
<td>SURG5035</td>
<td>Surgical Research and Evaluation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5036</td>
<td>Surg Research: Translation and Innovation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5041</td>
<td>Surgical Oncology: Principles and Practice</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Candidates are expected generally to be undertaking</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>advanced surgical training or similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PATH5000</td>
<td>Note: Department permission required for enrolment.</td>
<td></td>
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<tr>
<td></td>
<td>Exemption may apply via special permission for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>advanced surgical trainees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5042</td>
<td>Urological Oncology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Candidates are advised to have completed a surgical</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>internship or similar with some prior exposure to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>endoscopy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5043</td>
<td>Surgical Endoscopy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Candidates are advised to have completed a surgical</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>internship or similar with some prior exposure to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>endoscopy.</td>
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</tr>
</tbody>
</table>
## Graduate Diploma in Surgery

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5035 Surgical Research and Evaluation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
</tbody>
</table>

It is recommended that this is completed as soon as possible after enrolment into your first unit of study.

A unit of study is worth 6 credit points and represents approximately 10 hours of study per week in a 13-week semester.

### Research method selective units

- **CEPI5100 Introduction to Clinical Epidemiology**: 6 credit points. Recommended to be completed as soon as possible after enrolment into your first unit of study.
- **PUBH5018 Introductory Biostatistics**: 6 credit points.
- **SURG5035 Surgical Research and Evaluation**: 6 credit points.
## Surgery selective units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5045</td>
<td>Orthopaedic Surgery</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HAEM5001</td>
<td>Thrombosis and Haemostasis in Acute Care</td>
<td>6</td>
<td>A Basic knowledge of haemostasis is an advantage.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
<td>6</td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SURG5003</td>
<td>Scientific Communication for Surgeons</td>
<td>6</td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SURG5011</td>
<td>Imaging Surgical Patients</td>
<td>6</td>
<td>N IMAG5042</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5012</td>
<td>Surgical Metabolism</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5016</td>
<td>Vascular and Endovascular Surgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment Limit 12 students per semester. Departmental permission required.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5017</td>
<td>Microsurgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment Note: Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SURG5021</td>
<td>Surgical Immunology</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
<td></td>
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<td>-------------</td>
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<td></td>
</tr>
<tr>
<td>SURG5025</td>
<td>Hepatobiliary and Pancreatic Surgery</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>SURG5031</td>
<td>Surgical Skills</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Department permission required for enrolment&lt;br&gt;&lt;br&gt;Places in this unit are limited; please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at <a href="mailto:jayne.seward@sydney.edu.au">jayne.seward@sydney.edu.au</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURG5032</td>
<td>Physiology for Surgeons</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>SURG5034</td>
<td>Surgical Anatomy based on GSSE</td>
<td>6</td>
<td>Semester 1&lt;br&gt;Semester 2</td>
<td></td>
</tr>
<tr>
<td>SURG5036</td>
<td>Surg Research: Translation and Innovation</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>SURG5041</td>
<td>Surgical Oncology: Principles and Practice</td>
<td>6</td>
<td>Semester 1&lt;br&gt;Semester 2</td>
<td></td>
</tr>
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<td></td>
<td><strong>Note:</strong> Department permission required for enrolment&lt;br&gt;&lt;br&gt;Candidates are expected generally to be undertaking advanced surgical training or similar&lt;br&gt;&lt;br&gt;<strong>P</strong> PATH5000&lt;br&gt;&lt;br&gt;<strong>Note:</strong> Department permission required for enrolment. Exemption may apply via special permission for advanced surgical trainees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>------------</td>
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<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>SURG5042</td>
<td>Urological Oncology</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5043</td>
<td>Surgical Endoscopy</td>
<td>6</td>
<td>A Candidates are advised to have completed a surgical internship or similar with some prior exposure to endoscopy.</td>
<td>Semester 2</td>
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</table>

**Elective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic Reviews</td>
<td>6</td>
<td>CEPI5100 or PUBH5010 or CEPI5203 or CEPI5102 or CEPI5314</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CRIT5016</td>
<td>Major Trauma Management</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>GMED5001</td>
<td>Genomics in Clinical Practice</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPOL5006</td>
<td>Business of Health</td>
<td>6</td>
<td></td>
<td>Intensive July</td>
</tr>
<tr>
<td>MBHT5001</td>
<td>Diabetes Management</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PUBH5224</td>
<td>Advanced Epidemiology</td>
<td>6</td>
<td>(PUBH5010 or CEPI5100) and PUBH5018</td>
<td>Semester 2</td>
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</table>
SURGERY (2020 ENROLMENT)

Master of Surgery

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

Surgery (2020 enrolment)

Master of Surgery

Students 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 maximum of 36 credit points of surgery selective units of study; or

(d) a minimum of 24 credit points of surgery selective units of study; and

(e) a maximum of 12 credit points elective units of study.

A unit of study is worth 6 credit points and represents approximately 10 hours of study per week in a 13-week semester.

Capstone core unit

| SURG5100 Surgical Professionalism and Leadership | 6 | C CEPI5100 or SURG5035 or PUBH5018 plus 18 credit points of surgery selective units of study | Semester 2 |

Research method selective units

| CEPI5100 Introduction to Clinical Epidemiology | 6 | N PUBH5010 | Semester 1 Semester 2 |

It is recommended that this is completed as soon as possible after...
enrolment into your first unit of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SURG5035</td>
<td>Surgical Research and Evaluation</td>
<td>6</td>
<td>Semester 1</td>
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</table>

**Surgery selective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5045</td>
<td>Orthopaedic Surgery</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
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<td>Thrombosis and Haemostasis in Acute Care</td>
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</tr>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SURG5003</td>
<td>Scientific Communication for Surgeons</td>
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<td>Vascular and Endovascular Surgery</td>
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<tr>
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<td>Microsurgery</td>
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</table>

Note: Department permission required for enrolment.
Limit 12 students per semester.
Departmental permission required.
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<th>Semester</th>
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</thead>
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<td>Surgical Immunology</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>SURG5025</td>
<td>Hepatobiliary and Pancreatic Surgery</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SURG5031</td>
<td>Surgical Skills</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>A Final year medical student knowledge of physiology, pathology and anatomy is assumed</td>
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<td></td>
<td>Note: Department permission required for enrolment</td>
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<tr>
<td></td>
<td>P PATH5000</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
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</tr>
<tr>
<td>SURG5042</td>
<td>Urological Oncology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5043</td>
<td>Surgical Endoscopy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5050</td>
<td>Surgery Dissertation Part A</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5051</td>
<td>Surgery Dissertation Part B</td>
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</table>

**Elective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic Reviews</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIT5016</td>
<td>Major Trauma Management</td>
<td>6</td>
<td></td>
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<td>Genomics in Clinical Practice</td>
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<td>HPOL5006</td>
<td>Business of Health</td>
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<td></td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
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<td>-------------</td>
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<tr>
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<td>Diabetes Management</td>
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<td>PUBH5224</td>
<td>Advanced Epidemiology</td>
<td>6</td>
<td>P (PUBH5010 or CEPI5100) and PUBH5018</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Submission To: Graduate Studies Committee

Date: 27 January 2021

Item No: 3.6

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 Agriculture and Environment, Graduate Diploma in Agriculture and Environment, Graduate Certificate in Agriculture and Environment table of units

Proposed Year of Implementation: 2022

Faculty Approval Date: 27 October 2020

Purpose: To amend the table of units of study for the Master of Agriculture and Environment (including the Graduate Diploma and Graduate Certificate) to remove retired units and replace with new units.

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 amend the unit of study table for the Master of Agriculture and Environment, Graduate Diploma in Agriculture and Environment, Graduate Certificate in Agriculture and Environment with effect from 1 January 2022.

EXECUTIVE SUMMARY

The proposed changes to the unit of study table include the following:

- Table A Core: Remove unit WORK6002 Strategic Management and replace with SIEN5001 Foundation in Strategy, Innovation and Management
- Table A General Electives: Remove unit IBUS5002 Strategy, Innovation and Entrepreneurship
- Table B: Remove units AFNR5510 The Soil at Work and HORT4005 Research and Practise in Horticulture

These amendments to the unit of study table will ensure that old retired units are removed, and new units captured for students to enrol into. The relevant collections will be updated and available within the Sydney Student enrolment screen for all students enrolled in the course to access.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Marked-up unit of study table: Master of Agriculture and Environment
3. Email trail consultation
Minor Course Amendment Proposal

Faculty: Science

Contact person: Cecily Oakley, Manager Curriculum and Quality

1. Name of award course

   Master of Agriculture and Environment; Graduate Diploma in Agriculture and Environment; Graduate Certificate in Agriculture and Environment

2. Purpose of proposal

   To amend the table of units of study for the Master of Agriculture and Environment to remove retired units and where appropriate, replace with new units.

3. Details of amendment

   - Table A Core: remove WORK6002 and replace with SIEN5001
   - Table A General Electives: remove IBUS5002
   - Table B: remove AFNR5510 and HORT4005

4. Transitional arrangements

   As diet changes will not take place until 2022, students in the Masters degree in 2021, who are trying to complete the core requirements, will be directed to apply for SIEN5001 via special permission.

5. Other relevant information

6. Signature of Dean

   Iain Young
Agriculture and Environment

Master of Agriculture and Environment

Students must complete 72 credit points from Table A below, comprising:

(i) 24 credit points of core units of study
(ii) 24 credit points of elective units of study, including at least 12 credit points of specialisation units of study
(iii) 24 credit points of capstone units of study

Students who have completed relevant prior learning at an equivalent level may be given up to 24 credit points advanced standing.

Graduate Diploma of Agriculture and Environment

Students must complete 48 credit points including:

(i) 48 credit points from Table A below
(ii) at least 12 credit points of specialisation elective units.

Graduate Certificate in Agriculture and Environment

Students must complete 24 credit points including:

(i) 12 credit points of Agricultural and Environmental Technologies specialisation electives
(ii) 12 credit points of units of study from Table B

Specialisations

The specialisations are:

(a) Agricultural and Environmental Economics
(b) Agricultural and Environmental Technologies

Table A
## Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR5511</td>
<td>Soil Processes, Assessment and Management</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5801</td>
<td>Climate Change: Process, History, Issues</td>
<td>6</td>
<td>A basic understanding of climate change processes and issues.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AGRI4001</td>
<td>Advanced Plant Production Systems</td>
<td>6</td>
<td>P 144cp of units including AGRI2001 and AGRI3888</td>
<td>Semester 1</td>
</tr>
<tr>
<td>WORK6002</td>
<td>Strategic Management</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SIEN5001</td>
<td>Foundation in Strategy, Innovation and Management</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Semester 1a**

**Semester 2**

## Specialisation electives

### Agricultural and Environmental Economics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
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<tbody>
<tr>
<td>AREC3004</td>
<td>Economics of Water and Bio-Resources</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AREC3006</td>
<td>Agricultural Production Economics</td>
<td>6</td>
<td>P AREC2005 or ECOS2001 or ECOS2901 or AREC2003 N AREC2001 or AREC3001</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AREC3007</td>
<td>Benefit-Cost Analysis</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 or AREC2005 or AREC2003 N (AREC2004 and RSEC4131)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AREC3002</td>
<td>Agricultural Markets</td>
<td>6</td>
<td>P AREC2005 or AREC2001 or AGEC2103 or ECOS2001 or ECOS2901</td>
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</tr>
<tr>
<td>AREC3005</td>
<td>Agricultural Finance and Risk</td>
<td>6</td>
<td>P AREC2005 or AREC2001 or AREC2002 or AGEC2101 or ECOS2001 or ECOS2040</td>
<td>Semester 1</td>
</tr>
<tr>
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<td>Course Title</td>
<td>Credit Points</td>
<td>Prerequisites</td>
<td>Intensive/ Semester</td>
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<tr>
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<tr>
<td>ECOS3013</td>
<td>Environmental Economics</td>
<td>6</td>
<td>P AREC2005 or AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>February Semester 2</td>
</tr>
<tr>
<td></td>
<td><strong>Agricultural and Environmental Technologies</strong></td>
<td></td>
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</tr>
<tr>
<td>AGRO4006</td>
<td>New and Emerging Tech in Animal Science</td>
<td>6</td>
<td>P 48cp of 1000-3000 level units including at least 6cp of BIOL1XXX</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AFNR5110</td>
<td>Crop Improvement</td>
<td>6</td>
<td>A Basic knowledge of plant genetics and breeding, similar to that covered by GENE4012 and GENE4013.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AFNR5210</td>
<td>Sustainable Horticultural Cropping</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5502</td>
<td>Remote Sensing, GIS and Land Management</td>
<td>6</td>
<td>A ENVX3001 and SOIL3004.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENVI5708</td>
<td>Introduction to Environmental Chemistry</td>
<td>6</td>
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<td>Semester 1</td>
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<td></td>
<td><strong>General Electives</strong></td>
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<tr>
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<td>GOVT6135</td>
<td>Global Environmental Politics</td>
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<tr>
<td>IBUS5002</td>
<td>Strategy, Innovation and Entrepreneurship</td>
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<td>N IBUS5001</td>
<td>Semester 1, Semester 2</td>
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<td>Semester</td>
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<tr>
<td>PHYS5031</td>
<td>Ecological Econ and Sustainable Analysis</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>PHYS5034</td>
<td>Life Cycle Analysis</td>
<td>6</td>
<td><em>Minimum class size of 5 students.</em></td>
<td>Semester 2</td>
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<tr>
<td>AREC3003</td>
<td>Econ of Minerals and Energy Industries</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ECOS3002</td>
<td>Development Economics</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 or ECOS2002 or ECOS2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ECOS3005</td>
<td>Industrial Organisation</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 N ECOS2201</td>
<td>Intensive</td>
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<td>February Semester 2</td>
<td>Semester 2</td>
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<tr>
<td>ENVI5809</td>
<td>Environmental Simulation Modelling</td>
<td>6</td>
<td>A This unit assumes a sound understanding of scientific principles, HSC level</td>
<td>Semester 2a</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics and understanding of basic statistics.</td>
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<tr>
<td>ECON5001</td>
<td>Microeconomic Theory</td>
<td>6</td>
<td>N ECON5040</td>
<td>Intensive</td>
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<td>February Semester 1</td>
<td>Semester 1</td>
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<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>PHYS5033</td>
<td>Environmental Footprints and IO Analysis</td>
<td>6</td>
<td><em>Minimum class size of 5 students.</em></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>STAT5002</td>
<td>Introduction to Statistics</td>
<td>6</td>
<td>A HSC Mathematics</td>
<td>Semester 1</td>
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<td></td>
<td></td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SUST5001</td>
<td>Introduction to Sustainability</td>
<td>6</td>
<td>*Note: Students in the Graduate Certificate in Sustainability, Graduate Diploma in</td>
<td>Semester 1</td>
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<tr>
<td></td>
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<td></td>
<td>Sustainability or Master of Sustainability must take this unit in their first</td>
<td>Semester 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>semester of study. This unit of study involves essay-writing. Academic writing</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>skills equivalent to HSC Advanced English or significant consultation via the</td>
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<td></td>
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<td>Writing Hub is assumed.</td>
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<tr>
<td>AFNR5905</td>
<td>Research Paper</td>
<td>6</td>
<td>P AFNR5901 and AFNR5904 C AFNR5906</td>
<td>Semester 1</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Prerequisites</td>
<td>Notes</td>
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<tr>
<td>AFNR5906</td>
<td>Research Communication</td>
<td>6</td>
<td>P AFNR5901 and AFNR5904 C AFNR5905</td>
<td>Semester 2</td>
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<tr>
<td>AFNR5901</td>
<td>Research Review</td>
<td>6</td>
<td>C AFNR5904 N AFNR5902 or AFNR5903</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
</tr>
<tr>
<td>AFNR5904</td>
<td>Research Proposal and Approach</td>
<td>6</td>
<td>C AFNR5901</td>
<td>Note: Department permission required for enrolment in the following sessions: Semester 1</td>
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### Table B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>AGRI4001</td>
<td>Advanced Plant Production Systems</td>
<td>6</td>
<td>P 144cp of units including AGRI2001 and AGRI3888</td>
<td>Refer to the unit of study outline <a href="https://www.sydney.edu.au/units">https://www.sydney.edu.au/units</a> Semester 1</td>
</tr>
<tr>
<td>AGRO4006</td>
<td>New and Emerging Tech in Animal Science</td>
<td>6</td>
<td>P 48cp of 1000-3000 level units including at least 6cp of BIOL1XXX</td>
<td>Semester 2</td>
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<tr>
<td>AFNR5110</td>
<td>Crop Improvement</td>
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<tr>
<td>AFNR5210</td>
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<tr>
<td>AFNR5502</td>
<td>Remote Sensing, GIS and Land Management</td>
<td>6</td>
<td>A ENVX3001 and SOIL3004.</td>
<td>Semester 1</td>
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<tr>
<td>AFNR5510</td>
<td>The Soil at Work</td>
<td>6</td>
<td></td>
<td>This unit of study is not available in 2021 Semester 2</td>
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<tr>
<td>AFNR5511</td>
<td>Soil Processes, Assessment and Management</td>
<td>6</td>
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<tr>
<td>AFNR5801</td>
<td>Climate Change:</td>
<td>6</td>
<td>A A basic understanding of climate change processes and issues.</td>
<td>Semester 2</td>
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<tr>
<td>Process, History, Issues</td>
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<tr>
<td><strong>ENVI5708</strong>&lt;br&gt;Introduction to Environmental Chemistry</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENVI5809</strong>&lt;br&gt;Environmental Simulation Modelling</td>
<td>6</td>
<td>Semester 2a</td>
<td></td>
<td></td>
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<td><strong>HORT4005</strong>&lt;br&gt;Research and Practise in Horticulture</td>
<td>6</td>
<td>Semester 2</td>
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<td></td>
</tr>
<tr>
<td><strong>PHYS5033</strong>&lt;br&gt;Environmental Footprints and IO Analysis</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
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<tr>
<td><strong>PHYS5034</strong>&lt;br&gt;Life Cycle Analysis</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td><strong>STAT5002</strong>&lt;br&gt;Introduction to Statistics</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
<td></td>
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<tr>
<td><strong>SUST5001</strong>&lt;br&gt;Introduction to Sustainability</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
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- A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.
- Minimum class size of 5 students.
- A HSC Mathematics
- Note: Students in the Graduate Certificate in Sustainability, Graduate Diploma in Sustainability or Master of Sustainability must take this unit in their first semester of study. This unit of study involves essay-writing. Academic writing skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed.
Hi Cecily & Daniel,

Thank you for your email. I’ve discussed with my team and we would rather not offer the WORK6002 unit and would prefer that students request DP to enter SIEN5001. Thank you and sorry we couldn’t accommodate your preferred option.

Kind Regards,
Angela O’Brien

---

From: Daniel Tan <daniel.tan@sydney.edu.au>
Sent: Wednesday, 16 September 2020 11:25 AM
To: Cecily Oakley <cecily.oakley@sydney.edu.au>
Cc: Stephen Cattle <stephen.cattle@sydney.edu.au>; Science Curriculum Project <science.curriculum@sydney.edu.au>; Angela O’Brien <angela.e.obrien@sydney.edu.au>
Subject: RE: Offering WORK6002/SIEN5001 as a hybrid/blended or online only unit of study in 2021 and beyond

Dear Cecily,

I have copied this email to Angela O’Brien to check if WORK6002 could run alongside SIEN5001 in 2021, with students enrolled in the two units sharing classes.

If not, we’ll have to go for Plan B - students will have to be enrolled in SIEN5001 via special permission and be granted approval by the Associate Dean (Student Affairs) to have it count in place or WORK6002.

Best regards,

Daniel

---

From: Cecily Oakley <cecily.oakley@sydney.edu.au>
Sent: Wednesday, 16 September 2020 11:22 AM
To: Daniel Tan <daniel.tan@sydney.edu.au>
Cc: Stephen Cattle <stephen.cattle@sydney.edu.au>; Science Curriculum Project <science.curriculum@sydney.edu.au>
Subject: RE: Offering WORK6002/SIEN5001 as a hybrid/blended or online only unit of study in 2021 and beyond
Hi Daniel,

We cannot make this change for 2021, but will start the paperwork for 2022. For next year, if WORK6001 is not offered, students will have to be enrolled in SIEN5001 via special permission and be granted approval by the Associate Dean (Student Affairs) to have it count in place or WORK6002.

The various central teams and committees are really cracking down on these late changes and we have had changes we requested 2-3 months ago refused for 2021; so it will be impossible to get a change this late through.

Can they run WORK6002 for another year? It could run alongside SIEN5001, with students enrolled in the two units sharing classes.

Cheers,
Cecily

DR CECILY OAKLEY | Manager, Curriculum and Quality
Faculty of Science, Education

Work from home days: Wednesday and Friday

Room 221 Carslaw Building F07
THE UNIVERSITY OF SYDNEY
T +61 2 9114 0835 (use this number Mon, Tues, Thurs only) | M 0427 726 668
E cecily.oakley@sydney.edu.au | W sydney.edu.au/science/
Carslaw Building F07 | The University of Sydney | NSW | 2006

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From: Daniel Tan <daniel.tan@sydney.edu.au>
Sent: Wednesday, 16 September 2020 10:50 AM
To: Cecily Oakley <cecily.oakley@sydney.edu.au>
Cc: Stephen Cattle <stephen.cattle@sydney.edu.au>
Subject: Re: Offering WORK6002/SIEN5001 as a hybrid/blended or online only unit of study in 2021 and beyond

Hi Cecily,

Sorry for this late change – as I have only been informed of it today.

From 2021, WORK6002 (a core unit in AGRO4003) will be replaced by SIEN5001.

Best regards,
Hi Maria and Daniel,

Thank you for your email. We have a new specialisation commencing 2021, and WORK6002 will be absorbed by our new unit SIEN5001 Foundation in Strategy, Innovation and Management. This will be a foundational unit for the Master of Commerce.

At this stage, I am not sure if SIEN5001 will be offered as a hybrid or face-to-face. If, for example, S1 is rolled out the same as the current semester, it will be an online lecture with tutorials offered face to face and online.

I hope this helps!
Kind Regards,
Angela O'Brien

Maria Rumyantseva

Hi Daniel,

We don’t know yet how IBUS5002 and its rebranded version in the new MCom program are going to be delivered. The unit is currently delivered as a hybrid.

My understanding is that WORK6002 is delivered by David Oliver. Angela (cc-ed) is the right person to confirm this. Thanks, Angela.

Best wishes,
Maria
Hi Maria,

Yes, IBUS5002 is also an elective in MAgrEnv. Are you planning to offer it also as a hybrid/blended or online only unit of study in 2021 and beyond?

Do you know who the current unit coordinator of WORK6002? (I cannot seem to find this on the intranet).

Many thanks and best regards,

Daniel

---------------

From: Maria Rumyantseva <maria.rumyantseva@sydney.edu.au>
Sent: Monday, 14 September 2020 10:31 PM
To: Daniel Tan <daniel.tan@sydney.edu.au>
Cc: Stephen Cattle <stephen.cattle@sydney.edu.au>
Subject: RE: Offering WORK6002 as a hybrid/blended or online only unit of study in 2021 and beyond

Dear Daniel,

Thanks for your message.

The unit I coordinate is IBUS5002 Strategy, Innovation and Entrepreneurship. Is this the unit you are writing about?

Best wishes,
Maria

Dr MARIA RUMYANTSEVA | Lecturer and Fellow in Innovation | ECR Ambassador at Sydney Nano Institute
Discipline of Strategy, Innovation and Entrepreneurship
THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL
Room 4223 | Abercrombie Building (H70)
The University of Sydney | NSW | 2006
T +61 2 8627 6338 | F +61 2 9036 5378
E maria.rumyantseva@sydney.edu.au | W www.sydney.edu.au/business

---------------

From: Daniel Tan <daniel.tan@sydney.edu.au>
Dear Maria,

Our Head of School, Jen Potts would like us to offer our MAgrEnv core units of study as a hybrid/blended (or online only) as a pathway for students to complete their masters online (as an online option).

Please let me know if WORK6002 can be offered as a hybrid/blended (online + concurrent face-to-face) or online only (remote delivery) unit of study in 2021 and beyond.

Many thanks and best regards,

Daniel

Dr Daniel Tan | Associate Professor in Agronomy
Postgraduate Coursework Program Director, Faculty of Science
Cambodia Country Coordinator, Sydney Southeast Asia Centre (SSEAC)
University of Sydney Academic Member
Project Leader, Australian Centre for International Agricultural Research (ACIAR) project CSE-2015-044
Director, Australian Institute of Agricultural Science and Technology (AIAST), Ag Institute Australia
National CPAg Assessment Panel
Editorial Board, Journal of Science of Food and Agriculture
Editorial Board, Frontiers in Plant Science

Plant Breeding Institute | Faculty of Science
School of Life and Environmental Sciences
Sydney Institute of Agriculture

https://publons.com/researcher/1194080/daniel-tan/
https://orcid.org/0000-0003-0449-4557

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2nd for impact | 4th for graduate employability*

*Times Higher Education Impact rankings 2020 | QS Graduate Employability rankings 2020

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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>A/Prof Roger Bourne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment – Master/Grad Dip/Grad Cert of Medical Imaging Science, School of Health Sciences</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this proposal is to seek approval of the Graduate Studies Committee to remove full time study option.</td>
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<table>
<thead>
<tr>
<th>Consultation Pipeline</th>
<th>FMH Education Committee</th>
<th>FMH Board</th>
<th>Graduate Studies Committee</th>
<th>Academic Board</th>
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<tr>
<td>5 Nov 2020</td>
<td>3 Dec 2020</td>
<td>27 Jan 2021</td>
<td>2 Mar 2021</td>
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</table>

**RECOMMENDATION**

That the Graduate Studies Committee review and approve the removal of "full time study" option from Master/Grad Dip/Grad Cert of Medical Imaging Science UoS table, course resolutions and Sydney Courses webpage.

**EXECUTIVE SUMMARY**

This course was never designed to be offered full time and the sequence of core and prerequisite units precludes full time study. The amendment will align university systems and information with existing course details. It will also ensure that recruitment collateral (including the University website) is accurate.

**BACKGROUND / CONTEXT**

The information on the University Sydney Courses website about the Master/Graduate Diploma /Graduate Certificate of Medical Imaging Science states that it is available in both full and part time mode. This is incorrect. As Sydney Courses draws its data from the course rules in the Handbook, we request that the course rules be amended to reflect that the course can only be offered in part time mode.

The university website information has always caused confusion for potential and current students and extra work for staff trying to explain the misinformation. Since the course is marketed towards current health professionals, the full-time information may also be a deterrent for prospective students who may be currently working full time at the time of enquiry and enrolment.

**CONSULTATION**

A/Prof Peter Kench. Previous Course Director and original course designer.
Prof Sarah Lewis. HoD, Discipline of Medical Imaging Science.
Dr Melanie Keep. Director of Academic Education, SSHS.

On the 5th of November the proposal was put forward to the Education Committee. Following endorsement of the proposal it was recommended to the Faculty Board for approval on the 3rd of December.

On the 3rd of December the proposal was put forward to the FMH Board. Following approval of the proposal it is now being recommended to the Graduate Studies Committee for endorsement on the 27th of January.
Non-Confidential

IMPLEMENTATION

Commencing 2022. Once the course rules in the Handbook are amended, the information in the downstream systems (including Sydney Student details and university website) will also be corrected.

COMMUNICATION

As this is an alignment of university systems and information with existing course details no communication with students is required.

ATTACHMENTS

Minor Course Amendment proposal
Mark-up of the course resolutions
Mark-up of the UoS table
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: A/Prof Roger Bourne

1. Name of award course

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
</tr>
<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
</tr>
<tr>
<td>MAMDIMGS-01</td>
<td>Master of Medical Imaging Science</td>
</tr>
</tbody>
</table>

2. Purpose of proposal

To remove implication that these courses may be undertaken in full time mode.

This course was never designed to be offered full time and the sequence of core and prerequisite units precludes full time study.

The amendment will align university systems and information with existing and historical course details. It will ensure that prospective students (likely health professionals already working full time) will receive the correct information about the study pattern for these courses.

3. Details of amendment

Amend the course rules regarding attendance pattern as follows:

The attendance pattern for this course is **full time or part time according to candidate choice.**

All units of study are only available in distance mode.

4. Transitional arrangements

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

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

5. Other relevant information

N/A

6. Signature of Dean

Robyn Ward

Digitally signed by Robyn Ward
Date: 2021.01.08 10:56:04 +11'00'
Master of Medical Imaging Science

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
</tr>
<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
</tr>
<tr>
<td>MAMDIMGS-01</td>
<td>Master of Medical Imaging Science</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice. All units of study are only available in distance-only mode.

3 Masters type

This masters degree is an advanced learning masters course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

The embedded courses in this sequence are:

1. the Graduate Certificate in Medical Imaging Science
2. the Graduate Diploma in Medical Imaging Science
3. the Master of Medical Imaging 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 based on merit, according to the following admission criteria.

1. Admission to candidacy for the Graduate Certificate of Medical Imaging Science requires:
   (a) A bachelor's degree or higher award in Medical Radiation Sciences from the University of Sydney, or qualifications deemed by the Faculty to be equivalent.
   (b) In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

2. Admission to candidacy for the Graduate Diploma of Medical Imaging Science requires:
   (a) A bachelor's degree or higher award in Medical Radiation Sciences from the University of Sydney, or a qualification deemed by the Faculty to be equivalent, or
   (b) Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the Faculty to be equivalent.
   (c) 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.

3. Admission to candidacy for the Master of Medical Imaging Science requires:
   (a) A masters degree in Medical Radiation Sciences or
   (b) A pass bachelors degree with a credit average, or an honours bachelors degree from the University of Sydney, in Medical Radiation Sciences or qualifications deemed by the Faculty to be equivalent; or
   (c) Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the Faculty to be equivalent.

6 Requirements for award

1. The units of study that may be taken for these courses are set out in the Unit of Study Tables for the Graduate Certificate / Graduate Diploma / Master of Medical Imaging Science.

2. To qualify for the award of the Graduate Certificate of Medical Imaging Science a candidate must complete 24 credit points, including:
   (a) 6 credit points of core units of study;
   (b) A minimum of 12 credit points of elective units of study;
   (c) A maximum of 6 credit points of research elective units of study from the Medical Imaging Science Research Elective Table.

3. To qualify for the award of the Graduate Diploma of Medical Imaging Science a candidate must complete 48 credit points, including:
   (a) 18 credit points of core units of study;
   (b) A minimum of 12 credit points of elective units of study. With the permission of the Delegated Authority a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
   (c) A maximum of 12cp of elective units of study from the Medical Imaging Science Research Elective Table.

4. To qualify for the award of the Master of Medical Imaging Science a candidate must complete 72 credit points, including:
   (a) 18 credit points of core units of study;
   (b) A minimum of 12 credit points of elective units of study. With the permission of the Delegated Authority a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
Master of Medical Imaging Science

(c) At least 6 credit points of capstone units of study.

7 Specialisations

Completion of a specialisation is not a requirement of the course. Candidates enrolled in the Graduate Diploma or Master of Medical Imaging Science have the option of completing up to two specialisations. A specialisation requires the completion of 24 credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

1. Breast Imaging
2. Computed Tomography
3. Hybrid Imaging
4. Magnetic Resonance Imaging
5. Radiographic Image Interpretation
6. Research Studies

8 Recognition of Prior Learning

1. Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.
2. Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
3. Candidates offered direct admission to the Graduate Diploma or Master of Medical Imaging Science may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
   (a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Medicine and Health.
   (b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Medicine and Health to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.
4. The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

9 Credit for previous study

1. The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
   (2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

10 Course transfer

A candidate for the masters degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

11 Transitional provisions

1. These resolutions apply to students who commence their candidature after 1 January 2022, and students who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions.

2. Candidates who commenced prior to 1 January 2022 may complete requirements in accordance with the resolutions in force at the time of their commencement.
MEDICAL IMAGING SCIENCE

Students intending to undertake any of these programs full-time will need to consult with the Course Director for detailed information about unit availability.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

**Master of Medical Imaging Science**

Students complete 72 credit points, including:

(a) 18 credit points of core units of study

(b) a minimum of 12 credit points of elective units of study as listed in the Medical Imaging Science Electives table.

(i) a maximum of 12 credit points can be taken as elective units from Health Sciences electives. Or with the permission of the Delegated Authority a maximum of 6 credit points can be taken as elective units from outside those listed in the Medical Imaging Science Elective Table or Health Sciences electives tables.

(c) at least 6 credit points of capstone units of study in the final semester of study

(d) up to two specialisations may be taken

(i) a specialisation requires the completion of 24 credit points from the units listed below

The course: is only available part-time

(a) full-time over a minimum 3 semesters study

(b) part-time over a minimum 6 semesters study

**Graduate Diploma in Medical Imaging Science**

Students complete 48 credit points, including:

(a) 18 credit points of core units of study;

(b) a minimum of 12 credit points of elective units of study as listed in the Medical Imaging Science Electives table

(i) a maximum of 6 credit points can be taken as elective units from Health Sciences electives. Or with the permission of the Delegated Authority a maximum of 6 credit points can be taken as elective units from outside those listed in the Medical Imaging Science Elective Table or Health Sciences electives tables.

(c) up to two specialisations may be taken

(i) a specialisation requires the completion of 24 credit points

The course: is only available part-time

(a) full-time over a minimum 2 semesters study
(b) part-time over a minimum 4 semesters study

**Graduate Certificate in Medical Imaging Science**

Students complete 24 credit points, including:

(a) 6 credit points of core units of study

(b) a minimum of 12 credit points of elective units of study as listed in the Medical Imaging Science Electives table

(c) a maximum of 6 credit points of research elective units of study from the Table

The course: is only available part-time

(a) full-time over a minimum 1 semester study

(b) part-time over a minimum 2 semesters study

**Specialisations**

(a) Completion of a specialisation is not a requirement of the course

(b) Students enrolled in the Graduate Diploma or Master have the option of completing up to two specialisations

(c) specialisation requires the completion of 24 credit points chosen from units of study listed for that specialisation.

The available specialisations are:

(i) Breast Imaging

(ii) Computed Tomography

(iii) Hybrid Imaging

(iv) Magnetic Resonance Imaging

(v) Radiographic Image Interpretation

(vi) Research Studies

**Core units**

**Master and Graduate Diploma**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5131</td>
<td>Current Concepts in Medical Imaging</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5132</td>
<td>Medical Image Perception</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit</td>
<td>Semester</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>MRTY5133</td>
<td>Medical Image Optimisation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Graduate Certificate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5131</td>
<td>Current Concepts in Medical Imaging</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>Specialisations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Breast imaging</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5106</td>
<td>Breast Imaging A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5140</td>
<td>Breast Imaging B</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>This unit is offered every even year.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5209</td>
<td>Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>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.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043</td>
<td>Directed Studies A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><em>Note: Department permission required for enrolment This UoS should be completed in the last semester of the specialisation so as to draw upon the knowledge obtained.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5139</td>
<td>Medical Imaging Science Capstone</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>Note: Department permission required for enrolment To be completed in the last semester of studies in the Master of Medical Imaging Science</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Computed Tomography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5134</td>
<td>Computed Tomography Theory</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5040</td>
<td>Computed Tomography A</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>P MRTY5134</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The learning and assessment exercises in this unit assume students are current Medical Radiation Practitioners working in the field of CT at least two days per week.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5041</td>
<td>Computed Tomography B</td>
<td>6</td>
<td>The learning and assessment exercises in this unit assume students are current Medical Radiation Practitioners working in the field of CT at least two days per week.</td>
</tr>
</tbody>
</table>

and one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5043</td>
<td>Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment This UoS should be completed in the last semester of the specialisation so as to draw upon the knowledge obtained.</td>
</tr>
<tr>
<td>MRTY5139</td>
<td>Medical Imaging Science Capstone</td>
<td>6</td>
<td>P 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment To be completed in the last semester of studies in the Master of Medical Imaging Science

**Hybrid Imaging**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5135</td>
<td>Hybrid Imaging A</td>
<td>6</td>
<td>This unit is offered every even year.</td>
</tr>
<tr>
<td>MRTY5141</td>
<td>Hybrid Imaging B</td>
<td>6</td>
<td>This unit is offered every odd year</td>
</tr>
</tbody>
</table>

and one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5043</td>
<td>Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment This UoS should be completed in the last semester of the specialisation so as to draw upon the knowledge obtained.</td>
</tr>
<tr>
<td>MRTY5139</td>
<td>Medical Imaging Science Capstone</td>
<td>6</td>
<td>P 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment To be completed in the last semester of studies in the Master of Medical Imaging Science

and at least one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5090</td>
<td>Multiplanar Anatomy A</td>
<td>6</td>
<td>This unit is offered every even year.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MRTY5091</td>
<td>Multiplanar Anatomy B</td>
<td>6</td>
<td>A good knowledge of cross-sectional anatomy is essential for this unit.</td>
</tr>
<tr>
<td>MRTY5051</td>
<td>Magnetic Resonance Theory</td>
<td>6</td>
<td>A High school level maths and physics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignments include practical exercises via online access to a benchtop MRI imaging system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Internet access required)</td>
</tr>
<tr>
<td>MRTY5134</td>
<td>Computed Tomography Theory</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Magnetic Resonance Imaging</td>
<td></td>
<td><strong>Magnetic Resonance Imaging</strong></td>
</tr>
<tr>
<td>MRTY5051</td>
<td></td>
<td>6</td>
<td>A High school level maths and physics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignments include practical exercises via online access to a benchtop MRI imaging system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Internet access required)</td>
</tr>
<tr>
<td>MRTY5052</td>
<td>Magnetic Resonance A</td>
<td>6</td>
<td>P MRTY5051</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It is expected that students will be current medical imaging practitioners working in the field</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of MRI at least 2 days per week.</td>
</tr>
<tr>
<td>MRTY5053</td>
<td>Magnetic Resonance B</td>
<td>6</td>
<td>P MRTY5052</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It is expected that students will be current Medical Radiation Practitioners working in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>field of MRI, at least 2 days per week.</td>
</tr>
<tr>
<td>MRTY5138</td>
<td>Magnetic Resonance C</td>
<td>6</td>
<td>P MRTY5053</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It is expected the students will be current Medical Radiation Practitioners working in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>field of MRI, at least 2 days per week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In addition to the requirements of the specialisation, in their final semester students enrol</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in the following which is the Capstone unit of study;</td>
</tr>
<tr>
<td>MRTY5139</td>
<td>Medical Imaging Science Capstone</td>
<td>6</td>
<td>P 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be completed in the last semester of studies in the Master of Medical Imaging Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Radiographic Image Interpretation</strong></td>
</tr>
<tr>
<td>MRTY5098</td>
<td>Radiographic Image Interpretation A</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>


### Radiographic Image Interpretation B

- **MRTY5099**
  - Code: 6
  - Description: A MRTY5098
  - Semester: 1
  - Notes: *This unit is offered every even year.*

### Radiographic Image Interpretation C

- **MRTY5100**
  - Code: 6
  - Description: A Knowledge of radiological anatomy and radiographic positioning
  - Semester: 2

And one of the following:

- **MRTY5043**
  - Directed Studies A
  - Code: 6
  - Notes: *Note: Department permission required for enrolment
  This UoS should be completed in the last semester of the specialisation so as to draw upon the knowledge obtained.*
  - Semester: 1
  - Semester: 2

- **MRTY5139**
  - Medical Imaging Science Capstone
  - Code: 6
  - Notes: *P 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133
  Note: Department permission required for enrolment
  To be completed in the last semester of studies in the Master of Medical Imaging Science*
  - Semester: 1
  - Semester: 2

### Research Studies

- **BACH5068**
  - Statistics for Clinical Research
  - Code: 6
  - Notes: *Students must have access to a PC to load and use the statistics packages SAS or SPSS*
  - Semester: 2

- **BACH5255**
  - Qualitative Research Methods
  - Code: 6
  - Semester: 2

And select 12 credit points from the following:

- **MRTY5043**
  - Directed Studies A
  - Code: 6
  - Notes: *Note: Department permission required for enrolment
  This UoS should be completed in the last semester of the specialisation so as to draw upon the knowledge obtained.*
  - Semester: 1
  - Semester: 2

- **MRTY5044**
  - Directed Studies B
  - Code: 6
  - Notes: *P MRTY5043
  Note: Department permission required for enrolment
  This unit of study would typically be completed by those enrolled in the Master of Medical Imaging Science completing the Research Specialisation.*
  - Semester: 1
  - Semester: 2

- **MRTY5139**
  - Medical Imaging Science Capstone
  - Code: 6
  - Notes: *P 60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133
  Note: Department permission required for enrolment
  To be completed in the last semester of studies in the Master of Medical Imaging Science*
  - Semester: 1
  - Semester: 2
## Capstone unit

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5139</td>
<td>Medical Imaging Science Capstone</td>
<td>6</td>
<td>60cp from the Master of Medical Imaging Science, including MRTY5132 and MRTY5133</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Department permission required for enrolment</td>
<td></td>
<td>To be completed in the last semester of studies in the Master of Medical Imaging Science</td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

## Electives for Medical Imaging Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5041</td>
<td>Computed Tomography B</td>
<td>6</td>
<td><strong>P MRTY5134</strong></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>The learning and assessment exercises in this unit assume students are current Medical Radiation Practitioners working in the field of CT at least two days per week.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043</td>
<td>Directed Studies A</td>
<td>6</td>
<td><strong>Note:</strong> Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td></td>
<td><strong>This UoS should be completed in the last semester of the specialisation so as to draw upon the knowledge obtained.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5051</td>
<td>Magnetic Resonance Theory</td>
<td>6</td>
<td><strong>A High school level maths and physics.</strong></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments include practical exercises via online access to a benchtop MRI imaging system (Internet access required)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5053</td>
<td>Magnetic Resonance B</td>
<td>6</td>
<td><strong>P MRTY5052</strong></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>It is expected that students will be current Medical Radiation Practitioners working in the field of MRI, at least 2 days per week.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5098</td>
<td>Radiographic Image Interpretation A</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5099</td>
<td>Radiographic Image Interpretation B</td>
<td>6</td>
<td><strong>A MRTY5098</strong></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>This unit is offered every even year.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5106</td>
<td>Breast Imaging A</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5134</td>
<td>Computed Tomography Theory</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5135</td>
<td>Hybrid Imaging A</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><strong>This unit is offered every even year.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Remarks</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MRTY5141</td>
<td>Hybrid Imaging B</td>
<td>6</td>
<td>This unit of study is not available in 2020. This unit is offered every odd year. Semester 1.</td>
<td></td>
</tr>
<tr>
<td>MRTY5040</td>
<td>Computed Tomography A</td>
<td>6</td>
<td>P MRTY5134. The learning and assessment exercises in this unit assume students are current Medical Radiation Practitioners working in the field of CT at least two days per week. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5052</td>
<td>Magnetic Resonance A</td>
<td>6</td>
<td>P MRTY5051. It is expected that students will be current medical imaging practitioners working in the field of MRI at least 2 days per week. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5090</td>
<td>Multiplanar Anatomy A</td>
<td>6</td>
<td>This unit is offered every even year. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5091</td>
<td>Multiplanar Anatomy B</td>
<td>6</td>
<td>A A good knowledge of cross-sectional anatomy is essential for this unit. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5100</td>
<td>Radiographic Image Interpretation C</td>
<td>6</td>
<td>A Knowledge of radiological anatomy and radiographic positioning. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5138</td>
<td>Magnetic Resonance C</td>
<td>6</td>
<td>P MRTY5053. It is expected the students will be current Medical Radiation Practitioners working in the field of MRI, at least 2 days per week. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5140</td>
<td>Breast Imaging B</td>
<td>6</td>
<td>P MRTY5106. This unit is offered every even year. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>MRTY5044</td>
<td>Directed Studies B</td>
<td>6</td>
<td>P MRTY5043. Note: Department permission required for enrolment. This unit of study would typically be completed by those enrolled in the Master of Medical Imaging Science completing the Research Specialisation. Semester 1. Semester 2.</td>
<td></td>
</tr>
<tr>
<td>BACH5255</td>
<td>Qualitative Research Methods</td>
<td>6</td>
<td>Semester 2.</td>
<td></td>
</tr>
<tr>
<td>BACH5068</td>
<td>Statistics for Clinical Research</td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS. Semester 1. Semester 2.</td>
<td></td>
</tr>
</tbody>
</table>
# MINOR COURSE AMENDMENT

<table>
<thead>
<tr>
<th>Award Course Name</th>
<th>Master of Science in Coaching Psychology (and embedded Graduate Certificate and Graduate Diploma)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Course Code</td>
<td>MASCPSCO1000; GNPSYCOA1000; GCPSYCOA1000</td>
</tr>
<tr>
<td>Recommendation</td>
<td>That the Graduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Science to amend the Master of Science in Coaching Psychology (and embedded Graduate Certificate and Graduate Diploma) and subsequent amendments to the course study mode to include an online option, with effect from 1 January 2022.</td>
</tr>
<tr>
<td>Proposed Implementation Date</td>
<td>1 January 2022</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Sean O'Connor</td>
</tr>
<tr>
<td>Consultation Pipeline</td>
<td>Education Committee 25/11/20 → Faculty Board 15/12/2020 → GSC 27/01/2021 → Academic Board</td>
</tr>
<tr>
<td>Submission Within Approval Deadlines</td>
<td>Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines. ☒ Yes ☐ No</td>
</tr>
</tbody>
</table>

## AQF Compliance

- Are all amended units of study valued at 6 credit points?
  - ☒ Yes ☐ No

- If the proposal includes new units of study or a change to an existing unit of study, complete the following section.

- Is this a new unit of study or a change to an existing unit of study?
  - ☐ New unit of study  ☒ Change to an existing unit of study

- Does this proposal necessitate changes to the mode of delivery of the award course as already approved?
  - ☒ Yes ☐ No

- What changes are involved in this proposal? Tick all that apply.
  - ☐ Changes to core or compulsory units of study
  - ☐ Changes to a stream
  - ☐ Changes to a major
  - ☐ Changes to a minor
  - ☐ Changes to a program
  - ☐ Changes to honours
  - ☐ Changes to specialisation
  - ☒ Changes to advanced coursework

- Does this proposal significantly alter the curriculum of any unit of study?
  - ☐ Yes ☒ No

- Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist.

---

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Does the delivery of any new / amended unit of study involve a third-party agreement?
☐ Yes ☒ No

Does this change affect any courses that are combined with this course? If so, please list all courses.
☐ Yes ☒ No

EXECUTIVE SUMMARY

This proposal is to add an online study mode to the Master of Science in Coaching Psychology (and embedded Graduate Certificate and Graduate Diploma). Currently this course is available as “On-campus day” only. Secretariat note: This proposal is not seeking approval for the creation of a new course.

RATIONALE

The Coaching Psychology Unit has long held a strong reputation of providing the highest quality education globally in coaching psychology. As it stands all components of the unit are delivered face to face. The unit is often approached by individuals and occasionally organisations, both nationally and internationally, with inquiries regarding online or distance education offerings. Two of the supported recommendations of 2017/2018 course review (attached), were that the coaching unit:

1. (11) Consider the development of distance education approaches and increased electronic access to lecture recordings and material to aid students who miss some lectures
2. (12) Consideration should be given to the feasibility of distance and international delivery of the course in order tap into broader international and domestic markets.

Additionally, this is part of a key strategy to increase reach both nationally and internationally to provide higher levels of education to the marketplace more broadly for the benefit of the coaching industry, leadership development and organisations that utilise coaching.

These changes will allow for the above recommendations to be put into place and a hybrid approach to dual delivery of the courses. Initially, while enrolments for the online delivery mode are established, the online / distance version of the course will be provided alongside the face to face course. The online cohort will attend lectures through zoom while they are delivered face to face and a teaching assistant (casual) will be employed to manage online activity, communication, interaction and engagement. This will allow for a large increase in capacity of enrolments with minimal impact on resource requirements.

This proposal necessitates changes to the mode of delivery of the award course(s) as already approved. The change requested is that the Master of Science in Coaching Psychology (and embedded Graduate Certificate and Graduate Diploma) and subsequent amendments to the course study mode to include an online option, with effect from 1 January 2022.

Support has been sort and provided for this proposed additional delivery mode from the Dean (Faculty of Science) Prof. Ian Young, Psychology Head of School Prof. Frans Verstraten, Associate Dean Head of Education Science Prof. Pauline Ross, Psychology education support team and the Academic Board as noted above as part of the most recent course review.

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS

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No professional accreditation status or third party engagements are impacted by these proposed adjustments for the Master of Science in Coaching Psychology (and embedded Graduate Certificate and Graduate Diploma).

CONSULTATION AND COMMUNICATIONS

Academic Board were consulted a part of the course review process in 2017 / 2018 and the recommendations as outlined above were supported by the academic board and the Dean of Science Professor Iain Young in late 2018. More recently consultation has occurred with The head of school in psychology Frans Verstraten on a number of occasion highlighting the potential financial benefits, business case and plans for resourcing. Through Frans there has been a reiteration of support from the Dean of Science in September (see email attached).

Additional extensive consultation and communication has occurred on numerous occasions and is ongoing within the school of psychology particularly the coaching unit staff who are all very supportive and excited about the proposition. Importantly, consultation has occurred and is ongoing with the education and support team including, Associate Professor Damian Birney (Associate Head Education), Edwina Jones (School Manager) and Cat Webb (Executive officer) as well as their key support team members in relation to process arrangements, capability and potential support requirements into the future. All Psychology Staff are highly supportive of the proposed changes to delivery as part of the larger strategic expansion of the unit. There has also been consultation with Richard Guerriero (psychology finance manager) who provided advice on associated costs, potential income and the financial side of the broader business plan.

Across the faculty and university there has been consultation earlier this year with Professor Pauline Ross in June (Associate Dean Head of Education Science) who provided advice and support on how to move the project forward. This led to consultation with Veronica Boulton (Head, Education), on the implications for international students and compliance matters. There has also been consultation with Cecily Oakley (Manager Curriculum and Quality) who has supported our team through the change management process so far.

Recently (November) communication has begun with marketing and communications within Sydney more broadly including Louise Atkins (Head of faculty Liaison), Nerida Olsen (Director, strategy and faculty partnerships), Amanda Setiadi (Faculty Liaison manager Science), on how to best communicate these changes and leverage potential new students through the online delivery mode.

On completion of the changes, promotion and communication of the new delivery mode will be communicated through the Sydney university course website, social media channels, existing student communications through canvas, Post graduate course information evening and other avenues as appropriate through consultation with faculty communications and marketing teams.

RISKS AND BENEFITS

There are minimal risks. All costs are covered by additional enrolments if there are no additional enrolments into the online delivery mode there is no additional costs for support staff.

In terms of benefits there is a great opportunity to expand delivery and increase teaching capacity and income while also having influence more broadly on the industry both nationally and internationally through quality education in coaching psychology. There is also an opportunity to leverage our status as the world’s first and most highly regarded Masters level program in coaching psychology in becoming the world’s first international coaching psychology Masters level program. Further details outlined in the business case attached.

TRANSITIONAL ARRANGEMENTS

Currently enrolled students would be granted access to the online versions of the units if requested, so they would not need to change degree code.
Respect is a core value of the Academic Board

SIGNATURE OF DEAN

[Signature]

Date: 18/12/2020

Professor Iain M Young
Dean, Faculty of Science

<table>
<thead>
<tr>
<th>Approver</th>
<th>Professor Pauline Ross, Associate Dean Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Sponsor</td>
<td>(insert name and position)</td>
</tr>
</tbody>
</table>

ATTACHMENTS

Minor course amendments typically involve changes to resolutions (course, Faculty/School, Senate) and/or to unit of study tables. Please indicate with [X] the relevant box(es) to indicate any additional attachments to this minor course amendment:

☐ CMS mark-up pdf of resolution/s indicating amendment(s)

☐ Unit of study table with amendments marked up using strike through and underline

☒ Other relevant documentation

Attachment 1  Executive Summary - Business Case online national and international delivery

Attachment 2  Executive summary - Course Review Master of Coaching Psychology 2011-2017 Final

Attachment 3  Email in support Head of School Dean of Science
Brief Business Case
Master of Science in Coaching Psychology
Online national and international course delivery

OVERVIEW AND HISTORY
Some of the following information is taken from the recent course review documents and recommendations completed in September 2018.

Current academic strategy of the program
The aim of the Coaching Psychology Unit is to enhance the performance, productivity and quality of life of individuals, organizations and the broader community through excellence in research, education and coaching practice.
Since our beginning in 2001, coaching psychology has developed as a unique application of psychological theory and practice to non-clinical populations. Our graduates work in a wide range of settings and with a wide range of client populations including executive, management and personal coaching practice. We also have very strong links to industry through practice and longstanding relationships.

Course History and Market Analysis
The course started in 2000 and was the first of its kind in the world. There are now a range of Postgraduate Coaching Psychology courses and units at other universities worldwide. These include: the University of East London, the Institute of Coaching at Harvard University, University College Cork, Ireland, University of Wollongong, City University London, University of Reading Henley Business School, and Georgetown University Washington, DC. Since its inception the course has built an outstanding reputation internationally. Interest in our course has remained strong and stable. This is despite the entry of competitive courses in the Sydney and the wider Australian market (now cancelled). Website statistics and enrolment patterns bear witness to this.

COURSE STRUCTURE
The course consists of 10 units of study in which 3 units are core units and 7 are electives. All units are worth 6 credit points and students are required to complete 48 credit points for award of the Masters of Science in Coaching Psychology. Teaching delivery is face to face. Most units are delivered in a weekly lecture/seminar format. Some units of study are delivered in block teaching mode. We do not currently offer distance education however this was a key recommendation for consideration as part of the course review completed in September 2018.

STUDENT PROFILE AND DEMAND
The optimal size of the student cohort for face to face classes is 35-45 students per yearly intake. At least 50 offers are made each year from approximately 100 applications, in order to account for those who may not take up offers. The actual intake has been consistently at the upper end of this range, e.g., 48 students at the start of 2020. While we lost a few students to the situation arising with Covid19 however the impact was minimal. Since Covid19 and online delivery of the course there seems to be an increased amount of interest with 28 application already in for 2021 this year.

KEY RECOMMENDATIONS OF THE PREVIOUS REVIEW PANEL SEPTEMBER 2018
Overall the review panel were very positive about the state of the course. All reviewers recognised that, overall, the course provided an excellent educational experience to the students. The external reviewers saw the course as a leader in the field globally. Two key recommendations from the previous review that were supported by the Dean of Science and Academic Board were as follows:

1. Consider the development of distance education approaches and increased electronic access to lecture recordings and material to aid students who miss some lectures
2. Consideration should be given to the feasibility of distance and international delivery of the course in order tap into broader international and domestic markets.

GENERAL BUSINESS CASE FOR ONLINE NATIONAL AND INTERNATIONAL DELIVERY
Purpose:
To provide a high-level coaching program globally, initially focusing on national, Asia and US markets, that is highly competitive and will extend our scientific influence on hugely important and influential markets relating to leadership development.
Rationale:
We have a significant advantage of being the first as well as making a disproportionate contribution to the research literature on evidence-based coaching. Competition in coaching education is increasing but is not quite there yet. All universities globally have had to switch to online delivery, which is popular for this topic area. If we don’t adapt now others will. (Examples of conferences online and current competition can be provided if needed, currently Henley Business School (UK) are establishing a lower level online course as is Columbia (USA)). Our online delivery due to Covid19 has been very successful and has received positive feedback (approximately 80-90% of student rated satisfied or very satisfied for; use of technology; student interaction quality, quality of content; and online tutorial process). Through continuing with online delivery, the course can be made more accessible both nationally and internationally. This way we can also be the first university to offer an online global masters level program and significantly increasing our market pool. But we will need to have it ready by 2021 in order to again be the first mover.

The Coaching Unit get a lot of serious inquiries interstate (10 this year) and international (4 this year) for online delivery without any marketing, and this has been part of a strategic initiative for the longer term. This current situation has just helped provide the impetus to make the change, it has also dropped some of the psychological and structural barriers to change.

Suggested Delivery Approach:
It is important to note this is not an additional course and therefore an additional cost in terms of time or academic input. This is an innovative way to create scope of an existing program. The aim is to offer all current subjects for Certificate, Diploma and Masters in a dual delivery mode. Face-to-face delivery to continue with concurrent online delivery. This would require a teaching assistant for each class to manage the online zoom rooms, chat room and interaction online, as well as to help with marking etc for the additional load. The lecture would be streamed live or delivered through zoom live. This way we have a complete online experience at the same time as an in-class experience with the same content. There may be key components that require an additional online session depending on time-zones.

There may be components of some classes that need to be delivered face to face or in a given country (practical tutorial components). These would be managed (if required) through casually contracting local ex-students (We already have a list of appropriate students in Hong Kong, New York, Israel, UK and Amsterdam, I am sure I could find more in other countries if needed, these are just the ones we know and trust). This would only be needed as things expand and unlikely in the first cohort unless there is a large concentration in one country. If we have a cohort of concentration in a particular state, I would suggest that staff go to these states for a small portion of practical activities. This approach requires no additional cost up front. There will be minimal cost for additional casual resources to support teaching and some practice components for international and national cohorts however this will only be incurred after we have the enrolments that will easily cover the costs.

Barriers and next steps:
- Approval for additional resourcing (this is minimal, and we have some previous approvals to support our current workload). This would only be needed once intake is increased.
- Getting a marketing strategy out and executed in time.
- Any issues with international students who are studying from their country rather than coming here (Veronica Boulton, is investigating this alongside any compliance issues)
- Initially only a minor UoS change request is required for online delivery.

Financial implications and cohort numbers
It is proposed that initially we could manage up to equal number online as we manage face to face. That would mean 100% increase in capacity at maximum. It is more likely that the initial cohort would be small. We have already had approximately 10 serious national serious student inquires for online delivery this year plus an additional 4 international. We are also currently talking to a large Australian corporation who is considering putting a number of their employees through the degree if it can be provided online.

Below is a table outlining the known additional costs in relation to the increase in income for additional student numbers. While this is only an estimate based on the available data. It is a good indication of the potential benefit.

<table>
<thead>
<tr>
<th>Online student numbers</th>
<th>Additional fees</th>
<th>Tutorial Hours</th>
<th>Tutorial costs ($185.80 /h)</th>
<th>Extra hours</th>
<th>Marking cost</th>
<th>Extra Hours teaching support</th>
<th>Teaching support costs ($61.62 /h)</th>
<th>Profit</th>
</tr>
</thead>
</table>

Page 2 of 3
| National 5  | $180,000 | 104 | $19,323.20 | 60 | $3,697.20 | 260 | $16,021.20 | $140,958.40 |
| National 10 | $360,000 | 104 | $19,323.20 | 120 | $7,394.40 | 260 | $16,021.20 | $317,261.20 |
| National 25 | $900,000 | 208 | $38,646.40 | 300 | $18,486.00 | 260 | $16,021.20 | $826,846.40 |
| National 40 | $1,440,000 | 208 | $38,646.40 | 480 | $29,577.60 | 520 | $32,042.40 | $1,339,733.60 |
| International 5 | $255,000 | 104 | $19,323.20 | 60 | $3,697.20 | 260 | $16,021.20 | $215,958.40 |
| International 10 | $510,000 | 104 | $19,323.20 | 120 | $7,394.40 | 260 | $16,021.20 | $467,261.20 |
| International 25 | $1,275,000 | 208 | $38,646.40 | 300 | $18,486.00 | 520 | $32,042.40 | $1,185,825.20 |
| International 40 | $2,040,000 | 208 | $38,646.40 | 600 | $36,972.00 | 520 | $32,042.40 | $1,932,339.20 |

Your Sincerely,

Dr Sean O’Connor
Director, Coaching Psychology Unit
University of Sydney
0400 811 810
CONFIDENTIAL OR NON-CONFIDENTIAL

Author: Ms Veronica Boulton, Head of Education, Faculty of Science
Reviewer/Approver: Professor Iain Young, Dean of Science
Paper title: Master of Science in Coaching Psychology – Course Review

Purpose:
In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Context should be 1-2 sentences in length.

To advise the Academic Quality Committee and the Academic Board that a review has been conducted for the Master of Science in Coaching Psychology course

RECOMMENDATION

That the Academic Quality Committee recommend that the Academic Board:

(1) approve recommendations arising from the course review from the Faculty of Science for the Master of Science in Coaching Psychology

EXECUTIVE SUMMARY

As per the requirement of the Learning and Teaching Policy 2015 that faculties comprehensively review their award courses including external referencing or benchmarking at least every seven years, the Master of Science in Coaching Psychology course has been reviewed.

The course review included 12 recommendations:

1. Review assessment and feedback processes in each unit of study to enhance the level and timeliness of feedback to students, particularly feedback on practical skills
2. Consider recruitment of at least a fourth staff member for teaching and research in this course
3. Develop a succession plan and recruitment strategy for staff in this field.
4. More explicitly link and integrate tutorial/seminar content to lectures/learning outcomes
5. Provide opportunities for students to express difficulties they are having with their work and make efforts to address these
6. Consider the development of a unit of study or course requirement that students participate in group supervision teams using the experiential framework that is already in use within the course.
7. Consider the inclusion of more in-depth consideration of the application of coaching to neuroscience within the course.
8. Consider the nomination of an existing subject to ‘house’ a capstone activity(s) to allow the students to consolidate their learning in a final portfolio of work or similar
9. Remain committed to building and maintaining a program that prepares students to work effectively in an ever-changing organisational landscape, one that continues to evolve and shift in response to the increasing complexity of society as a whole.
10. Inclusion of more theories and techniques from social psychology and cognitive science relevant to group level behaviour
11. Consider the development of distance education approaches and increased electronic access to lecture recordings and material to aid students who miss some lectures
12. Consideration should be given to the feasibility of distance and international delivery of the course in order tap into broader international and domestic markets.

ATTACHMENTS

1. Executive summary – Course review MSc(Chemistry) 2011-2017
2. Course review Master of Science in Coaching Psychology 2011-2017
1 Master of Science in Coaching Psychology
   Course Review

As per the requirement of the Learning and Teaching Policy 2015, the Master of Science in Coaching Psychology course has been reviewed. Highlights of the review include: strong and stable interest in the course, despite the entry of competitors in the market; positive student feedback with a USS mean score of 4.35 over 2016 and 2017, and an impressive score of 4.65 for Q2 (The work has been intellectually rewarding) and Q5 (The assessment tasks challenged me to learn);

Recommendations of the review panel included: review of assessments and feedback process; proposed recruitment of additional teaching staff; development of a teaching succession plan; improvement of the content link between tutorials/seminars and lectures/learning outcomes.

Dean of Science, Prof Iain Young
Executive summary
Master of Science in Coaching Psychology, Course Review
2011-2017

Review committee
The review Committee was Chaired by Dr Michael Cavanagh, Deputy Director of the Coaching Psychology Unit, and consisted of the following members

- Associate Professor Ilona Juraskova, Senior lecturer, School of Psychology (Health Psychology)
- Dr Sean O’Connor, Lecturer, Coaching Psychology Unit, School of Psychology
- James Farrell, Director, Carters Hill Pty Ltd, Industry representative and past student
- Ms Jasmine Tsen, Current Student
- Dr Paul Lawrence, Director, Paul Lawrence & Associates, Industry Representative
- Dr Gordon Spence, Program Director, Master of Business Coaching, University of Wollongong
- Mr Matthew Robinson Teacher, Department of Education recently completed student.

Current academic strategy of the program
The aim of the Coaching Psychology Unit is to enhance the performance, productivity and quality of life of individuals, organizations and the broader community through excellence in research, education and coaching practice.
Since our beginning in 2001, coaching psychology has developed as a unique application of psychological theory and practice to non-clinical populations. The course aims to provide students with a sound grounding in the theoretical and methodological aspects of coaching psychology and teaches fundamental applied coaching skills. Enabling our graduates to work in a wide range of settings and with a wide range of client populations including executive, management and personal coaching practice.

As detailed in the course review document, the course meets the academic objectives and learning outcomes relevant to the AQF level 9 guidelines and the Science faculty Graduate Attributes guidelines

COURSE HISTORY AND MARKET ANALYSIS

The course started in 2000 in response to a growing need to provide theoretically-grounded, evidence-based approaches to executive, organizational and personal coaching. It was the first of its kind in the world. There are now a range of Postgraduate Coaching Psychology courses and units at other universities worldwide. These include: the University of East London, the Institute of Coaching at Harvard University, University College Cork, Ireland, University of Wollongong, City University London, University of Reading Henley Business School, and Georgetown University Washington, DC.

Since its inception the course has built an outstanding reputation internationally. Staff members have won a number University of Sydney Excellence in Teaching Awards, in addition to a number of international awards for their global contributions to developing a scientific foundation to coaching.

Interest in our course has remained strong and stable since the last review. This is despite the entry of competitive courses in the Sydney and wider Australian market. Website statistics and enrolment patterns bear witness to this.
Since the last review, the University of Wollongong Sydney Business School has established a competing course the Masters of Business coaching. However, this initially began as a 8 unit, 48 credit point course and was increased to a 3 year (part time) 72 credit point course in line with the AQF changes to level 9 degrees. That course has recently been discontinued and replaced with a one year (full time) Graduate Certificate in Business Coaching. It is unclear as to the reasons for the discontinuing of the UOW course, however, it is likely that the time commitment and expense of the extended course were contributing factors.

DEVELOPMENTS IN FIELD OF EDUCATION
The major development in the coaching field over recent years has been the increasing adoption of systemic approaches, complexity theory and adult development as an interpretive frameworks within coaching practice. This
reflects the growing recognition of the complexity dynamics in organisational systems and management theory generally. The Masters of Science in Coaching Psychology course has responded to this change both at a content and methodology level. Providing it with a competitive advantage in the Australian and international market.

Pedagogically, the major developments in the field of education include the use of distance and electronic methods of delivery. While such delivery methods may be useful for courses where the content is largely cognitive or information based, it is not as useful in courses that have significant practical components. Each of the units of the Masters of Science in Coaching Psychology seeks to integrate both theory and practice and is therefore less amenable to electronic delivery.

**COURSE STRUCTURE AND PEDAGOGICAL APPROACH**

The course consists of 10 units of study in which 3 units are core units and 7 are electives. All units are worth 6 credit points and students are required to complete 48 credit points for award of the Masters of Science in Coaching Psychology. Students are able to substitute some electives for related units offered elsewhere in the University and Faculty of science.

In 2016 the course moved from a twice yearly intake, with core units being offered in both semester 1 and semester 2, to a single yearly intake and core units being offered only once per year. This was done to increase the financial efficiency of the degree, reduce overall teaching loads and staff to make use of SSP. This has significantly increased class sizes and led to some unintended consequences for students by compromising teaching staff ability to provide the same levels of feedback as previously offered.

Teaching delivery is face to face. Most units are delivered in a weekly lecture/seminar format. Some units of study are delivered in block teaching mode. We do not currently offer distance education. This review has recommended that we consider doing so. Of course this would have significant implications for resourcing and staffing. Currently three part time (0.9) staff members teach the 10 units of study comprising the degree. A range of assessment and feedback processes are currently used within the course. These include, individual and group essays, exams, group presentations, case studies, video coaching and live coaching supervision and feedback, peer feedback, written coaching program proposals and optional capstone style research project.

**STUDENT PROFILE, DEMAND AND COMPLETION**

The optimal size of the student cohort is 35-45 students per yearly intake. At least 50 offers are made each year in order to account for those who may not take up offers. The actual intake has been consistently at the upper end of this range, e.g., 48 students this year. There appear to be no significant trends in the demand for the course. Across years 2012-14, the course had a completion rate of 77%, with a small number of students currently remain students in this degree. However, it should be noted that we strongly encourage students, to undertake the course in a part time mode as the majority of our students are in employment and this allows sufficient time to undergo the necessary development required.

**STUDENT FEEDBACK AND GRADUATE SURVEYS**

Overall mean scores on both the USS and CEQ surveys suggest the course is doing well when compared to Science Postgraduate coursework averages. Student feedback is very positive, with the USS mean score of 4.35 over 2016 and 2017, and an impressive score of 4.65 for Q2 (The work has been intellectually rewarding) and Q5 (The assessment tasks challenged me to learn). Student reviews refer to interesting content, interactive discussions and fabulous lecturers. Assessments are seen as challenging but practical. The most significant feedback received over the course of the review period involved the reduction in student satisfaction regarding the quantity and timeliness of feedback on their performance from lecturers over the 2016-17 period. This slippage in student ratings was in part due to transition issues associated with moving to a once per year intake. This structural change led to a significant increase in student numbers in each UoS (from around 24 students to over 40). While students in this course receive written feedback on each piece of assessment, and verbal feedback on their practical skills (from both tutors and lecturers) several times over the course of each UoS, it remains difficult to provide the level of feedback desired by students anxious in the learning of new and complex skills.

**RESOURCES**

Two areas of resourcing are of concern. Firstly, three part time staff members teach the 10 units of study. While this currently may seem adequate, it leaves the course vulnerable to illness in staff members, places strain on research capacities of the staff and limits the capability of staff to contribute to the broader university community at both the faculty and school levels and the ability to explore more innovative opportunities for growth such as international course delivery. Secondly, finding appropriate rooms for day long seminars is often difficult, particularly with the enlarged class sizes.
SWOT ANALYSIS
The review identifies the following strengths weaknesses and opportunities:

Strengths
- The global reputation of the course for world class evidence based coaching education and research.
- The quality of the teaching staff who are all doctoral level teachers, writers and practitioners.
- The blend of theoretical and practical application offered by the course.
- The diversity and background of students
- Ongoing development of the course and its units of study
- Responsiveness of staff to theoretical, empirical and practical developments in the field.
- The Coaching unit has strong links to industry and professional bodies and overseas universities.
- A strong alumni association that provides ongoing support for graduates.

Weaknesses/threats and opportunities
- The larger numbers of students in the course puts heavy strain on staff in terms of provision of live feedback and assessment of students work.
- While enhancing the practical components of the course is desired, emphasising skills development to the detriment of conceptual understanding may damage our unique place in the market.
- Students regularly report difficulties in negotiating basic tasks in Sydney Student, such as enrolling in units, special considerations processes, or making amendments and seeking permissions. This takes up significant time for staff and students and generates discontent among students.
- Staffing levels - at present there are three part time members of staff at the CPU, who currently teach and coordinate 10 units of study each year, in addition to their honours and HDR supervision loads. This leaves little margin for illness or staff turnover and limits capacity for research, broader university contribution and innovative growth opportunities.
- The need to formulate and implement a staff succession and recruitment planning.

8.3 RECOMMENDATIONS OF THE REVIEW PANEL
Overall the review panel were very positive about the state of the course. All reviewers recognised that, overall, the course provided an excellent educational experience to the students. The external reviewers saw the course as a leader in the field globally. One of the external reviewers (Lawrence) emphasised the need to remain on the forefront of research in coaching in order to maintain this position of leadership. This is a view echoed by the Coaching Psychology Unit staff.

1. Review assessment and feedback processes in each unit of study to enhance the level and timeliness of feedback to students, particularly feedback on practical skills
2. Consider recruitment of at least a fourth staff member for teaching and research in this course
3. Develop a succession plan and recruitment strategy for staff in this field.
4. More explicitly link and integrate tutorial/seminar content to lectures/learning outcomes
5. Provide opportunities for students to express difficulties they are having with their work and make efforts to address these
6. Consider the development of a unit of study or course requirement that students participate in group supervision teams using the experiential framework that is already in use within the course.
7. Consider the inclusion of more in depth consideration of the application of coaching to neuroscience within the course
8. Consider the nomination of an existing subject to 'house' a capstone activity(s) to allow the students to consolidate their learning in a final portfolio of work or similar
9. Remain committed to building and maintaining a program that prepares students to work effectively in an ever-changing organisational landscape, one that continues to evolve and shift in response to the increasing complexity of society as a whole.
10. Inclusion of more theories and techniques from social psychology and cognitive science relevant to group level behaviour
11. Consider the development of distance education approaches and increased electronic access to lecture recordings and material to aid students who miss some lectures
12. Consideration should be given to the feasibility of distance and international delivery of the course in order tap into broader international and domestic markets.

This executive summary was prepared by
Dr Michael Cavanagh,
Review Committee chair
**Subject:** FW: urgent: Plan for Coaching Psych (extra $$$)

**Date:** Monday, 7 September 2020 at 3:01:20 pm Australian Eastern Standard Time

**From:** Frans Verstraten

**To:** Sean O'connor

That is good news.

---

**From:** Dean of Science <dean.science@sydney.edu.au>

**Date:** Monday, 7 September 2020 at 2:50 pm

**To:** Frans Verstraten <frans.verstraten@sydney.edu.au>

**Cc:** Psychology Manager <psychology.schoolmanager@sydney.edu.au>, "Suz Brown (EA Dean Science)" <science.deanea@sydney.edu.au>

**Subject:** FW: urgent: Plan for Coaching Psych (extra $$$)

Dear Frans,

This looks like a good initiative at an opportune moment in time. I suggest you work this plan out with the help of the appropriate channels at USYD.

Regards.
Iain

---

**From:** Frans Verstraten <frans.verstraten@sydney.edu.au>

**Sent:** Thursday, 27 August 2020 9:20 PM

**To:** Dean of Science <dean.science@sydney.edu.au>

**Cc:** EA Dean Of Science <science.deanea@sydney.edu.au>; Pauline Ross <pauline.ross@sydney.edu.au>; Psychology School Manager <psychology.schoolmanager@sydney.edu.au>

**Subject:** urgent: Plan for Coaching Psych (extra $$$)

**Importance:** High

Hi Iain,

Hope you will have time to have a look at this before you go on Holiday next week. We are trying to generate extra money using our coaching program. There is a lot of interest from the business world and they are ambitious. We had a meeting and they also discussed this with Pauline Ross, who told them to make a business case. It looks really good and I have told them that they will have to do the extra work with casuals, no extra staff.

I think it is a no-brainer, it simply is a win situation, but it would be good to have your blessing.

Best,
FRans

---

**From:** Sean O'connor <sean.oconnor@sydney.edu.au>

**Date:** Thursday, 27 August 2020 at 3:51 pm

**To:** Frans Verstraten <frans.verstraten@sydney.edu.au>

**Cc:** "Lex Keilar (EA Psych)" <psychology.ea@sydney.edu.au>

**Subject:** Re: Meeting with the Dean today

Hi Frans,

Attached is brief business case for expansion of the coaching psychology unit teaching delivery both international and nationally, as requested by
Paulina Ross for the Dean Science.
MINOR COURSE AMENDMENT

<table>
<thead>
<tr>
<th>Award Course Name</th>
<th>Graduate Diploma in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award Course Code</td>
<td>GNSCIENC-01</td>
</tr>
<tr>
<td>Recommendation</td>
<td>That the Graduate Studies Committee endorse the recommendation that Academic Board approve the proposal from the Faculty of Science for the Course Learning Outcomes for the Graduate Diploma in Science, with effect from Semester 2, 2021.</td>
</tr>
<tr>
<td>Proposed Implementation Date</td>
<td>1 August 2021</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Bianca Waud</td>
</tr>
</tbody>
</table>

Consultation Pipeline

Education Committee 30/09/20 → Faculty Board 27/10/20 → GSC → Academic Board

Submission Within Approval Deadlines

Is this submission within approval deadlines? Please note that courses will not normally be approved unless submitted within the deadlines.
☒ Yes  ☐ No

Are all amended units of study valued at 6 credit points?
☒ Yes  ☐ No

If the proposal includes new units of study or a change to an existing unit of study, complete the following section.

Is this a new unit of study or a change to an existing unit of study?
☐ New unit of study ☒ Change to an existing unit of study

Does this proposal necessitate changes to the mode of delivery of the award course as already approved?
☒ Yes  ☐ No

What changes are involved in this proposal? Tick all that apply.
☒ Changes to core or compulsory units of study
☒ Changes to a stream
☒ Changes to a major
☒ Changes to a minor
☒ Changes to a program
☒ Changes to honours
☒ Changes to specialisation
☒ Changes to advanced coursework

Does this proposal significantly alter the curriculum of any unit of study?
☐ Yes  ☒ No

Does the amended course still map to the approved AQF learning outcomes? If no, please complete and attach a new AQF compliance checklist.
☒ Yes  ☐ No
Non-Confidential

Does the delivery of any new / amended unit of study involve a third-party agreement?
☐ Yes ☒ No

Combined Courses
Does this change affect any courses that are combined with this course? If so, please list all courses.
☐ Yes ☒ No

EXECUTIVE SUMMARY
This proposal aims to articulate the Course Learning Outcomes (CLOs) for the Graduate Diploma in Science.

RATIONALE
The Graduate Diploma in Science had it’s first intake of students in 1991. At the time CLOs were not part of the proposal. Therefore, as part of the Sydney Curriculum mapping project, CLOs were written. As the Graduate Diploma in Science is an alternate to Honours (comprising of the same units of study but different admission), the CLOs were modelled on those for the Bachelor of Advanced Studies (Honours).

PROFESSIONAL ACCREDITATION AND THIRD-PARTY AGREEMENTS
N/A

CONSULTATION AND COMMUNICATIONS
The CLOs were developed by the Academic Lead (Honours), with support from Educational Designers and approval from the Associate Dean, Education. This proposal was discussed at the Faculty of Science Education Committee (which includes School of Medical Science membership). These CLOs will appear in Sydney Curriculum and the 2022 Handbook.

RISKS AND BENEFITS
The clear benefit of this proposal is clarity for the students on what they will achieve by completing the course.

TRANSITIONAL ARRANGEMENTS
N/A

SIGNATURE OF DEAN
Date: 29/10/2020

Approver
Professor Pauline Ross, Associate Dean Education

Faculty Sponsor
Professor Bill Pritchard, Academic Lead Honours
Non-Confidential

ATTACHMENTS

Minor course amendments typically involve changes to resolutions (course, Faculty/School, Senate) and/or to unit of study tables. Please indicate with [X] the relevant box(es) to indicate any additional attachments to this minor course amendment:

☐ CMS mark-up pdf of resolution/s indicating amendment(s)
☐ Unit of study table with amendments marked up using strike through and underline
☒ Other relevant documentation

Attachment 1 Course Learning Outcomes
Attachment 2 AQF Compliance Template
GRADUATE DIPLOMA IN SCIENCE - COURSE LEARNING OUTCOMES

Graduates of the Graduate Diploma in Science degree will:

LO 1. Synthesise advanced theory, knowledge and technical skills in the specified discipline or area of practice;
LO 2. Investigate and critically analyse complex disciplinary problems and identify and formulate appropriate evidence-based solutions;
LO 3. Communicate advanced disciplinary knowledge, skills, research findings and evidence-based solutions effectively in written, visual and verbal modes, to specialist and non-specialist audiences;
LO 4. Work responsibly in an individual context and within diverse cultural and disciplinary teams, demonstrating autonomy, good judgement, adaptability and ethical responsibility as a practitioner, learner and researcher;
LO 5. Apply advanced research principles and skills to interpret existing data;
LO 6. Plan, formulate and execute an individual research project into a novel disciplinary problem.
1. **Purpose**

Check that the qualification is indeed a Level 8 Graduate Certificate / Graduate Diploma by:

a) Ensuring that it follows a Level 7 (Bachelors) degree  
b) Ensuring that it is primarily intended to produce graduates who apply a body of knowledge in a range of contexts to undertake professional / highly skilled work and as a pathway for further learning.

Faculty response: Tick box: (a) Yes ☒ No ☐ (b) Yes ☒ No ☐

2. **Learning Outcomes**

Graduates of a Graduate Certificate / Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.

The graduate will have:

- cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems  
- cognitive skills to think critically and to generate and evaluate complex ideas  
- specialised technical and creative skills in a field of highly skilled and/or professional practice  
- communication skills to demonstrate an understanding of theoretical concepts  
- communication skills to transfer complex knowledge and ideas to a variety of audiences

Graduates of a Graduate Certificate / Graduate Diploma will demonstrate the application of knowledge and skills:

- to make high level, independent judgements in a range of technical or management functions in varied specialised contexts  
- to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts  
- with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters

Faculty response: The course is designed to meet the learning outcomes. Tick box: Yes ☒ No ☐

The quality of the learning outcomes are assured by assessment of the students research project as demonstrated by their thesis and presentation, as well as, work completed as part of their coursework.
3. **Volume of Learning**

Is the award course building on disciplinary knowledge in the Level 7 qualification?

*Note:* A Graduate Certificate should be 0.5-1 year in length (24-48 credit points) following a Level 7 qualification.

A Graduate Diploma should be 1-2 years in length (48-96 credit points) following a Level 7 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes

Tick box: Yes ☑ No ☐

4. **Disciplinary Similarity**

For Graduate Certificate / Graduate Diploma degrees where there is ambiguity about disciplinary similarity between Level 8 and Level 7 (or other Level 8 award courses such as Honours or a Graduate Certificate) the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8.

Tick box: Yes ☑ No ☐

5. **Entry Pathways**

Students will not enter the Graduate Diploma with different prior qualifications (e.g. Level 6: Advanced Diploma, Associate Degree); they must complete a Level 7 Bachelor degree or Level 8 Graduate Certificate to gain entry into the Graduate Diploma.

Faculty Response: None required
Non-Confidential

Submission To: Graduate Studies Committee
Date: 27 January 2021
Item No: 3.8

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 Clinical Psychology and Master of Clinical Psychology and Doctor of Philosophy progression
Proposed Year of Implementation: 2022
Faculty Approval Date: 22 September 2020

Purpose: To amend the course resolutions for the Master of Clinical Psychology and the Master of Clinical Psychology and Doctor of Philosophy progression rules to ensure that progression will be triggered for any student who fails the barrier practicum units of study.

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 amend the course resolutions for the Master of Clinical Psychology and Master of Clinical Psychology and Doctor of Philosophy with effect from 1 January 2022.

EXECUTIVE SUMMARY

The proposed resolution changes for the Progression Rules section include detailing the practicum units of study PSYC6079 Placement 1, PSYC6080 External Placement 1, PSYC6081 External Placement 2 and PSYC6086 Placement 2 and Complex Presentations to be set up as barrier units in order to trigger progression. Any student who fails these barrier units of study is placed on Stage 1 of the progression register. These resolution changes will be reflected in the 2022 Science Postgraduate Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
3. Additional information about the Master of Clinical Psychology
Minor Course Amendment Proposal

Faculty: Science

Contact person:

1. **Name of award course**
   
   *Master of Clinical Psychology; Master of Clinical Psychology and Doctor of Philosophy*

2. **Purpose of proposal**

   The purpose of the proposal is to amend the course resolutions for the Master of Clinical Psychology degree and Master of Clinical Psychology and Doctor of Philosophy double degree so that progression is triggered for any student who fails a practicum unit of study. Practicum units of study PSYC6079, PSYC6080, PSYC6081, PSYC6086 are to be set up as barrier/core units in order to trigger progression. Any student who fails a barrier/core unit of study is placed on Stage 1 of the progression register.

3. **Details of amendment**

   **9 Progression rules**
   
   (1) Candidates for the award course must satisfactorily complete all units of study.
   
   (2) PSYC6079, PSYC6080, PSYC6081, PSYC6086 are defined as barrier/core practicum units under the Progression rules of the University of Sydney (Coursework) Policy 2014.
   
   (3) Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.
   
   (4) Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.
   
   (5) Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Policy 2014.
   
   (4) Students who fail any of the barrier/core practicum units will be advised to undertake remediation prior to re-enrolling in the failed unit.

4. **Transitional arrangements**

   *To apply to all students.*

5. **Other relevant information**

6. **Signature of Dean**

   
   Iain M Young  
   Dean, Faculty of Science  
   22 September 2020
Master of Clinical Psychology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
- the Resolutions of the Faculty;
- the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and

Additionally, the coursework components of this award course are subject to:
- the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’);
- the Coursework Policy 2014;
- the Academic Honesty in Coursework Policy 2015; and
- the Academic Honesty Procedures 2016.

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MACLIPSY-01</td>
<td>Master of Clinical Psychology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full-time for the first year. Students may apply to the Director of Clinical Training to switch to a part-time enrolment from second year.

3 Admission to candidature

Available places will be offered to qualified applicants based on merit and interview, according to the following admissions criteria.

(1) To be eligible to be admitted to candidature by the Dean, an applicant must:
   (a) hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Advanced Studies (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences)(Honours) or Bachelor of Liberal Studies (Honours) from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and
   (b) satisfy the Head of the School of Psychology of his or her personal suitability for the practice of clinical psychology, as determined by interview.

(2) The Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean, are equivalent to those prescribed in sub-clause (1).

(3) An applicant for admission to candidature must submit to the Faculty:
   (a) satisfactory evidence of the applicant's eligibility for admission; and
   (b) two referees' reports (two academic or one academic and one work experience related), as required by the Head of the School of Psychology.

(4) Aboriginal and Torres Strait Islander applicants who wish to be considered for admission under the Cadigal program must additionally apply through the University’s Mana Yura Student Support Team. Eligible applicants may be given priority for interviews.

4 Requirements for award

(1) The units of study that may be taken for the Master of Clinical Psychology are set out in the table of units of study for the Master of Clinical Psychology course.

(2) To qualify for the award of the degree of Master of Clinical Psychology, a candidate must:
   (a) complete 96 credit points of units of study as set out in the table of units of study; and
   (b) complete clinical placements as prescribed by the Head of School; and
   (c) conduct a research project on an approved topic.

5 Cross-institutional study

Cross-institutional study is not available in this course.

6 Course transfer

The Master of Clinical Psychology is completed as a stand-alone course. Transfer from the Master of Clinical Psychology to the Master of Clinical Psychology / Doctor of Philosophy is allowed.

7 Credit for previous study

(1) Credit transfer for the Master of Clinical Psychology component is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science, except that:
   (a) no more than 48 credit points may be credited; and
   (b) the coursework must have been completed no more than three years prior to first enrolment in this course and not have been counted towards another award.

8 Time limits

Except with the permission of the Dean or Associate Dean, a candidate will complete the requirements for the Master of Clinical Psychology degree:

(a) within a minimum period of four semesters and a maximum period of twelve semesters for full-time study; or
(b) within a minimum period of eight semesters and a maximum period of twelve semesters for part-time study; and
(c) within six calendar years of admission to candidature.
9 Progression rules

(1) Candidates for the award course must satisfactorily complete all units of study.

(2) PSYC6079, PSYC6080, PSYC6081, PSYC6086 are defined as barrier practicum units under the Progression rules of the University of Sydney (Coursework) Policy 2014.

(2) Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.

(3) Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enrol in the award course.

(3) Coursework and research units of study will be dealt with under the Progression rules of the University of Sydney (Coursework) Policy 2014.

(4) Students who fail any of the barrier practicum units will be advised to undertake remediation prior to re-enrolling in the failed unit.

10 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2022, and persons who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2028, or by a later date as the faculty may, in special circumstances, approve.
Master of Clinical Psychology and Doctor of Philosophy

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies. These include:
– the Resolutions of the Faculty;
– the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule); and
Additionally, the coursework components of this award course are subject to:
– the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule');
– the Coursework Policy 2014;
– the Academic Honesty in Coursework Policy 2015; and
– the Academic Honesty Procedures 2016.
The latest versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

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2 Attendance pattern

The attendance pattern for this course is full-time for the first year. Students may apply to the Director of Clinical Training to switch to a part-time enrolment from second year.

3 Admission to candidature

Available places will be offered to qualified applicants based on merit and interview, according to the following admissions criteria.

1. To be eligible to be admitted to candidature by the Dean, an applicant must:
   a. hold or have completed the requirements for the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences) (Honours) or Bachelor of Liberal Studies (Honours) from the University of Sydney with First Class Honours or Second Class Honours Division 1 in Psychology; and
   b. satisfy the Head of the School of Psychology of his or her personal suitability for the practice of clinical psychology, as determined by interview.

2. The Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Dean, are equivalent to those prescribed in sub-clause (1).

3. An applicant for admission to candidature must submit to the Faculty:
   a. satisfactory evidence of the applicant's eligibility for admission; and
   b. two academic referees' reports, as required by the Head of the School of Psychology.

4. Aboriginal and Torres Strait Islander applicants who wish to be considered for admission under the Cadigal Program must additionally apply through the University's Mana Yura Student Support Team. Eligible applicants may be given priority in ranking.

5. The admission requirements for the Doctor of Philosophy must also be satisfied.

4 Requirements for award

1. The units of study that may be taken for the Master of Clinical Psychology are set out in the table of units of study for the Master of Clinical Psychology course.

2. To qualify for the award of the degree of Master of Clinical Psychology, a candidate must:
   a. complete 96 credit points of units of study as set out in the table of units of study; and
   b. complete clinical placements as prescribed by the Head of School; and
   c. conduct a research project on an approved topic.

3. The candidate must also satisfy the requirements for the Doctor of Philosophy.

5 Cross-institutional study

Cross-institutional study is not available in this course.

6 Course transfer

1. A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may abandon the Master of Clinical Psychology component and continue in the Doctor of Philosophy.

2. A candidate in the Master of Clinical Psychology and Doctor of Philosophy double degree may abandon the Doctor of Philosophy and transfer into the Master of Clinical Psychology standalone degree course.

7 Credit for previous study

1. Credit transfer for the Master of Clinical Psychology component is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Science, except that:
   a. no more than 48 credit points may be credited; and
   b. the coursework should have been completed no more than three years prior to first enrolment in this course and not have been counted towards another award.

2. Credit transfer for the Doctor of Philosophy component is subject to the provisions of the Doctor of Philosophy course resolutions relating to the degree of Master of Science and to the University of Sydney (Higher Degree by Research) Rule 2011.
8 **Time limits**

Except with the permission of the Dean or Associate Dean, a candidate will complete the requirements for the Master of Clinical Psychology component of the double degree:

1. within a minimum period of six semesters and a maximum period of twelve semesters for full-time study; or
2. within a minimum period of eight semesters and a maximum period of twelve semesters for part-time study; and
3. within six calendar years of admission to candidature.

9 **Progression rules**

1. Candidates for the award course must satisfactorily complete all units of study.
2. PSYC6079, PSYC6080, PSYC6081, PSYC6086 are defined as barrier practicum units under the Progression rules of the University of Sydney (Coursework) Policy 2014.
3. Candidates who fail to satisfactorily complete a practicum unit of study at the first attempt can, following remediation, make a second attempt at completing a practicum unit of study.
4. Candidates who fail to satisfactorily complete two practicum units of study will be deemed to fail to meet progression requirements and may be asked to show good cause why they should be permitted to re-enroll in the award course.
5. Coursework and research units of study will be dealt with under the Progression rules of the Coursework Policy 2014.
6. Students who fail any of the barrier practicum units will be advised to undertake remediation prior to re-enrolling in the failed unit.

10 **Transitional provisions**

1. These resolutions apply to persons who commenced their candidature after 1 January, 2019 and persons who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions.
2. Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2024, or later date as the faculty may, in special circumstances, approve.
The **Master of Clinical Psychology** degree provides the post-graduate professional training that allows students to be registered as a psychologist and eligibility for a registrar program that leads to endorsement as a clinical psychologist.

Supervisor qualifications are prescribed under our accreditation requirements, including being a registered psychologist, having post-graduate qualifications in clinical psychology, and being a Psychology Board of Australia-approved supervisor. Both academic and professional staff of the School of Psychology are supervisors of internal placements in the Psychology Clinic. All are senior members of the profession.

Students complete placements over a 6-month period. There is a formal Mid-Placement Review (MPR) at the halfway mark, and a formal End of Placement Review (EPR) at the completion. These reviews are designed to provide extensive feedback to students regarding development of their clinical competencies (see attached Appendix with Course Handbook extracts).

Early practicums in the Psychology Clinic feature direct observation of student’s work, which is more intensive at the beginning of the placement when students are still learning basic skills. At the forefront of supervisors’ thinking is the safety of the clients who present with mental disorders.

There are 2-weekly meetings of supervisors where student progression is discussed. Before each MPR and EPR there is a formal discussion of each student’s competencies and whether a supervisor is considering a “identified difficulties” or “fail” grade. Multiple supervisors are involved with the student across the different practicum components (adult therapy, child therapy, adult psychometric assessment, child psychometric assessment). No supervisor is expected to make a decision about a student grade without consultation with the supervisory team. It is recognised that a fail grade has serious implications for both the student and for staff resources, particularly if extensive remediation or a second placement is required.

If a student is at risk of being assigned a fail grade, other supervisors will observe recordings of a student’s work so they can provide an independent assessment of the student’s performance.
APPENDIX: Direct extract from MCP Course handbook

Mid Placement Review (MPR)

Among other aims, the MPR allows staff to effectively manage situations where a student might not be making satisfactory progress. It allows the problem to be flagged openly, and explicit goals set for what needs to be achieved for the reminder of the placement for the student to be awarded a "pass". In such cases, it also outlines clearly the grounds for awarding a fail grade at the End of Placement Review (EPR).

Students are awarded a “Identified Difficulties” grade where the professional and/or clinical practice does not satisfy a basic level of competence. The trainee and supervisor must set clear goals for the remainder of the placement that specify the skills that must be demonstrated prior to the EPR. The trainee may also need to repeat or complete additional work within a period of time determined by the CPU. The supervisor is required to re-evaluate any further work.

The following procedures have been outlined for a situation where a supervisor might indicate early in the placement or at the MPR that they are not prepared for a student to continue the placement because the student has a sufficiently low level of competence that their continuation would compromise patient care. The student should be withdrawn from the placement. The areas in which their competence falls below the expected standards, and goals for them meeting an acceptable level of competency in these areas, should be explicitly specified. The student shall be recorded at the end of the semester as having failed the placement unit of study.

- The Clinical Psychology Unit will counsel the student and provide remedial learning to provide the student with the opportunity to meet the goals related to competency over the remainder of that placement enrolment.
- In the following semester, the student will enrol in the same placement unit of study, be placed in a suitable placement, and an MPR conducted at the appropriate time.

In situations where a student thinks that there might be some difficult issues to deal with in their MPR, another member of staff who is independent to the supervision will be asked to also attend the MPR. If a student wishes to nominate another staff member, they are to advise their supervisor (or the Head of the CPU if preferred). In the event that the Head of the CPU is the supervisor, the student could inform the Director of Clinical Education or Clinic Director instead. Either supervisor or student may also request that an MPR be suspended if unanticipated difficulties are experienced with the meeting to be reconvened once a third party has been arranged. In all cases where the supervisor is planning to grade the student with a ‘fail’ or ‘needs development’ a third party must be sought by that supervisor.
RECOMMENDATION

That the Graduate Studies Committee review and approve:

1. UoS table amendments for the of the Doctor of Clinical Dentistry degree, including:
   a. Replace unit DENT6385 with PAIN5023 in the Prosthodontics stream
   b. Replace unit DENT6385 with PAIN5023 in the Oral Surgery stream
   c. Replace unit DENT5118 with PAIN5023 in the Oral Medicine stream

2. UoS variations to the unit of study DENT5120.

3. Remove the requisite for PAIN5023 and add ‘OLEO1511 or PAIN5001’ as assumed knowledge.

4. Remove DENT6385 as a prerequisite and replace with PAIN5023 for the following units:
   a. DENT6216
   b. DENT6389
   c. DENT6217

5. Remove DENT5118 as a prerequisite and replace with PAIN5023 for the following units:
   a. DENT5119
   b. DENT5120
   c. DENT5218
   d. DENT5219
   e. DENT5220

BACKGROUND / CONTEXT


This proposal seeks to amend the UoS table for the Doctor of Clinical Dentistry specialisations of Prosthodontics and Oral Surgery to delete DENT6385 [(Sem 1): Foundation: Orofacial Pain] as a unit of study in the Doctor of Clinical Dentistry degree and to replace it with PAIN5023 [Advanced Studies in Orofacial Pain], a unit of study within the Graduate Studies Program in Pain Management.

DENT6385 is currently used in two streams of the Doctor of Clinical Dentistry degree: Prosthodontics; and Oral Surgery. It is proposed to retire DENT6385 as a unit of study and replace with PAIN5023, which provides a comprehensive, multi-disciplinary program at the didactic level and is delivered by several national pain experts in the field.

PAIN5023 is currently being offered in semester one each year in the Graduate Studies Program in Pain Management in the Faculty of Medicine and Health. PAIN5023 covers an advanced and more comprehensive level all the didactic material covered by DENT6385. The remaining clinical component of DENT6385
Non-Confidential

(equivalent to 2 credit points and not covered by PAIN5023) will be covered within the unit of study DENT6371 for the Prosthodontics stream, or DENT6216 for the Oral Surgery stream. All two units will run concurrently with PAIN5023.

Amendment to course Resolutions for the Doctor of Clinical Dentistry specialisation of Oral Medicine

This proposal also seeks to amend the UoS table for the Oral Medicine stream of the Doctor of Clinical Dentistry degree to replace the 6-credit point DENT5118 [Oral Medicine Level 1A] in Semester 1 with the 6-credit point unit, PAIN5023 [Advanced Studies in Orofacial Pain]. These changes represent a logical reorganisation of information delivery, and will consolidate the didactic orofacial pain training during the oral medicine course into a single coordinated unit: PAIN5023. This will be a multidisciplinary approach as PAIN5023 will also be undertaken by the students in the oral surgery and prosthodontics streams of the Doctor of Clinical Dentistry degree. The learning objectives and curriculum of DENT5118 will still be covered in unit DENT5218, and where relevant in the other units of study in year one of the Doctor of Clinical Dentistry (Oral Medicine) degree.

To complement the advanced and comprehensive didactic component provided by PAIN5023, a small orofacial pain clinical component will be subsumed within the unit of study DENT5120 [Internal and General Medicine Level 1A]. This orofacial pain clinical component will be continued in semester two within DENT5218 [Oral Medicine Level 1B], a 12-credit point unit. This continuation will achieve continuity of clinical care of complex orofacial pain patients. A UoS proposal form outlining these amendments to DENT5120 are included to support this proposal.

Additionally, the Open Learning Unit, OLEO1511, a 0-credit point unit, will be added as assumed knowledge to PAIN5023 as this provides valuable introductory background to PAIN5023. The prerequisite PAIN5005 will be removed from PAIN5023 to allow for students to enrol easily. Prerequisites to accompanying units have also been amended to accommodate the changes in units available in the Prosthodontics, Oral Surgery and Oral Medicine streams.

Overall, this proposal will reduce duplication of units of study within the FMH and enhance cross-school collaboration within the FMH.

CONSULTATION

We have consulted with the convenors of the Graduate Studies Program in Pain Management and they agree with this proposal from their perspective.

We have consulted with UoS Coordinator for PAIN5023 (Dr Elizabeth Devonshire) regarding the amendments to prerequisites and assumed knowledge.

On the 5th of November the proposal was put forward to the Education Committee. Following endorsement of the proposal was recommended to the Faculty Board for approval on the 3rd of December.

On the 3rd of December the proposal was put forward to the FMH Board. Following approval of the proposal it is now being recommended to the Graduate Studies Committee for endorsement on the 27th of January.

IMPLEMENTATION

These changes are proposed for 2022 implementation.

COMMUNICATION

These changes will be updated within the 2022 Faculty of Medicine and Health Handbook.

ATTACHMENTS

1. Minor course amendment (MCAP) form
2. Amendments to unit of study tables
Minor Course Amendment Proposal

Faculty: FACULTY OF MEDICINE AND HEALTH

Contact person: A/PROFESSOR DALE HOWES/PROF GREG MURRAY

1. Name of award course
   Doctor of Clinical Dentistry degree: specialisations of Prosthodontics, Oral Surgery and Oral Medicine

2. Purpose of proposal
   The purpose of this proposal is to replace DENT6385 with PAIN5023 in the Doctor of Clinical Dentistry specialisations of Prosthodontics and Oral Surgery; and to replace DENT5118 with PAIN5023 in the Doctor of Clinical Dentistry specialisation of Oral Medicine. Further amendments to the rules of related units and the content of DENT5120 have been made to support and are listed in the details of amendment and supporting documents provided.

   The changes proposed will reduce duplication of units of study within the FMH and enhance cross-school collaboration within the faculty.

3. Details of amendment
   To seek approval for the following amendments:

   1. UoS table amendments for the of the Doctor of Clinical Dentistry degree, including:
      a. Replace unit DENT6385 with PAIN5023 in the Prosthodontics stream
      b. Replace unit DENT6385 with PAIN5023 in the Oral Surgery stream
      c. Replace unit DENT5118 with PAIN5023 in the Oral Medicine stream
   2. UoS variations to the unit of study DENT5120.
   3. Remove the requisite for PAIN5023 and add ‘OLEO1511 or PAIN5001’ as assumed knowledge.
   4. Remove DENT6385 as a prerequisite and replace with PAIN5023 for the following units:
      a. DENT6216
      b. DENT6389
      c. DENT6217
   5. Remove DENT5118 as a prerequisite and replace with PAIN5023 for the following units:
      a. DENT5119
      b. DENT5120
      c. DENT5218
      d. DENT5219
      e. DENT5220

4. Transitional arrangements
   The proposed amendments will be implemented in 2022.

5. Other relevant information

6. Signature of Dean
   Robyn Ward
   Digitally signed by Robyn Ward
   Date: 2021.01.12 15:12:25 +11'00’
UNIT OF STUDY PROPOSAL

The intention of this submission is to (please select one):

- Propose a new unit of study
- Propose an amendment to an existing unit of study
- Propose to withdraw a unit of study from offer
to take effect from 1 January 2022 (please select one)

This proposal relates to:

- A Core Unit of Study
- An Elective Unit of Study

| Unit of Study code and name* | DENT5120  Internal and General Medicine Level 1A |

*The unit of study name should not exceed 40 characters, including spaces.

Proposal Rationale (no more than 500 words):
The 6 credit-point unit DENT5118 [Oral Medicine Level 1A] in Semester 1 will be replaced with the 6-credit point unit, PAIN5023 [Advanced Studies in Orofacial Pain]. To complement the advanced and comprehensive didactic component provided by PAIN5023, a small orofacial pain clinical component will be incorporated within the unit of study DENT5120 [Internal and General Medicine Level 1A] and will run concurrently with PAIN5023.

Proposed Learning and Teaching strategies (no more than 500 words):
Ongoing clinical training for orofacial pain included in the breadth of general training.

Assessment and assurance of learning (no more than 300 words):
Continuous training and assessment in a specialist clinic.

Workload Implications (no more than 300 words):
Nil since accommodated within existing clinical training.

Other Requirements:

Details of the Proposal:
<table>
<thead>
<tr>
<th>Unit of Study Code*</th>
<th>DENT5120</th>
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<tbody>
<tr>
<td>Unit of Study Name*</td>
<td>Internal and General Medicine Level 1A</td>
</tr>
<tr>
<td>Associated Award Course/s* or Majors</td>
<td>Doctor of Clinical Dentistry (Oral Medicine)</td>
</tr>
<tr>
<td>Credit point Value*</td>
<td>3</td>
</tr>
<tr>
<td>When offered (Semester/Year)*</td>
<td>Semester 1/Year 1</td>
</tr>
<tr>
<td>Delivery mode*</td>
<td>Clinical training</td>
</tr>
<tr>
<td>Campus*</td>
<td>Westmead Hospital, Sydney Dental Hospital, Royal North Shore Hospital, Nepean Hospital</td>
</tr>
</tbody>
</table>
| Unit of Study Learning Outcomes* | LO1 demonstrate a good understanding of disease conditions in medical and dental specialty clinics, at the level expected of a first year trainee in oral medicine  
LO2 demonstrate a good understanding of the application of principles of pharmacology, at the level expected of a first year trainee in oral medicine  
LO3 demonstrate a good understanding of the spectrum of internal medicine including the aetiology, pathogenesis, diagnosis, management, prevention and epidemiology of systemic disease, at the level expected of a first year trainee in oral medicine. |
| Description for Handbook | An understanding of Internal and General Medicine as it relates to the practice of clinical Oral Medicine is acquired by rotation through various medical and dental specialty clinics including: Head and Neck Radiation Oncology, Haematology (with emphasis on the care of patients undergoing haematopoietic stem cell transplants), Dermatology, Immunology, and Radiology/Nuclear Medicine, and Orofacial Pain. An emphasis is placed on understanding and application of principles of pharmacology. Candidates also attend the Medical Grand Rounds at Westmead Hospital. |
| Assumed knowledge | NIL |
| Prerequisite* | NIL |
| Corequisite* | DENT5200 and DENT5119 and DENT5118 and DENT6000 |
| Prohibitions* | physical and/or mental impairments jeopardizing performance of safe clinical dentistry and safety/health of patients and staff |
| NB (for inclusion in Handbook) | |
Mark/Grade Scheme

<table>
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<tr>
<th>Mark and Grade</th>
<th>Grade Only</th>
</tr>
</thead>
</table>

Textbook

Notes:

* Approval from the relevant Academic Governance Committee is required for any alteration to information in this field.

2. Delivery mode: (Please choose from one of the following.)

BM: Block Mode
CE: Clinical Experience
DE: Distance Education
DI: Distance Education/Intensive on Campus
EXT: External (It means that the unit is actually taught by another institution.)
FE: Field Experience
ND: Normal (lecture/lab/tutorial) Day
NE: Normal (lecture/lab/tutorial) Evening
OL: Online
PP: Professional Practice (preferred option for all FHS clinical/fieldwork/professional experience units.)

Submitted by: A/Prof Dale Howes

Signature:

Date of Submission: 9th October 2020
CLINICAL DENTISTRY (PROSTHODONTICS)

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

**Prosthodontics**

Enrolments to the Doctor of Clinical Dentistry (Prosthodontics), the Graduate Diploma in Clinical Dentistry (Advanced Restorative) and the Graduate Certificate in Clinical Dentistry (Advanced Restorative) will be suspended for 2019.

**Doctor of Clinical Dentistry (Prosthodontics)**

(a) In order to fulfil the requirements for specialist registration in Prosthodontics, students complete 144 credit points in the sequence indicated by Years 1-3 below

(b) Enrolment is full-time

(c) All units of study are compulsory unless otherwise noted.

**Graduate Diploma in Clinical Dentistry (Advanced Restorative)**

(a) Students must complete 48 credit points in the sequence indicated by Year 1 below

(b) Enrolment is full time

(c) All units of study are compulsory unless otherwise noted.

**Graduate Certificate in Clinical Dentistry (Advanced Restorative)**

(a) Students must complete 24 credit points in the sequence indicated below

(b) Enrolment is full-time

(c) All units of study are compulsory unless otherwise noted.

**Graduate Certificate in Clinical Dentistry (Advanced Restorative)**

| DENT6371 Foundation: Fixed | 6 | Semester 1 |
and Removable Pros

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>DENT6382</td>
<td>Foundation: Restorative Dentistry</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>DENT6385</td>
<td>Foundation: Orofacial Pain</td>
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<td>Semester 1</td>
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<tr>
<td>PAIN5023</td>
<td>Advanced Studies in Orofacial Pain</td>
<td>A: OLEO1511; C: DENT6371 P: PAIN5005</td>
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<tr>
<td>DENT6000</td>
<td>Research Methods in Dentistry</td>
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<td>Semester 1</td>
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**Doctor of Clinical Dentistry (Prosthodontics) and Graduate Diploma in Clinical Dentistry (Advanced Restorative)**

**Year 1**

<table>
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<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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<tbody>
<tr>
<td>DENT6371</td>
<td>Foundation: Fixed and Removable Pros</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>DENT6382</td>
<td>Foundation: Restorative Dentistry</td>
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<td>Semester 1</td>
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<td>DENT6385</td>
<td>Foundation: Orofacial Pain</td>
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<td>Semester 1</td>
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<td>PAIN5023</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Pre-Requisites</td>
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<tr>
<td>DENT6372</td>
<td>Fixed and Removable Prosthodontics 1</td>
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<td>DENT6010</td>
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<td>P DENT6000 or DENT6126 or DENT6226 or DENT6276 or DENT6326 or DENT6382</td>
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**Doctor of Clinical Dentistry (Prosthodontics)**

**Year 2**

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<td>DENT6011</td>
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## CLINICAL DENTISTRY (ORAL SURGERY)

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<th>Credit points</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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<td>(a) In order to fulfil the requirements for specialist registration in Oral Surgery, students complete 144 credit points in the sequence indicated by Years 1-3 below</td>
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<td>(c) All units of study are compulsory unless otherwise noted.</td>
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<td><strong>Graduate Diploma in Clinical Dentistry (Surgical Dentistry)</strong></td>
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<td>(b) Enrolment is full-time</td>
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<tr>
<td>(a) Students must complete 24 credit points in the sequence indicated below</td>
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**Doctor of Clinical Dentistry (Oral Surgery) and Graduate Diploma in Clinical Dentistry (Surgical Dentistry)**

**Year 1**

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**Doctor of Clinical Dentistry (Oral Surgery)**

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CLINICAL DENTISTRY (ORAL MEDICINE)

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Doctor of Clinical Dentistry (Oral Medicine) and Graduate Diploma in Clinical Dentistry (Hospital Dentistry)

Year 1

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<td>P DENT5124 and DENT5125 and DENT5126 and DENT6013</td>
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<td>DENT5225</td>
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<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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<tr>
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<td>6</td>
<td>P DENT6013 or DENT6130 or DENT6230 or DENT6280 or DENT6330 or DENT6411</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Delyse Leadbeatter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Robyn Ward, Executive Dean, Faculty of Medicine and Health</td>
</tr>
<tr>
<td>Paper title</td>
<td>Sydney Dental School course resolutions update - progression rules</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this proposal is to seek approval of the Graduate Studies Committee to amend the progression rules for the Doctor of Dental Medicine and Doctor of Clinical Dentistry to include a statement about attendance that links to the updated attendance provision.</td>
</tr>
</tbody>
</table>

**Consultation Pipeline**

<table>
<thead>
<tr>
<th>FMH Education Committee</th>
<th>→</th>
<th>FMH Board</th>
<th>→</th>
<th>Graduate Studies Committee</th>
<th>→</th>
<th>Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Nov 2020</td>
<td>→</td>
<td>3 Dec 2020</td>
<td>→</td>
<td>9 Feb 2021</td>
<td>→</td>
<td>2 Mar 2021</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that Academic Board approve the proposal to amend the Doctor of Dental Medicine and Doctor of Clinical Dentistry, and the subsequent amendments to the course resolutions, with effect from 1 January 2022.

**EXECUTIVE SUMMARY**

The course resolutions for the SDS programs currently state that students need to meet attendance requirements but did not specifically link to the Attendance Provisions. During a recent review of the SDS Attendance Provisions this absence was identified. Consequently, a clause is proposed to be added to each of the three program course progression rules to link the Attendance Provisions with the progression rules.

**BACKGROUND / CONTEXT**

The resolutions have been reviewed by the Office of the General Counsel, as per the advice of the Graduate Studies Committee on 27 January 2021.

**CONSULTATION**

A working party was established in August 2020 to review the Attendance Provisions. The group consisted of program directors of the SDS programs – Doctor of Dental Medicine and Doctor of Clinical Dentistry, student life academic lead and three student representatives.

On the 5th of November the proposal was put forward to the Education Committee. Following endorsement of the proposal was recommended to the Faculty Board for approval on the 3rd of December.

On the 3rd of December the proposal was put forward to the FMH Board. Following approval of the proposal it is now being recommended to the Graduate Studies Committee for endorsement on the 27th of January.

**IMPLEMENTATION**

Will be updated in the 2021 Handbook review for 2022.

**COMMUNICATION**

Student and staff announcements will be made. FMH Handbook will be updated.

**ATTACHMENTS**
Non-Confidential
Attachment 1 - MCAP form.
Attachment 2 - Outlines the amendments to the course resolutions for Doctor of Dental Medicine and Doctor of Clinical Dentistry.

<table>
<thead>
<tr>
<th>Submission To</th>
<th>Graduate Studies Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>9 February 2021</td>
</tr>
<tr>
<td>Item No</td>
<td>3.3</td>
</tr>
</tbody>
</table>
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Dr Delyse Leadbeatter

1. Name of award course

   Doctor of Dental Medicine and Doctor of Clinical Dentistry

2. Purpose of proposal

   To amend the Course Resolutions for the Doctor of Dental Medicine and Doctor of Clinical Dentistry to provide a linkage between the Sydney Dental School Attendance Provisions and the progression rules for each of the SDS programs.

3. Details of amendment

   Provide specific references from the relevant Resolutions of the Faculty or Course Resolutions and clearly indicate where the proposed change is being made. Underline proposed additions and strikethrough proposed deletions.

   **Doctor of Dental Medicine**
   
   Clause 8: Progression rules
   
   6 Candidates who do not meet the attendance requirements of each year, as detailed in the Faculty local provisions Sydney Dental School- Attendance Provisions 2020 will need approval from the Doctor of Dental Medicine Program Director and/or the relevant Progression Committee to continue their candidature and/or take the examinations.

   **Doctor of Clinical Dentistry**
   
   Clause 8: Progression rules
   
   6 Candidates who do not meet the attendance requirements of each year, as detailed in the Faculty local provisions Sydney Dental School- Attendance Provisions 2020 will need approval from the Doctor of Clinical Dentistry Program Director and/or the relevant Progression Committee to continue their candidature and/or take the examinations.

4. Transitional arrangements

   Will apply to currently enrolled students. No transitional arrangements.

   **Doctor of Dental Medicine**
   
   Clause 10: Transitional provisions
   
   (1) These resolutions apply to persons who commenced their candidature after 1 January 2022 and persons who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions.
   
   (2) Candidates who commenced prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

   **Doctor of Clinical Dentistry**
   
   Clause 12: Transitional provisions
   
   (1) These resolutions apply to persons who commenced their candidature after 1 January 2022 and persons who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions.
   
   (2) Candidates who commenced prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
5. Other relevant information

6. Signature of Dean

Robyn Ward

Digitally signed by Robyn Ward
Date: 2021.01.08
10:53:33 +11'00'
Doctor of Clinical Dentistry

Graduate Diploma in Clinical Dentistry

Graduate Certificate in Clinical Dentistry

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

Course Resolutions

1 Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCCLDORM-01</td>
<td>Doctor of Clinical Dentistry (Oral Medicine)</td>
</tr>
<tr>
<td>TCCLDORD-01</td>
<td>Doctor of Clinical Dentistry (Orthodontics)</td>
</tr>
<tr>
<td>TCCLDPAD-01</td>
<td>Doctor of Clinical Dentistry (Paediatric Dentistry)</td>
</tr>
<tr>
<td>TCCLDPER-01</td>
<td>Doctor of Clinical Dentistry (Periodontics)</td>
</tr>
<tr>
<td>TCCLDPRO-01</td>
<td>Doctor of Clinical Dentistry (Prosthodontics)</td>
</tr>
<tr>
<td>TCCLDSND-01</td>
<td>Doctor of Clinical Dentistry (Special Needs Dentistry)</td>
</tr>
<tr>
<td>TCCLDORS-01</td>
<td>Doctor of Clinical Dentistry (Oral Surgery)</td>
</tr>
<tr>
<td>GNCLDCHH-01</td>
<td>Graduate Diploma in Clinical Dentistry (Child Health)</td>
</tr>
<tr>
<td>GNCLDCSP-01</td>
<td>Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)</td>
</tr>
<tr>
<td>GNCLDHOD-01</td>
<td>Graduate Diploma in Clinical Dentistry (Hospital Dentistry)</td>
</tr>
<tr>
<td>GNCLDOBI-01</td>
<td>Graduate Diploma in Clinical Dentistry (Oral Biology)</td>
</tr>
<tr>
<td>GNCLDIM-01</td>
<td>Graduate Diploma in Clinical Dentistry (Oral Implants)</td>
</tr>
<tr>
<td>GNCLDARE-01</td>
<td>Graduate Diploma in Clinical Dentistry (Advanced Restorative)</td>
</tr>
<tr>
<td>GNCLDTOM-01</td>
<td>Graduate Diploma in Clinical Dentistry (Tooth Mechanics)</td>
</tr>
<tr>
<td>GNCLDSUD-01</td>
<td>Graduate Diploma in Clinical Dentistry (Surgical Dentistry)</td>
</tr>
<tr>
<td>GCLDLCHH-01</td>
<td>Graduate Certificate in Clinical Dentistry (Child Health)</td>
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<tr>
<td>GCCLDHOD-01</td>
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<td>GCCLDSUD-01</td>
<td>Graduate Certificate in Clinical Dentistry (Surgical Dentistry)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

(1) The attendance pattern for these courses is normally full time unless determined otherwise by the Faculty.

3 Streams and embedded courses in this sequence

(1) The Clinical Dentistry program is a postgraduate coursework award course available in an embedded sequence, at the level of doctor, graduate diploma or graduate certificate, and must be completed in a designated stream. Candidates who wish to transfer between streams should contact the Student Administration Office.

(2) A candidate for the Doctor of Clinical Dentistry may elect to discontinue study and graduate with a shorter award from the embedded sequence, provided the requirements of the shorter award have been met. Only the highest award completed will be conferred.

(3) The following table shows the course levels and the streams awarded at each level of the embedded sequence.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health</td>
<td>Child Health</td>
<td>Paediatric Dentistry</td>
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</tr>
<tr>
<td>Tooth Mechanics</td>
<td>Tooth Mechanics</td>
<td>Orthodontics</td>
</tr>
</tbody>
</table>
4 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

(2) Direct admission to the Graduate Certificate (Advanced Restorative) requires:

(a) a Doctor of Dental Medicine, Bachelor of Dentistry or Bachelor of Dental Surgery from the University of Sydney or equivalent institution; or

(b) an equivalent qualification that is registerable with the Dental Board of Australia and with a curriculum acceptable to the Faculty; or

(c) a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the School; and

(d) local applicants to be registered with the Dental Board of Australia for practice.

(3) Direct admission to the Graduate Diploma (Advanced Restorative, Surgical Dentistry, Conscious Sedation and Pain Control, and Oral Implants) and Doctor of Clinical Dentistry requires:

(a) a Doctor of Dental Medicine, Bachelor of Dentistry or Bachelor of Dental Surgery from the University of Sydney or equivalent institution; or

(b) an equivalent qualification that is registerable with the Dental Board of Australia and with a curriculum acceptable to the Faculty; or

(c) a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the School; and

(d) local applicants to be registered with the Dental Board of Australia for practice; or

(e) international applicants to have limited registration for postgraduate training or supervised practice with the Dental Board of Australia.

(4) Applicants for the Graduate Diploma of Clinical Dentistry (Conscious Sedation and Pain Control) stream are required to submit three referees reports and a letter of intent outlining reasons for applying for this diploma course.

(5) Applicants for the Graduate Diploma of Clinical Dentistry (Oral Implants) stream are required to have experience in dento-alveolar surgery.

(6) Admission to the Graduate Certificate (Child Health, Hospital Dentistry, Oral Biology, Tooth Mechanics and Surgical Dentistry) and the Graduate Diploma (Child Health, Hospital Dentistry, Oral Biology, Tooth Mechanics) is only permitted by transferring from the Doctor of Clinical Dentistry.

5 Deferral

(1) Applications for deferral of enrolment following an offer of a place in the Doctor of Clinical Dentistry will only be considered under exceptional circumstances, and require the approval of the Faculty of Medicine and Health.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the table of units for Postgraduate Coursework Degrees.

(2) To qualify for the award of the Graduate Certificate in Clinical Dentistry a candidate must complete the prescribed 24 credit points of units of study listed for the relevant stream.

(3) To qualify for the award of the Graduate Diploma in Clinical Dentistry a candidate must complete the prescribed 48 credit points of units of study listed for the relevant stream.

(4) To qualify for the award of the Doctor of Clinical Dentistry a candidate must:

(a) successfully complete the prescribed 144 credit points of units of study as listed for the relevant stream; and

(b) submit a research treatise that meets the requirements of the Doctor of Clinical Dentistry Research Provisions.

7 Reassessment

(1) Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a students academic achievement across the relevant program and the nature of the relevant assessment.

(2) Where reassessment is offered, one reassessment will be offered.

(3) Reassessment will not be offered for the following components:

(a) continuous sessional clinical or pre-clinical assessment;

(b) examination;

(c) clinical experience.

(4) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.

(5) The grades awarded for reassessments are Pass or Fail.

(6) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.

(7) The Faculty of Medicine and Health, School of Dentistry Assessment Local provision contains further information about reassessment.

8 Progression Requirements

All Years

(1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Local Provisions and Faculty Resolutions.

(2) Satisfactory performance in a unit of study requires a mark of 50%, unless otherwise stated in the relevant unit of study outline.

(3) Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (FA) and a mark of 45 percent will be awarded for that unit of study.

(4) Any student who fails a reassessment will be considered to have failed the relevant year or semester and will be required to repeat it.

(5) Any student who fails to meet the requirements of:

(a) continuous sessional clinical or pre-clinical assessment; or

(b) attendance; or

(c) adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat. No remediation or reassessment will be offered.

(6) The Doctor of Clinical Dentistry Program Director or the relevant Progression Committee will consider the case of each student who does not meet the attendance requirements specified in the Faculty of Medicine and Health - Sydney Dental School - Attendance.
Provisions 2021 and refer them to the Associate Dean as not meeting the academic progression requirements. **Note:** See clauses 75/2(i) and 76-78 of the Coursework Policy 2014.

(7) In any semester, a student who fails to meet the assessment criteria or obtain an overall pass mark of 50%, in two or more units of study will be required to repeat the semester or year, or may be offered the option of an award from the embedded sequence.

(8) Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements will be permitted to progress.

(9) Students who have reached the maximum period for meeting course requirements, as prescribed in the University of Sydney (Coursework) Rule 2014, will not be permitted to re-enrol in the course.

(10) When repeating a year or semester, no exemptions from normal course requirements will be permitted.

9 Cross institutional study

Cross institutional study is not available in this course.

10 International exchange

International exchange is not allowed in this course.

11 Recognition of prior learning

(1) Candidates may be granted a reduction in volume of learning for previous studies, except that study must have been completed no more than five years before admission to candidature for this course.

(2) Candidates admitted to the Doctor of Clinical Dentistry may be eligible for a reduction in the volume of learning of up to 48 credit points for an AQF level 8 or higher qualification or overseas equivalent in a cognate discipline, as defined by the Faculty.

(3) In determining whether or not to grant a reduction in the volume of learning and/or credit the Faculty will consider the following factors:
   (a) the clinical experience of the candidate, which must be at least five years to be eligible for a reduction in the volume of learning;
   (b) the equivalence of units taken in prior study with units in this course; and
   (c) the completion of a research project as part of prior study which may include the publication of a paper arising from such a project.

(4) The maximum reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

12 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2022 and persons who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Doctor of Dental Medicine

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

Course Resolutions

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</tr>
</thead>
<tbody>
<tr>
<td>MADNTLMD-01</td>
<td>Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Qualification level

The masters degree referred to in these resolutions is a professional masters course, as defined by the Coursework Policy.

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.

(2) Admission to the Doctor of Dental Medicine requires:

(a) completion of a bachelor degree comprising at least three full-time equivalent years of study from either:
   (i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework from an Australian university or self accrediting higher education institution; or
   (ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
(b) completion of a human biology or cellular biology subject at University level, of a minimum of one semester's duration; and
(c) a demonstrated sustained academic performance to a standard considered satisfactory by the Head of School and Dean of the Sydney Dental School. In assessing sustained academic performance the Head of School and Dean may, at his or her discretion, consider performance in the bachelor's degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
(d) performance in the Graduate Medical School Admission Test (GAMSAT) or an equivalent admissions test approved by the Head of School and Dean to a standard considered satisfactory by the Head of School and Dean; and
(e) performance in an interview to a standard considered satisfactory by the Head of School and Dean; and
(f) The minimum English requirement at IELTS (academic module) 7.0 overall and a minimum result of 7.0 in each band.

(3) If the bachelor's degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10 year period, or complete prior to 1 January of the year in which the applicant intends to commence the Doctor of Dental Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:

(a) a postgraduate degree or postgraduate diploma accredited at Level 8, 9 or 10 under the Australian Qualifications Framework from an Australian university or self-accrediting higher education institution; or
(b) an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or postgraduate diploma accredited at Level 8, 9 or 10 under the Australian Qualifications Framework.

(4) An applicant will not be admitted to candidacy for the Doctor of Dental Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Dental Medicine.

(5) The official results listed on an applicant's transcript, and his or her admission test results, will be taken as the awarding and testing authorities' assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities' policies.

(6) A person who has commenced the Doctor of Dental Medicine in a fee-paying place at the University will not be eligible for admission or transfer to a Commonwealth supported place in the Doctor of Dental Medicine.

(7) In accordance with clause 14 of the Coursework Policy, the selection criteria and selection process for international applicants may differ from those for locals in that:

(a) the School may use a different definition, calibrated to reflect the same standards as for other applicants, of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma); and
(b) the School may approve one or more different admissions tests, calibrated to reflect the same standards as for other applicants, for international applicants;

(c) the School may approve a different interview process for international applicants;

(d) international applicants may be ranked separately to local applicants;

(e) the School may set a quota for the number of places in the Doctor of Dental Medicine available to international students.
(8) In recognition of the educational disadvantage associated with rural origin, the School may establish a special admission scheme, subject to the approval of the Academic Board, for applicants who comply with the published definition of being of rural origin. This scheme may:
(a) use a definition of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma) that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(b) use a definition of satisfactory performance in an admissions test approved by the Sydney Dental School that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(c) use a definition of satisfactory performance in an interview approved by the Sydney Dental School that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(d) establish a quota for admitting applicants under the scheme;
(e) rank applicants under the scheme separately from other applicants, or give bonus points to applicants under the scheme, in order to facilitate their ranking against other applicants.

(9) In recognition of the educational disadvantage suffered by Indigenous people, the School may establish a special admission scheme, subject to the approval of the Academic Board, for Indigenous applicants. This scheme may:
(a) use a definition of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma) that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(b) use a definition of satisfactory performance in an admissions test approved by the Sydney Dental School that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(c) use a definition of satisfactory performance in an interview approved by the Sydney Dental School that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(d) establish a quota for admitting applicants under the scheme;
(e) rank applicants under the scheme separately from other applicants, or give bonus points to applicants under the scheme, in order to facilitate their ranking against other applicants.

(10) A committee consisting of the Head of School and Dean and the Associate Dean (Education), Faculty of Medicine and Health, may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

5 Deferral
Applications for the deferral of enrolment following an offer of a place in the Doctor of Dental Medicine will only be considered under exceptional circumstances, and require the approval of the Faculty of Medicine and Health.

6 Requirements for Award
(1) To qualify for the award of the pass degree, a candidate must successfully complete a fixed curriculum of 192 credit points in the order prescribed in the Table of Units of Study: Dental Medicine as described in the Faculty of Medicine and Health Postgraduate Handbook.
(2) Students must attend clinical simulation and clinical placements to meet the requirements of the program.

7 Reassessment
(1) Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a student's academic achievement across the relevant program and the nature of the relevant assessment.
(2) Where reassessment is offered, one reassessment will be offered.
(3) Reassessment will not be offered for the following components:
(a) continuous sessional clinical or pre-clinical assessment;
(b) attendance requirements; or
(c) clinical experience.
(4) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.
(5) The grades awarded for reassessments are Pass or Fail.
(6) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.
(7) The Faculty of Medicine and Health, School of Dentistry Assessment Local provision contains further information about reassessment.

8 Progression Requirements
All Years
(1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Local Provisions and Faculty Resolutions.
(2) Satisfactory performance requires a mark of 50 percent, unless otherwise stated in the relevant unit of study outline.
(3) Subject to these resolutions, remediation and reassessment will be offered in accordance with the Faculty of Medicine and Health, School of Dentistry - Assessment Provisions 2017.
(4) Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (FA) and a mark of 45 percent will be awarded for that unit of study.
(5) Any student who fails to meet the unit of study criteria or fails to obtain an overall mark of 50 percent for the unit of study will not be permitted to progress or graduate.
(6) Any student who fails to meet the requirements of:
(a) continuous sessional clinical or pre-clinical assessment; or
(b) attendance; or
(c) adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat. No reassessment will be offered.
(7) The Doctor of Dental Medicine Program Director or the relevant Progression Committee will consider the case of each student who does not meet the attendance requirements specified in the Faculty of Medicine and Health - Sydney Dental School - Attendance Provisions 2021 and refer them to the Associate Dean as not meeting the academic progress requirements. Note: See clauses 75(2)(f) and 76-78 of the Coursework Policy 2014.
(8) Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements, will be permitted to progress.
(9) Students who have reached the maximum period for meeting course requirements, as prescribed in the University of Sydney (Coursework) Rule 2014, will not be permitted to re-enrol in the course.
(10) When repeating a year or semester, no exemptions from normal course requirements will be permitted.
Year 1
(11) Students who fail two or more units of study (i.e. fail to meet the unit of study criteria or fail to obtain an overall mark of 50 percent for the unit of study) will be considered to have failed the year and will be required to repeat the year. No reassessment will be offered.
(12) Students may not progress to Year 2 unless they have passed each of the following practical assessments:
(a) Endodontics
(b) Periodontics
(c) Radiology; and
(d) Tooth Conservation.

(13) Students who fail all practical assessments at the first attempt will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.

(13) Students who fail all components of Integrated Life Sciences (Medical Sciences, Oral Biosciences and Head and Neck Anatomy) will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.

Year 2

(14) Students who fail two or more units of study (i.e. fail to meet the unit of study criteria or fail to obtain an overall mark of 50 percent for the unit of study) will be considered to have failed the year and required to repeat. No reassessment will be offered.

(15) Students may not progress to Semester 2 unless they have passed the Tooth Conservation and the Local Anaesthesia / Exodontia practical assessment in Semester 1.

(16) Students may not progress to Year 3 unless they have passed each of the following practical assessments:
(a) Endodontics (Semesters 1 and 2 aggregate marks); and
(b) Periodontics.

(17) Any student who fails all of the practical assessments at the first attempt will be considered to have failed the year. No remediation or reassessment will be offered.

Year 3 and 4

(18) A student who fails three or more units of study will be required to repeat the year. No reassessment will be offered.

(19) A student who fails the requirements of clinical work or continuous assessment will not be permitted to progress or graduate.

9 Credit for previous study

Credit for previous study will not be granted in this course. However, for medical graduates from Australian and New Zealand medical schools who have graduated in the last 10 years, some aspects of the Integrated Life Sciences theme will be waived.

10 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2022 and persons who commenced their candidature prior to 1 January 2022 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2022 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
EXECUTIVE SUMMARY

This report summarises for the Academic Board the business of the meeting of the Academic Quality Committee held on Wednesday 10 February 2021.

ITEMS FOR NOTING

Item

10.1 Course review recommendations

The Academic Board Academic Quality Committee resolved to note the update on the progress of course review recommendations and provide advice on recommendations which are ‘ongoing’, and ‘blocked’.

The Academic Quality Committee also:

- noted the report of Academic Board;
- noted the report of the HDR Examinations Subcommittee for the meetings held on 27 October 2020, 24 November 2020, 15 December 2020 and 27 January 2021;
- noted the report of the University Quality Manager;
- noted the Course Reviews planned for 2021; and
- discussed the possibility of creating a Working Group for Course Review Chairs.

FURTHER INFORMATION

Full agenda papers are available from the Academic Quality Committee website

<table>
<thead>
<tr>
<th>Apprrover</th>
<th>Associate Professor Wendy Davis (Chair, Academic Quality Committee)</th>
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<tr>
<td>Proposal Sponsor</td>
<td>Associate Professor Wendy Davis (Chair, Academic Quality Committee)</td>
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</table>
**EXECUTIVE SUMMARY**

The Academic Annual Report 2020 provides an overview of the Board’s activities for the year.

**BACKGROUND**

The submission of an Academic Board Annual Report to the University Senate is a statutory obligation under the University of Sydney (Academic Board) Rule 2017 (the ‘Academic Board Rule’).
The University of Sydney (Academic Board) Rule 2017 (the ‘Academic Board Rule’) requires that the Academic Board report to Senate on an annual basis on its activities and its assessment of its own performance.

The Academic Board met on the following dates in 2020:

- 3 March
- 5 May
- 9 June
- 21 July
- 15 September
- 17 November

The Academic Board Rule establishes the principal responsibilities and specific roles and powers of the Academic Board.

**Principal responsibilities**

_Subject to the Act, the By-law, the governing authority of the Senate and to the powers of the Vice-Chancellor, the Academic Board has principal responsibility for:_

- (a) assuring the highest standards in teaching, scholarship and research and, in so doing, safeguarding the academic freedom of the University;
- (b) overseeing and monitoring the development of academic activities of the University;
- (c) communicating with the academic community, particularly through academic organisational units such as faculties, University schools, boards of studies and centres; and
- (d) providing a forum for debate and information flow within the University in relation to academic matters.

During 2020, the Academic Board considered a range of activities relating to teaching, scholarship and research at the University and acted as a forum for discussion of academic matters. The Board continued to provide advice via its website and communicate with faculties, University schools and other units to consult on academic developments and policy reviews. Members of the academic and professional staff and student communities were encouraged to ask questions of the Vice-Chancellor and the Chair of the Academic Board during question time at each meeting of the Academic Board.

The University hosted the Australian Chairs and Secretaries of Academic Boards and Senates Conference in 2020 for the second consecutive year. The conference was held via Zoom on Tuesday 10 and Wednesday 11 November, with a focus on engaging with the various changes and challenges that have confronted the university sector in 2020. The conference included panels and presentations on academic integrity and contract cheating, the Federal Government’s Higher Education policy changes in 2020, university governance changes due to the coronavirus pandemic, academic risk management, and mental health in the time of COVID-19.

Throughout the year, the Board discussed a range of strategic matters including:

- The interpretation of the Academic Board motto. In 2016, the Board adopted the motto, “Respect is a core value of the Academic Board”, which has since appeared on Academic Board correspondence. The motto has now been translated into Indigenous language. The Board noted Professor Jaky Troy’s explanation of the translation of the motto, “Maridarangun Academic Boardmirung”, and endorsed its use on Academic Board communications.
- The Culture Strategy. Professor Tim Soutphommasane, Director, Culture Strategy, facilitated discussion about the new delivery model, including the composition of the Advocacy Board, and provided examples of parallels that can be drawn from external organisations to assist in addressing cultural issues that challenge large and complex organisations like the University. The Board noted the agenda of activities planned for 2020 and recognised their alignment with the values underpinning the Culture Strategy: Courage and Creativity; Respect and Integrity; Openness and Engagement; and Inclusion and Diversity.
- The process and timeline for the recruitment and selection of the University’s next Vice-Chancellor following Dr Spence’s announcement that he would be leaving the University to take up the role of President and Provost at University College London in January 2021.
- Higher education relief measures introduced by the Federal Government in response to the COVID-19 crisis. On 12 April 2020, the Federal Government announced a Higher Education Relief Package intended to give higher education providers a base level of funding certainty for the remainder of 2020, provide them with some fee and regulatory relief, and allow greater flexibility over their use of Commonwealth funds.

“Respect is a core value of the Academic Board”

_Maridarangun Academic Boardmirung_
Grant Scheme funding, in return for offering short, fully-online, non-award courses in 2020 in areas of national skills priority. The Board was advised that faculties had endeavoured to engage with the scheme in a beneficial way while respecting the workloads of staff.

- The Government’s Higher Education Reform Package. The Vice-Chancellor and Principal and the Director, Higher Education Policy and Projects provided an update on the Government’s Higher Education Reform Package, outlined the University’s concerns regarding the package and presented a breakdown by field of education of funding loss or gain in 2021 per commencing Commonwealth Supported Place.

- The progress towards developing the University’s sustainability strategy. A vision and a set of guiding principles for the strategy were established through the work of the project team, advisory and working groups. Consultation with staff, students and the wider community revealed key priority areas in waste and recycling, energy and emissions, and built environment. Discussion took place on the target for zero emissions by 2030, and the Board noted a request that consideration be given to the option of centrally investing in credible offset schemes, to which staff may voluntarily contribute.

- Initiatives offered between Semester 1 and Semester 2 to support educators in the design and delivery of online and blended learning.

- The Chair of the UAC Technical Committee on Scaling shared his reflections on the possible impacts of COVID-19 on the ATAR. Members considered the challenge of normalising across schools and by region to account for conditions that impact adversely on performance and discussed the role of universities in addressing socioeconomic disadvantage through entrance adjustments and schemes.

- The Mosaic Network’s Anti-racism Pledge initiative, which aims to encourage colleagues to take action against racism and exclusion and to improve diversity and inclusion in the higher education sector. Members endorsed the pledge and noted the request for staff to take individual action to engage with the pledge; commit to at least two actions from a predetermined list; and make their commitment public on the Anti-racism Pledge University intranet page.

On March 3 2020, in response to impacts of the COVID-19 pandemic, the Academic Board authorised the Chair of the Academic Board, in consultation with the Deputy Chair and Chairs of Academic Board Standing Committees, to approve urgent changes to assessment and the mode of delivery of courses and units of study in Semester 1 2020 in order to make appropriate arrangements for students unable to attend due to travel bans and quarantine. These changes were subsequently reported to the appropriate Standing Committees and the Academic Board.

On May 5 2020, the Board further authorised the Chair of the 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 decisions made to be reported to the Board at its next meeting.

Specific roles and powers

Standards and policy

Subject to any inconsistent provision in the Act, By-Law or any Rule, the Academic Board will determine standards and, after consultation with the University Executive, determine policy in relation to:

(a) admission requirements;

The Board approved amendments to the Admissions Standards – English Language Proficiency to extend the length of time from 2 years to 5 years for Study Abroad and Exchange applicants and to allow satisfactory achievement of specified secondary studies to be used as evidence of English language proficiency for the purposes of admitting students into the University’s non-award Study Abroad and Exchange program. In addition, the Board approved the removal of reference to the Test of English as a Foreign Language (TOEFL) Paper Based Test from the “English Language Skills Tests” conversion table and International General Certificate of Secondary Education (IGCSE) English concordance estimates.

A temporary extension was approved for 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.

The Board approved a proposal from the Sydney Nursing School, Faculty of Medicine and Health to amend the faculty-specific English language requirements for the Nursing pre-registration programs in the Admissions Standards – English Language Proficiency document and approved a proposal from the Faculty of Engineering to change the IELTS requirement for the Master of Professional Engineering and the Master of Professional Engineering Accelerated.

Under the executive approval authority approval for urgent requests related to COVID-19 granted by the Board, the Chair of the Academic Board approved:

- a proposal from the Faculty of Medicine and Health to change admissions processes for 2021 entry for the Doctor of Medicine (MD) and the Doctor of Dental Medicine (DMD) due to impacts of the COVID-19 pandemic
- a delay during the COVID-19 pandemic of the implementation of the updated UAC schedules for Hong Kong and the reversion to the previously used UAC schedule
- 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
- a proposal from the Vice-Principal (External Relations) and Director, Admissions, Sydney Future Students, to adjust the existing Broadway Scheme to cater for students who have experienced significant disadvantage as a result of 2020 bushfire and pandemic events.

(b) programs of study, including requirements for the award of any qualification;

A proposal from the Office of the Deputy Vice-Chancellor (Education) was approved out of session by the Chair of the Academic Board to offer the Graduate Certificate in Infection and Immunity and the Graduate Certificate in Agriculture and Environment as part of the University’s response to the Government’s COVID-19 response short course scheme.

(c) progression requirements;

A number of executive approvals were made by the Chair of the Academic Board in response to urgent requests related to COVID-19, including:

- the addition of a new clause to the Coursework Policy 2014 specifying attendance may include participation in online learning activities and assessment either in real time, website interaction or delayed delivery
- the addition of a new clause Monitoring Progression to the Coursework Policy 2014 specifying that until the end of 2020 or before if rescinded by the Academic Board (which it was not), an Associate Dean would not find a student's attendance unsatisfactory for progression purposes on the grounds of not attending face-to-face learning activities or assessment
- the approval of a proposal from the Faculty of Medicine and Health to amend the Doctor of Medicine course resolutions to remove Clause 11 of the progression rules which excludes students mid-year if they score >2SEM below the pass mark
- the approval of a proposal from the Registrar and Academic Director (Education) to authorise the extension to the online delivery of units of study and assessment until the end of 2020.

(d) examinations and assessment;

The following executive approvals were made by the Chair of the Academic Board out of session in response to impacts of the COVID-19 pandemic:

- changes to Special Consideration and Special Arrangements, including approval of amendments to the Coursework Policy 2014 and Assessment Procedures 2011 to accommodate these changes
- an amendment adding to Schedule 3 of the Coursework Policy 2014 the calculation of the Converted WAM (CWAM) as an additional method of calculating academic progress at the end of a student’s degree, to exclude marks from units studied in Semester 1, 2020 when the impact of the COVID-19 pandemic developed after the commencement of the semester.
- the addition of definitions of WAM and CWAM to the definitions in the Coursework Policy 2014
- the addition of a clause to the Assessment Procedures 2011 specifying arrangements for other online time-based exams until the end of 2020
amendments to the Assessment Procedures 2011 replacing ‘university trained examiners’ with ‘university approved examiners’ to allow for training by third parties

a change to the dates for the published replacement exam period for Semester 2 2020

amendments to the Assessment Procedures 2011 to change the definition of ‘formal examination period’ and ‘replacement examination period’, to insert a definition of ‘study break (Stu-Vac)’; to remove reference to specific weeks to accommodate the 12-week semester in Semester 2, 2020; and to adjust the 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.

The Board approved a proposal from the Assessment Advisory Committee to delay the completion of assessment plans to the end of 2020; defer review of graduate quality rubrics; and delay the commencement of graduate quality measurement to a date yet to be determined, pending further rubric validation, agreement on a shared University-wide model for assessment of graduate qualities and development of a technical capture and reporting capacity.

The publication of the Academic Board Guideline – Grade Descriptors was approved.

An extension was approved to the changes approved by the Chair under delegated authority for online assessment to the end of 2021.

Regular reports on the award of higher degrees by research were provided to the Academic Quality Committee by the Higher Degree by Research Examinations Subcommittee, including quarterly trend reporting.

(e) student recognition awards, including scholarships, subsidies or prizes; and

The faculty-based allocation model for higher degree by research scholarships for 2021 admissions was approved. The faculty-based allocation model aims to ensure faculties and University schools are commensurately rewarded for providing excellent opportunities and outcomes for higher degree by research candidates. The Board also approved the revised ranking guidelines for RTP scholarships to implement the University Executive's decision to award RTP scholarships to PhD candidates as a priority over candidates for Master's degrees.

The Board approved a proposal to redefine the HWAM used in scholarship rankings for graduates of the Bachelor of Animal and Veterinary Bioscience, Bachelor of Food Agribusiness and Bachelor of Science Agriculture. Amendments to the terms and conditions, value of funding allocation and eligibility requirements with respect to Grants in Aid were also approved.

The Graduate Studies Committee received regular reports from the Higher Degree by Research Scholarships Subcommittee, which is responsible for the allocation of scholarships and prizes to domestic and international higher degree by research students.

(f) such other matters as Senate may delegate to it.

The Academic Board approved:

- the timelines for 2022 and 2023 undergraduate and postgraduate curriculum approvals
- the proposed Doctor of Veterinary Medicine Semester Schedule 2021 dates from the Faculty of Science
- variations to teaching periods for Semester 2, 2020 for a number of courses offered by the University of Sydney Business School, the University of Sydney Law School, the Faculty of Science and the Faculty of Arts and Social Sciences
- the MD Academic Calendar for 2021 and the MD Academic Calendar (Transition) for 2021, which includes transitional arrangements for pre-MD2020 MD students in year 2 in 2021
- the proposed Sydney School of Veterinary Science Semester Schedule 2021 dates from the Faculty of Science for the Doctor of Veterinary Medicine.

A proposal to revise the Semester 1, 2021 dates to reduce contact weeks from 13 to 12 was not approved. The Board approved that the 13 contact week semester model be retained, approved a set of dates for Semester 1, 2021 with a later start date, noted that the change in dates would apply across all degree programs at the University with the exception of programs for which a variation in their academic calendar...
is approved by the Academic Board, and noted that a proposal for longer-term change to semester length would be considered early in 2021 to take into account the experience of Semester 2, 2020.

Under the executive approval authority granted by the Board, the Chair of the Academic Board approved:

- variations to teaching periods for a number of courses offered by the Faculty of Medicine and Health and the University of Sydney Business School
- a request from the Provost and DVC (Education) to adopt a series of proposed dates for Semester 2, 2020, which would 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
- the suspension of the operation of subclause 13(6) of the Learning and Teaching Policy 2019 until the end of 2020 or until such suspension is otherwise rescinded by the Academic Board (which it was not)
- the 2021 academic calendars for the Sydney Nursing School and the Sydney Dental School

In 2020, the Board approved 22 applications to restrict, for specified periods, the public availability of a thesis and 2 applications for the early submission of a PhD thesis were approved.

Course approval
The Academic Board will consider and, if appropriate, approve new academic award courses and amendments to existing courses, provided that the approved new or amended course:

(a) is tabled and considered at the next appropriate Senate meeting; and
(b) may not commence until after it has been endorsed by Senate.

As reported to Senate after each meeting, during 2020 the Academic Board approved the introduction of the following new award courses:

<table>
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<tr>
<th>Faculty of Arts and Social Sciences</th>
<th>Bachelor of Arts (Extended)</th>
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<tbody>
<tr>
<td></td>
<td>Bachelor of Education (Secondary)</td>
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<td>Bachelor of Education/Bachelor of Advanced Studies (Secondary)</td>
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<td>Bachelor of Education Studies</td>
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<td>Diploma of Foundation Studies</td>
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<td>The University of Sydney Business School</td>
<td>Master of Commerce (Extension)</td>
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<tr>
<td>Faculty of Engineering</td>
<td>Master of Complex Systems</td>
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<td>Faculty of Medicine and Health</td>
<td>Bachelor of Pharmacy</td>
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<td>Bachelor of Pharmacy (Honours)</td>
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<td>Bachelor of Pharmacy (Honours)/Master of Pharmacy Practice</td>
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<td>Bachelor of Pharmacy and Management</td>
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<td>Bachelor of Pharmacy and Management (Honours)</td>
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<td>Bachelor of Pharmacy and Management (Honours)/Master of Pharmacy Practice</td>
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<td>Graduate Certificate in Biomedical Science</td>
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<td>Graduate Diploma in Biomedical Science</td>
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<td>Master of Biomedical Science</td>
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<td>Master of Dental Public Health</td>
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<td>Master of Philosophy (Medicine and Health)</td>
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<td>Faculty of Science</td>
<td>Bachelor of Liberal Arts and Science (Extended)</td>
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<td>Bachelor of Science (Extended)</td>
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As reported to Senate after each meeting, during 2020 the Academic Board approved the amendment of the following award courses:

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<th>Faculty of Arts and Social Sciences</th>
<th>Bachelor of Arts/Doctor of Medicine</th>
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<td>Bachelor of Economics</td>
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<td>Bachelor of Economics/Bachelor of Advanced Studies</td>
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<td>Bachelor of Education (Early Childhood)</td>
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<td>Bachelor of Education (Health and Physical Education)</td>
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<td>Program</td>
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<td>Bachelor of Education (Primary)</td>
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<td>Bachelor of Visual Arts</td>
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<tr>
<td>Doctor of Arts/Doctor of Social Sciences</td>
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<td>Executive Master of Public Administration</td>
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<td>Master of Arts (Research)</td>
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<td>Master of Education (Research)</td>
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<td>Master of Fine Arts (Research)</td>
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<td>Master of Philosophy (Arts and Social Sciences)</td>
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<td>Master of Philosophy (Education)</td>
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<td>Master of Philosophy (Social Work)</td>
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<td>The University of Sydney Business School</td>
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<td>Bachelor of Commerce</td>
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<td>Graduate Certificate in Logistics and Supply Chain Management</td>
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<td>Master of Logistics and Supply Chain Management</td>
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<td>Faculty of Engineering</td>
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<td>Bachelor of Advanced Computing (and combined degrees)</td>
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<td>Bachelor of Computing</td>
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<td>Bachelor of Engineering (Honours) (and combined degrees)</td>
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<td>Graduate Certificate in Data Science</td>
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<td>Graduate Diploma in Computing</td>
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<td>Master of Data Science</td>
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<td>Master of Engineering</td>
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<td>Master of Health Technology Innovation</td>
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<td>Master of Information Technology/Master of Information Technology Management</td>
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<td>Master of Professional Engineering</td>
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<td>Master of Project Leadership</td>
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<td>Faculty of Medicine and Health</td>
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<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
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<td>Bachelor of Applied Science (Occupational Therapy) (and related Honours)</td>
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<td>Bachelor of Nursing (Post-registration)</td>
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<td>Doctor of Medicine</td>
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<td>Graduate Certificate in Bioethics</td>
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<td>Graduate Certificate in Infection and Immunity</td>
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<td>Graduate Certificate in Surgery</td>
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<td>Master of Medical Imaging Science</td>
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<td>Master of Science in Medicine (Infection and Immunity)</td>
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<td>Master of Agriculture and Environment</td>
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</table>
| **The University of Sydney School of Architecture, Design and Planning** | Bachelor of Design in Architecture (Honours)/Master of Architecture  
Bachelor of Design Computing  
Bachelor of Design Computing/Bachelor of Advanced Studies  
Graduate Certificate in Architectural Science  
Graduate Diploma in Architectural Science  
Graduate Diploma in Design  
Graduate Diploma in Urbanism  
Master of Architecture  
Master of Architectural Science  
Master of Design  
Master of Urbanism |
| **Sydney Conservatorium of Music** | Bachelor of Music  
Bachelor of Music (Honours)  
Bachelor of Music/Bachelor of Advanced Studies (Composition)  
Bachelor of Music/Bachelor of Advanced Studies (Performance)  
Doctor of Musical Arts  
Master of Music |
| **The University of Sydney Law School** | Bachelor of Laws  
Graduate Diploma in Business Law  
Graduate Diploma in Criminology  
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  
Master of Criminology  
Master of Business Law  
Master of Environmental Law  
Master of Health Law  
Master of International Law  
Master of Jurisprudence  
Master of Laws  
Master of Taxation |

Admissions to the following courses were suspended during 2020:

<table>
<thead>
<tr>
<th>SUSPENDED COURSES</th>
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| **Faculty of Arts and Social Sciences** | Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts (and related Honours)*  
Bachelor of Education (Secondary: Mathematics)/Bachelor of Science (and related Honours)  
Bachelor of Education (Secondary: Science)/Bachelor of Science (and related Honours)  
Executive Master of Arts and Social Sciences  
Master of Education (Taronga Conservation Education) |
| **Faculty of Medicine and Health** | Bachelor of Pharmacy  
Bachelor of Pharmacy (Honours)  
Bachelor of Pharmacy and Management  
Bachelor of Pharmacy and Management (Honours)  
Graduate Certificate of Mental Health Nursing  
Graduate Certificate of Primary Health Care Nursing  
Graduate Diploma of Mental Health Nursing  
Graduate Diploma of Primary Health Care Nursing  
Master of Applied Science (Health Sciences)  
Master of Global Health/Master of Philosophy  
Master of Health Policy/Master of Philosophy  
Masters of Mental Health Nursing |
Master of Philosophy (Medicine)  
Master of Philosophy (Nursing)  
Master of Philosophy (Dentistry)  
Master of Philosophy (Pharmacy)  
Masters of Primary Health Care Nursing  
Master of Public Health/Master of Philosophy  
Master of Rehabilitation Counselling

Faculty of Science  
Bachelor of Advanced Studies (Psychology)  
Graduate Certificate in Science (History and Philosophy of Science)

The introduction or amendment of course resolutions and, where required, faculty resolutions to enable the above changes were also approved by the Academic Board.

The Academic Board approved changes to course learning outcomes and course components for courses offered by the faculties and University schools.

Advice about academic matters
The Academic Board will provide advice to Senate, the Vice-Chancellor and the University Executive about academic matters, including but not limited to:

(a) teaching, research and educational programs;  
(b) academic priorities;  
(c) academic aspects of current and proposed University strategic plans;  
(d) academic aspects of policies and procedures, including but not limited to those relating to the appointment, promotion and conditions of employment of academic staff;  
(e) establishing and maintaining academic standards; and  
(f) any academic matter it considers to be of strategic importance.

The Academic Board:
- endorsed the University Quality Framework, which was developed to support a holistic and targeted approach to meeting the University’s research and education quality objectives
- endorsed and recommended that Senate approve the proposed amendments to the University of Sydney (Delegations of Authority) Rule 2020 to ensure consistency between the Rule and the Coursework Policy 2014 with respect to the amount of time for which a student is entitled to suspend their candidature
- endorsed and recommended that Senate approve amendments to the University of Sydney (Student Discipline Rule) 2016, which was reviewed with a view to updating, refining and improving misconduct procedures and outcomes for students and administering staff
- endorsed and recommended that Senate approve amendments to the University of Sydney (Academic Board) Rule 2017 to reflect proposed changes to the election of student members of the Academic Board
- endorsed and recommended that Senate approve amendments to the University of Sydney (Higher Degree by Research) Rule 2011, which was reviewed to allow the Chair to confer honorary degrees, to reflect the introduction of the Dual and Joint Degree Policy 2019, and to clarify provisions relating to credit.

New policies and procedures approved in 2020:
- Academic Board Meeting Procedures 2020  
- Higher Degree by Research Guidelines for Progress Evaluation Panel Members 2020  
- Higher Degree by Research Guidelines for Quality Supervision 2020  
- Higher Degree by Research Supervision Policy 2020  
- Higher Degree by Research Supervision Procedures 2020  
- Progress Planning and Review for Higher Degree by Research Students Procedures 2020  
- Thesis and Examination of Higher Degrees by Research Procedures 2020

Existing policies and procedures amended in 2020:
- Assessment Procedures 2011  
- Continuing and Extra-Curricular Education Policy 2017  
- Continuing and Extra-Curricular Education Procedures 2018  
- Coursework Policy 2014  
- Learning and Teaching Policy 2019  
- Postgraduate Research Support Scheme Procedures 2019  
- Progress Planning and Review for Higher Degree by Research Students Policy 2015
Review of academic activities
Jointly with the University Executive, the Academic Board will initiate and oversee a formal program of reviews of the academic activities of the University and its academic organisational units.

The Academic Board:
- approved the Academic Board Governance Review Framework for implementation from 1 January 2021 to allow the Academic Board to regularly review its own performance in light of its function and obligations imposed by the University of Sydney (Academic Board) Rule 2017
- approved the deferral of the Master of Business Administration (MBA) course review from 2020 to 2021
- approved the deferral of Faculty of Medicine and Health course reviews due to the impact of COVID-19
- noted 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 approved 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.

The Board received regular reports from the Academic Quality Committee, which approved a number of award course reviews during 2020 including:
- the Master of Economics course review from the Faculty of Arts and Social Sciences
- the Master of Education course review from the Faculty of Arts and Social Sciences
- the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts; Bachelor of Education (Secondary: Mathematics) and Bachelor of Science; Bachelor of Education (Secondary: Science) and Bachelor of Science; Bachelor of Education (Primary); and Bachelor of Education (Health and Physical Education) course reviews from the Faculty of Arts and Social Sciences
- the review of the Clinical Epidemiology Program and associated courses
- the Sydney School of Health Sciences’ course review of the Physiotherapy degrees
- the Master of Professional Accounting course review
- the Master of Medical Physics course review
- the Bachelor of Liberal Arts and Science course review
- the Master of Logistics and Supply Chain Management (and embedded courses).

Other academic matters
The Academic Board may receive, and may direct provision of, reports from faculties and other organisational units in relation to academic matters.

The following reports were received during 2020:
- the Educational Integrity Trend Report for Semester 1, 2019
- the Educational Integrity Annual Report 2019
- the Annual Report of the Student Appeals Body 2019
- the Annual Report of Student Misconduct 2019
- the SAGE Program Report
- the Academic Model Team’s annual unit of study report
- the report on the ‘Teaching Well and Supporting Students During COVID-19’ symposium
- updates from the Vice-Chancellor regarding the financial implications of COVID-19 and the University's commitment to support students affected by travel bans and other disruptions resulting from the pandemic.
- reports from the Chair of the Academic Board acknowledging academic and professional staff for significant honours and distinctions
- reports from the student members of the Academic Board
- reports from the Board of Interdisciplinary Studies.
The Academic Board also:
- approved the AB Committee Submission Cover Sheet – Generic and the AB Committee Cover Sheet – Policy Change as the preferred submission format for relevant future submissions to the Academic Board for 2020, and as the required format from 2021 onwards
- approved the final Curriculum Suspension and Deletion Template and the Minor Course Amendment Template
- approved the 2021 and 2022 meeting dates for the Academic Board and the Academic Board committees
- endorsed the creation of a working group to investigate ways in which the Academic Board could be involved with the development and implementation of the new Indigenous Strategy – One Sydney, Many People
- noted the Sensitive Materials in Teaching Guidelines, developed by the Sensitive Materials in Teaching Working Group in response to concerns raised by students in 2018, with the aim of supporting academic staff in managing the use of sensitive materials in teaching while ensuring inclusivity
- noted the proposed key amendments in the draft Recruitment and Appointment Policy 2020
- noted amendments to the academic staff listed as members of the Academic Panel (from which members of the Student Appeals Panels are drawn) for the period 2019-2021, as required under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006
- noted the 2020 Central Promotions Committee membership
- noted reports on the promotion of academic staff to Levels B, C, D and E.

Structure of the Academic Board
The composition of the Academic Board and the term of office for members is in accordance with the *University of Sydney (Academic Board) Rule 2017*.

With respect to the 2020-2021 Academic Board membership, the Board:
- approved the appointment of the Deputy Chair of the Academic Board on the recommendation of the Chair of the Academic Board
- approved the appointment of Chairs to Academic Board committees on the recommendation of the Chair of the Academic Board
- approved the membership of the Board and appointment of members to its committees
- noted the results of the election of student representatives to the Academic Board

The Board also approved amendments to the terms of reference of the Academic Standards and Policy Committee, the Academic Quality Committee, the Undergraduate Studies Committee, the Graduate Studies Committee, the Higher Degree by Research Examinations Subcommittee and the Higher Degree by Research Scholarships Subcommittee.
<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Academic Reports for successful Academic Promotion applicants in 2020 (Level B, Level C, Level D and Level E).</th>
</tr>
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<tbody>
<tr>
<td>Recommendation</td>
<td>The Academic Board note the Academic Reports for successful Academic Promotion applicants (Levels B – E).</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Professor Stephen Garton</td>
</tr>
<tr>
<td>Consultation Pipeline</td>
<td>APU → SDVC → Academic Board</td>
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</table>

**EXECUTIVE SUMMARY**

In 2020, the Academic Promotions Unit received 258 applications, with 224 applicants successful in the annual promotions round. This represents an 8.04 percent increase from 2019 (206 applicants successful).

Of the 224 promotions, 115 were awarded to women (51.34 percent). The overall success rate of applicants applying for promotions was 87.6 percent. Across all levels, the success rate for female applicants was 87.12 percent, and 87.51 percent for male applicants.

**RATIONALE**

Reports for successful Academic Promotion applicants (Levels B – E), including the names of applicants and statistics per level.

<table>
<thead>
<tr>
<th>Approver</th>
<th>Professor Stephen Garton (Senior Deputy Vice-Chancellor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Proposal Sponsor</td>
<td>Renee Dodds (Acting) Manager, Academic Promotions Unit – Human Resources</td>
</tr>
</tbody>
</table>

**ATTACHMENTS**

- Attachment 1 AB report on promotions B 2020
- Attachment 2 AB report on promotions C 2020
- Attachment 3 AB report on promotions D 2020
- Attachment 4 AB report on promotions E 2020

"Respect is a core value of the Academic Board"  
Mairidarangun Academic Boardmirung
Academic staff promotions to Level B in 2020

Thirty-One (31) applications for promotion to Level B were received in 2020.

The recommendations for promotion to Level B made by each Local Promotions Committee (LPC) were forwarded to the Senior Deputy Vice-Chancellor for approval.

In total, 31 applications for promotion to Level B were approved by the Senior Deputy Vice-Chancellor, effective 1 January 2021.

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Surname</th>
<th>Given Name</th>
<th>Faculty</th>
<th>Stream recommended</th>
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<tr>
<td>1</td>
<td>Dr</td>
<td>Vu</td>
<td>Huy</td>
<td>Faculty of Arts and Social Sciences</td>
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<tr>
<td>2</td>
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Application and success rates (broken down by Faculty, Research or Education Focused and gender) are provided for the information of the Board.

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*T&R = Teaching & Research, RF = Research Focused, EF = Education Focused applicants

** Note discrepancies between applications received and successful applicants is due to the LPC’s recommendation for promotion via an alternate stream.
## Academic staff promotions to Level C in 2020

One hundred and two (102) applications for promotion to Level C were received in 2020. The recommendations for promotion to Level C made by each Local Promotions Committee (LPC) were forwarded to the Provost and Deputy Vice-Chancellor for approval. In total 94 applications for promotion to Level C were approved by the Provost and Deputy Vice-Chancellor, effective 1 January 2021.

### Level C

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<tr>
<th>No.</th>
<th>Title</th>
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<td>Elisabeth Maria</td>
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<td>Rami</td>
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<td>Chiiew Hui</td>
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*T&R = Teaching & Research, RF = Research Focused, EF = Education Focused
** Note discrepancies between applications received and successful applicants is due to the LPC's recommendation for promotion via an alternate stream.
Academic staff promotion to level D in 2020

Sixty-Two (62) applications for promotion to Level D were received in 2020. The Local Promotions Committees (LPCs) recommended fifty (50) applications for promotion to Level D. Two (2) applications not recommended for promotion by the LPCs were overturned by the Central Promotions Committee (CPC) and were recommended for promotion. In total fifty-two (52) applications have been recommended for promotion to Level D - Associate Professor.

The Provost and Deputy Vice-Chancellor approved the following fifty-two (52) promotions to Level D, Associate Professor, effective from 1 January 2021.

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Report on the promotion of Academic Staff to Level D, 2020

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T&R = Teaching & Research, RF = Research Focused, EF = Education Focused, GLE=Governance, Leadership and Engagement.

** Note discrepancies between applications received and successful applicants is due to the LPC’s or CPC’s recommendation for promotion via an alternate stream.
### Academic staff promotion to level E in 2020

Sixty-three (63) applications for promotion to level E were received in 2020. The Local Promotions Committees (LPCs) recommended forty-eight (48) applications for promotion to Level E. One (1) application recommended for promotion by LPCs was overturned by the Central Promotions Committee (CPC) and was not recommended for promotion. In total forty-seven (47) applications have been recommended for promotion to Level E - Professor.

The Provost and Deputy Vice-Chancellor approved the following forty-seven (47) promotions to Level E, Professor, effective from 1 January 2021.

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# Level E, Step 1

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**Applications recommended by the CPC = 47**

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T&R = Teaching & Research, RF = Research Focused, EF = Education Focused, GLE = Governance, Leadership and Engagement.

**Note discrepancies between applications received and successful applicants is due to the LPC’s recommendation for promotion via an alternate stream.**
The Assumed Knowledge and Special Entry Requirements admissions standard is out of date, posing a risk that inaccurate information is provided to prospective students. Work is underway to update these standards and Academic Board members are asked to approve a proposal to include updated information in students guides prior to approving them at the Board’s May meeting. Most of the changes will be non-controversial but essential (eg. updating names of the degrees, HSC subject names or adding relevant admission information for new degrees as approved by the Board during the curriculum proposal process). Members will also have the opportunity to request changes to be made to the document if they wish at that time.

This proposal is prompted by the need to follow proper governance processes to approve the updates to the standard while ensuring that students are provided with accurate information to prepare for their studies through the different publications in which the standards are advertised.

RATIONAL

As per clauses 49 of the Coursework Policy 2014 and Section 4.2.1 of the University of Sydney (Delegations of Authority) Rule 2020, assumed knowledge, recommended studies and special entry requirements for award courses are set by the Academic Board (via the ASPC and its Admission Subcommittee) on recommendation of the relevant faculty. These admission criteria are listed into an Academic Board standard published on the Academic Board website.

These standards are also communicated to students through a variety of publications, including the Year 10 and Year 12 Universities Admission Centre (UAC) guides, the University undergraduate and international guides and Sydney Courses. Every year, faculties are consulted about changes to these criteria as part of the different guides publication process. However, a lack of proper governance around approval of these changes has meant that the Academic Board standard has not been updated since it was first approved in 2015. This lack of a single source of truth has led to inconsistencies and sometimes inaccurate information being provided to students.

To remediate to this, the Sydney Future Students (SFS) and DVC (Education) portfolio teams have initiated a review of these admission standards in consultation with faculties, to ensure accurate information is approved in the Assumed Knowledge and Special Entry Requirements standard and included in the various 2021 publications. However, the guides review timelines, particularly for the UAC guides, will not allow the updated criteria to be approved by the Academic Board in time for publication. Instead, it is proposed that the Board agrees to have the updated criteria included in the UAC publications and to consider the finalised updated standard for approval at their May meeting. If the Board asks for minor changes to be made, these will be accommodated in the guides in consultation with UAC at the earliest opportunity.

CONSULTATION AND COMMUNICATIONS

"Respect is a core value of the Academic Board"
Maridarangun Academic Boardmirung
The Chairs of the Academic Board and Admissions Subcommittee have been consulted and agreed to this proposal. If approved by the Academic Board, faculties will be informed of the process by the DVC (Education) Portfolio.

RISKS / BENEFITS

There is minimal risk associated with this proposal. There is, however, a risk to the University in allowing the current divergence between published statements and the *Assumed Knowledge and Special Entry Requirements* admissions standard to remain unaddressed. The *Higher Education Standards* (Standard 7.2 Information for Prospective and Current Students) requires the University to provide information for students prior to acceptance of an offer including 'information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge' and other things.

The main benefit is that students will be provided with accurate advice to prepare for their future studies.

<table>
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<th>Approver</th>
<th>Associate Professor Peter McCallum, Registrar and Academic Director (Education)</th>
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