

COURSEWORK POLICY 2021

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

Dated:	14 September 2021 (commencing 1 January 2022)
Last amended:	15 November 2022 (commencing 16 November 2022)
	15 November 2022 (commencing 1 January 2023)
	28 February 2023 (commencing 14 March 2023)
	23 May 2023 (commencing 26 May 2023)
	11 July 2023 (commencing 25 July 2023)
	5 September 2023 (commencing 19 September 2023)
	21 November 2023 (commencing 1 January 2024)
	5 March 2024 (commencing 20 March 2024)
	26 March 2024 (commencing 29 March 2024)
	30 April 2024 (commencing 5 June 2024)
	11 June 2024 (commencing 9 July 2024)
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PART 1 - PRELIMINARY

1 Name of policy

This is the Coursework Policy 2021.

2 Commencement

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

3 Statement of intent

(1) 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.

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

(2) This policy also governs:

- (a) the Sydney Professional Certificate, which is a qualification outside the Australian Qualifications Framework; and

- (b) the use of microcredentials for credit towards award courses listed in subclause 3(1).

Note: See also [Continuing and Extra-Curricular Education Policy](#)

4 Application

- (1) Except to the extent that a contrary intention is expressed:
- (a) this policy applies to:
- (i) staff, affiliates, students and any applicants for any course governed by this policy; and
 - (ii) non-award students, exchange students and study abroad students enrolled 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 \(Delegations of Authority\) Rule](#).

5 Definitions

- (1) In this policy:

academic advisor	means a staff member 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 Plan	means a plan approved by Inclusion and Disability Services that details a student's eligibility for reasonable adjustments to learning and assessment tasks.
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.
administrative outcomes	means outcomes applied to units of study for administrative purposes in lieu of common result grades in accordance with Schedule 1.
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 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 had met the course requirements for the degree (without honours).



applicant	means an applicant for admission to any course governed by this policy.
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.
Associate Dean	means the Associate Dean of a faculty or University school with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.
Australian Tertiary Admissions Rank (ATAR)	for an applicant, means: <ul style="list-style-type: none">• the applicant's rank in relation to the applicant's secondary cohort, as provided to the University by UAC; or• the applicant's results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.
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 performance 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 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 Senate.
	Note: See section 2.3 of the Coursework Rule

Bachelor degree	<p>means an undergraduate degree that:</p> <ul style="list-style-type: none">• 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 secondary or tertiary study. <p>The University offers two types of Bachelor degrees:</p> <ul style="list-style-type: none">• Liberal Studies Bachelor Degrees; and• Professional or Specialist Bachelor Degrees. <p>Note: see clause 100</p>
Bachelor of Advanced Studies	<p>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.</p> <p>Note: see clause 102</p>
barrier unit of study	<p>means a unit of study which the faculty has determined must be passed before a student is permitted to progress.</p>
candidature	<p>means the period during which a student is eligible to enrol in a coursework award course at the University.</p>
capstone experience	<p>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.</p>



carer has the meaning given in the [Carer Recognition Act 2010 \(Cth\)](#). At the date of this policy that is:

an individual who provides personal care, support and assistance to another individual who needs it because that individual:

- has a disability; or
- has a medical condition (including a terminal or chronic illness); or
- has a mental illness; or
- is frail and aged.

An individual is not a carer in respect of care, support and assistance [if] he or she [or they] provides [care]:

- under a contract of service or a contract for the provision of services; or
- in the course of doing voluntary work for a charitable, welfare or community organisation; or
- as part of the requirements of a course of education or training.

To avoid doubt, an individual is not a carer merely because he or she [or they]:

- is the spouse, de facto partner, parent, child or other relative of an individual, or is the guardian of an individual; or
- lives with an individual who requires care.

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 specific 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 (CWAM) 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 completion rate	means the total credit points a student has successfully completed, measured as a proportion of the total credit points attempted by the student since commencing enrolment in the award course.
course requirements	means the requirements for an award course set out in any relevant faculty resolutions and award course resolutions.
coursework award course	<p>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 in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. The following are coursework award courses:</p> <ul style="list-style-type: none">• all undergraduate award courses;• Sydney Professional Certificates;• graduate certificates;• graduate diplomas;• Masters degrees that comprise less than 66% research.
Coursework Rule	means the University of Sydney (Coursework) Rule .
credit	<p>means advanced standing based on previous attainment in:</p> <ul style="list-style-type: none">• 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. <p>The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.</p> <p>Note: See Part 11</p>
credit eligible microcredential	<p>has the meaning given in the Continuing and Extra-Curricular Education Policy. At the date of this policy that is:</p> <p>means a microcredential awarded by the University which:</p> <ul style="list-style-type: none">• 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 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: <ul style="list-style-type: none">• 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.
delegate	means an officer, employee or committee of the University to whom the Senate has made a delegation of authority.
department	means an academic disciplinary grouping established within a school.
digital badge	has the meaning given in the Continuing and Extra-Curricular Education Policy . At the date of this policy that is: <p>means a method for packaging information about accomplishments, embedding it into portable image files as digital badges, and establishing resources for its validation.</p> <p>Note: For the specifications for digital badges, see the Open Data Standard published by IMS Global Learning Consortium.</p>



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 judgement or that results in disturbed behaviour.

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) 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;
- a holder of a permanent humanitarian visa; or
- a New Zealand citizen.

domestic student

means a student who is:

- an Australian citizen;
- a permanent resident of Australia;
- a holder of a permanent humanitarian visa; 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 90A.
educational access scheme	means an admission scheme approved by the Academic Board in accordance with Part 7 of this policy.
embedded honours course	<p>means a course that leads to the award of a degree with honours where the honours component:</p> <ul style="list-style-type: none"> • is undertaken as a program 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. <p>Note: See clause 123.</p>
embedded program	<p>means a sequence of linked courses in closely related academic or professional areas that:</p> <ul style="list-style-type: none"> • allows for consequential and incrementally higher levels of academic achievement; • specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and • allows credit points for a unit of study to count towards more than one of the linked awards.
English Language Proficiency Standards	means the Admissions Standards – English Language Proficiency , as determined by the Academic Board from time to time.
enrolment	means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.
exchange student	<p>means a student who is:</p> <ul style="list-style-type: none"> • not an Australian citizen; • not admitted to an award course at the University; • admitted to a formally approved program 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 35 of this policy.
Graduate Certificate	means an advanced program that: <ul style="list-style-type: none">• 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; and <ul style="list-style-type: none">• which achieves at least the outcome specified for level eight of the AQF.
Graduate Diploma	means an advanced program that: <ul style="list-style-type: none">• builds on either or both of prior undergraduate or postgraduate study; and• achieves at least the outcome specified for level eight of the AQF.
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 the Learning and Teaching Policy details these as: <ul style="list-style-type: none">(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 professional 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 in an undergraduate degree leading to an honours class of award, indicating high academic achievement and completion of preparatory education in research to at least the outcome specified for level eight of the AQF. 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 is 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.
international applicant	means an applicant who is not : <ul style="list-style-type: none"> • an Australian citizen; • a permanent resident of Australia; • a holder of a permanent humanitarian visa; 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 : <ul style="list-style-type: none"> • an Australian citizen; • a permanent resident of Australia; • a holder of a permanent humanitarian visa; or • a New Zealand citizen.
last date to discontinue	means the last date following the advertised census date on which a student may elect to discontinue a unit of study under subclause 70(2)(b) Note: for further information, see clause 70
late discontinuation	means discontinuation of a unit of study under special circumstances later than the relevant census date and only as may be granted under clause 92. Note: For further information about how this definition is applied see clause 92. See also definition of “special circumstances”.

learning outcomes	<p>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.</p> <p>Note: See the Learning and Teaching Policy for details of curriculum components.</p>
Liberal Studies Bachelor degree	<p>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.</p> <p>Note: see clause 101</p>
major	<p>means a defined sequence of units of study taken by a student which develops depth of expertise in a field of study.</p> <p>Note: See Part 4 of the Learning and Teaching Policy</p>
Masters degree by coursework	<p>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:</p> <ul style="list-style-type: none">• Advanced Learning Masters degree: 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 degrees 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	<p>has the meaning given in the Continuing and Extra-Curricular Education Policy. At the date of this policy, that is:</p> <p>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.</p>

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 .
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 of study abroad student, but is enrolled in a unit of study or course at the University.
non-specific credit	means a 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.
New Zealand Qualifications framework (NZQF)	means the New Zealand national framework for recognition and endorsement of education qualifications.
open learning environment	means a shared pool of units of study which are: <ul style="list-style-type: none"> • of zero, two or six credit points value; • approved by the relevant delegate; and • available to all students according to the award course resolutions applicable to the award course in which they are enrolled.
periodic completion rate	means the total credit points a student has successfully completed measured as a proportion of the total credit points attempted by the student within a teaching period.
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 102

program	means a combination of units of study that develops expertise in a multidisciplinary domain or professional or specialist field and includes at least one recognised major. Note: See Part 4 of the Learning and Teaching Policy
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 record	means the record of all relevant information and documentation relating to a students academic progression, including correspondence and interview records.
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 .
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 coordinator to permit late submission of work, as provided in clause 81 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.



special circumstances	<p>means, for the purposes of late discontinuation under clause 92, circumstances which:</p> <ul style="list-style-type: none">• were beyond the student's reasonable control;• did not make their full impact on the student until on or after the relevant census date; and• made it impracticable for the student to complete the requirements for the affected unit or units of study within the relevant teaching period. <p>Circumstances are beyond a student's reasonable control if a reasonable person would consider them to be:</p> <ul style="list-style-type: none">• unusual, uncommon or abnormal; and• not due to any action or inaction on the part of the student, and therefore not the responsibility of the student. <p>Note: For further information about how this definition is applied, see clause 92.</p>
specialisation	<p>has the meaning given in the Learning and Teaching Policy, which at the date of this policy is:</p> <ul style="list-style-type: none">• the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or postgraduate degree; or• the research specialisation developed in a Research Pathway Masters degree.
specific credit	<p>means the recognition of previously completed studies as directly equivalent to specific units of study.</p>
stream	<p>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.</p>
student	<p>means a person who is:</p> <ul style="list-style-type: none">• currently admitted to candidature in an award course of the University; or• where relevant, an exchange student or non-award student.
study abroad student	<p>means a person who is:</p> <ul style="list-style-type: none">• not an Australian citizen;• not admitted to an award course at the University;• admitted to a formally approved program 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 .
teaching block	has the meaning given in the Learning and Teaching Policy . At the date of this policy, that is: <p style="margin-left: 40px;">means a defined span within a teaching period which is available for scheduling the learning and assessment activities of a unit of study.</p>
teaching period	has the meaning given in the Learning and Teaching Policy . At the date of this policy, that is: <p style="margin-left: 40px;">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.</p>
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 the 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. <p>Note: See also Part 4 of the Learning and Teaching Policy.</p>
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 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.
- (2) A heading to a Part of Schedule is a provision of this policy. Other headings are not provisions of this policy, but the number of a section of subsection is a provision of this policy even if it is in a heading.
- (3) A note, marginal note, footnote or endnote is not a provision of this policy.

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

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

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

7 Admission by Dean

Note: The Dean is responsible for the admission of candidates to courses within their faculty. See Section 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 unit of study coordinator 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 admission process commences when an applicant accepts the University's offer of admission to an award course.
- (2) A person is admitted to candidature on the date on which they complete the admissions process.
 - (a) Domestic students are admitted to candidature on the date of their first enrolment.
 - (b) International students are admitted to candidature on the 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 48 of this policy.
- (4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.

10 Admission standards

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

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

11 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 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 Standards and Guidelines 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 the 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 11(5) without the approval of the Deputy Vice-Chancellor (Education).

Note: In giving approval under subclause 11(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.

12 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 12(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 97, 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 teaching block 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 97, 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 43.

Note: Clause 97 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

13 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 19 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;
- (c) an AQF diploma of a minimum one year duration (full-time equivalent) 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) an international qualification determined by the Academic Board as equivalent to an AQF diploma or higher, of a minimum one year duration (full-time equivalent);
- (e) another preparation program determined by the Academic Board to have a program and standard required of applicants equivalent to the HSC; or
- (f) some other form of prior learning approved by the Academic Board.

14 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).

15 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 11 or 12 above; or
 - (b) successfully completed:
 - (i) a preparation program approved by the Academic Board in accordance with clause 19;
 - (ii) an AQF diploma of a minimum one year duration (full-time equivalent) that provides appropriate academic preparation approved by the faculty;
 - (iii) an international qualification determined by the Academic Board as equivalent to an AQF diploma or higher, which is one year's duration (full-time equivalent); or
 - (iv) some other form of prior learning approved by the Academic Board.
- (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.

16 International students – courses requiring physical presence

- (1) This clause applies to all international applicants for admission to undergraduate award courses in 2021 and 2022.
- (2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine:
 - (a) 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; and
 - (b) which, if any, of those courses require international applicants to verify their presence in Australia in order to be eligible for admission.
- (3) Determinations under subclause 16(2) must:
 - (a) be made in writing;
 - (b) published in the Admission Standards on the Academic Board Standards and Guidelines website; and
 - (c) clearly identify:
 - (i) the courses affected; and
 - (ii) those courses requiring verification from international applicants.
- (4) International applicants for courses subject to determination under subclause 16(2) will only be eligible for admission if they are physically present in Australia as at the date specified in the offer made to them by the University.
- (5) International applicants who are required to verify their presence in Australia must do so by providing a statutory declaration, in the form specified by the University, in which they attest to:
 - (a) being physically present in Australia;
 - (b) having been physically present when the declaration was witnessed; and
 - (c) having provided the witness with photographic identification of the applicant.

17 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.

18 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 and Guidelines website](#).

19 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.
- (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 the [Academic Board Standards and Guidelines 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 13(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

20 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 20(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.

21 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 21(a); and
- (e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

22 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 subclauses 22(a) or 22(b); or
- (d) if the applicant does not satisfy subclauses 22(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.

23 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 23(a); or
- (c) if the applicant does not satisfy subclauses 23(a) or 23(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 23(c)(i);without graduating from the course; and
- (d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

24 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 24(a); or
- (c) if the applicant does not satisfy subclauses 24(a) or 24(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 24(c)(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 in clause 5.

25 International applicants – courses requiring physical presence

- (1) This clause applies to all international applicants for admission to postgraduate coursework award courses in 2021 and 2022.
- (2) The Deputy Vice-Chancellor (Education) and the Chair, Academic Board jointly may determine:
 - (a) 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; and
 - (b) which, if any, of those courses require international applicants to verify their presence in Australia in order to be eligible for admission.
- (3) Determinations under subclause 25(2) must:
 - (a) be made in writing;
 - (b) published in the Admission Standards on the [Academic Board Standards and Guidelines website](#); and
 - (c) clearly identify:
 - (i) the courses affected; and
 - (ii) those courses requiring verification from international applicants.
- (4) International applicants for courses subject to a determination under subclause 25(2) will only be eligible for admission if they are physically present in Australia as at the date specified in the offer made to them by the University.
- (5) International applicants who are required to verify their presence in Australia must do so by providing a statutory declaration, in the form specified by the University, in which they attest to:
 - (a) being physically present in Australia;
 - (b) having been physically present when the declaration was witnessed; and
 - (c) having provided the witness with photographic identification of the applicant.

26 Exemption from eligibility requirements in exceptional circumstances

- (1) Subject to subclause 26(3) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 21, 22 and 24 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 21, 22 and 24 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 26(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 25.

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

27 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 Standards and Guidelines website](#).

28 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 Standards and Guidelines website](#).

29 Exceptional circumstances

- (1) An Associate 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 Associate Dean must record any exemption in writing on the student file, including:
 - (a) the proof of proficiency in English provided; and
 - (b) the Associate Dean's reasons for granting the exemption.

Note: See [Recordkeeping Policy](#)

30 International students 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

31 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 Standards and Guidelines website](#).

32 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](#).

33 Exceptional circumstances

- (1) An Associate 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 Associate Dean must record any exemption in writing on the student file, including:
 - (a) the proof of proficiency in English provided; and
 - (b) the Associate Dean's reasons for granting the exemption.

Note: See [Recordkeeping Policy](#)

PART 7 SPECIAL ADMISSION PROGRAMS

34 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, or eligible for, more than one special admission scheme may accumulate adjustments:
 - (a) for up to two schemes; and
 - (b) to a maximum of ten points.
- (6) Except for:
 - (a) the Conditional Early Offers Schemes;
 - (b) the Gadigal Program;
 - (c) the Future Leaders Scheme; and
 - (d) the MySydney 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.

35 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 35(7), 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 35(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 35(7)(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.

36 Future Leaders Scheme

- (1) 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) have been identified by the Universities Admissions Centre as dux of the school; and
 - (c) meet all other applicable course admission requirements.
- (2) Students admitted under the Future Leaders Scheme may be granted a Future Leader Adjustment Factor of no more than ten points.
- (3) 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.

37 Educational Access Scheme (formerly the Broadway Scheme)

- (1) The purpose of the Educational Access Scheme is to help domestic applicants who have experienced educational disadvantage to gain admission to undergraduate award courses.
- (2) The Educational Access 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 Educational Access 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 Educational Access Scheme may be granted a Educational Access Adjustment Factor of up to ten points.
- (6) The Associate Dean may admit an applicant to an undergraduate award course under the Educational Access 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.

38 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 Islander people 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](#).
- (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 have 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:
 - (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) if the applicant has a selection rank equivalent to the applicable minimum selection rank; or



- (ii) if 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) if the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;
 - (ii) if the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or
 - (iii) if 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.

39 Conditional Early Offers Scheme

- (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 demonstrated level of academic performance demonstrated.

40 Rescinded

40A MySydney Scheme

- (1) The purpose of the MySydney Scheme is to address the educational disadvantage experienced by people living in areas affected by socio-economic disadvantage, by facilitating and supporting their participation in University courses.
 - (2) The MySydney scheme is available to domestic applicants who, at the time of their application:
 - (a) apply for admission through UAC;
 - (b) reside in an area identified as suffering from socio-economic disadvantage, as determined by the Academic Board; and
 - (c) meet all other requirements for admission to the relevant award course.
 - (3) Eligible applicants will be granted an ATAR adjustment factor determined jointly by the faculty and the Director, Domestic Recruitment.
 - (4) The relevant Associate Dean may:
 - (a) authorise a conditional offer of admission to be made to an eligible applicant; and
 - (b) admit to candidature a recipient who meets the specified conditions.
 - (5) A student admitted to an award course under the MySydney Scheme may apply for admission to another award course at the University.
- Note:** See Clause 12.
- (a) The student will be granted the same ATAR adjustment factor as students applying for admission to the course under the MySydney scheme.

40B Regional and Remote Applicants Scheme

- (1) The purpose of the Regional and Remote Applicants Scheme is to address the educational disadvantage experienced by people living in regional or remote areas, by facilitating and supporting participation in University courses.

- (2) The Regional and Remote Applicants Scheme is available to domestic applicants who, at the time of their application:
 - (a) apply for admission through UAC;
 - (b) meet all other requirements for admission to the relevant award course; and either:
 - (c) reside in a regional or remote area; or
 - (d) are recent school leavers who attended a school in a regional or remote area.
- (3) The Academic Board will determine the criteria for regional or remote area status.
- (4) Eligible applicants will be granted an ATAR adjustment factor determined jointly by the faculty and the Director, Domestic Recruitment.
- (5) The relevant Associate Dean may:
 - (a) authorise a conditional offer of admission to be made to an eligible applicant; and
 - (b) admit to candidature a recipient who meets the specified conditions.
- (6) A student admitted to an award course under the Regional and Remote Applicants Scheme may apply for admission to another award course at the University.

Note: See Clause 12.

 - (a) The student will be granted the same ATAR adjustment factor as students applying for admission to the course under the Regional and Remote Applicants Scheme.

41 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.

42 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 deadline specified on the University website.
- (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.

43 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.

44 Creative Arts Special Admission Scheme

- (1) The purpose of the Creative Arts Special Admission Scheme is to enable the University to identify, prior to the completion of the HSC or equivalent, students of exceptional talent in the areas of music or the visual arts. It recognises the high level of prior learning and experience achieved, and that the learning outcomes demonstrated by such students provide an evidence-based pathway for admission to relevant award courses.
- (2) Under this scheme, the relevant Associate Dean may make an offer of admission to an applicant if:
 - (a) the course resolutions applicable to the award course permit admission under this scheme;
 - (b) the applicant is completing their HSC or equivalent in the year immediately prior to the year in which admission is sought; and
 - (c) the applicant demonstrates exceptional talent to the satisfaction of the relevant faculty through, as appropriate:
 - (i) an audition;
 - (ii) a portfolio of musical compositions, as specified by the faculty; or
 - (iii) a portfolio of visual arts work, as specified by the faculty.
- (3) Applicants must submit their application in the required form and include:
 - (a) evidence of their high school academic record, as specified by the faculty;
 - (b) evidence of their achievements and talent in music or the visual arts, as specified by the faculty; and
 - (c) where required, the portfolio of works.
- (4) The Associate Dean may make an offer to an applicant if satisfied that:
 - (a) the applicant displays exceptional talent in the relevant area of the creative arts; and
 - (b) on the basis of the applicant's academic record, the applicant is likely to be able to successfully complete the relevant award course.

PART 8 ADMISSION DECISIONS AND OFFERS

45 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 Associate 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 Section 2.5 of the [Coursework Rule](#) and clause 7 of this policy.

46 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.

47 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

48 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 48(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, in their absolute discretion, decline to allow deferral for a particular course.

PART 10 CHANGE OF RESIDENCY

49 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 49(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 subclauses 49(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 subclauses 49(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 49, 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 49(7).

PART 11 RECOGNITION OF PRIOR LEARNING

50 Forms of recognition of prior learning

- (1) The University recognises that students commence courses with different levels, areas and forms of prior learning.
- (2) The University may recognise prior learning by granting:
 - (a) credit, which may take the form of:
 - (i) specific credit;
 - (ii) non-specific credit;
 - (iii) reduced volume of learning for an award course; or
 - (b) a waiver of a requirement to undertake a compulsory or a pre-requisite unit of study.

51 Specific credit and non-specific credit

- (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](#).

- (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.

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](#).

52 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:

Note: See [University of Sydney \(Delegations of Authority\) Rule](#).

- (a) in another award course at the University;
- (b) in an award course at another Australian tertiary institution;
- (c) at a recognised overseas tertiary institution;
- (d) in an accredited higher education course offered by a registered private provider;
- (e) in a course offered by the Vocational Education and Training Sector;
- (f) in another award program approved by the Dean following an evaluation process;
- (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](#).

- (2) Factors to be taken into account by a Program Director when evaluating a program for the purposes of subclause 52(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 57 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;
- (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 55(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 56.
- (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 59 regarding waivers.

53 Reduced volume of learning

- (1) 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.

54 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 54(1)(a);
 - (c) relevant professional experience deemed by the program director to provide comparable preparation to subclause 54(1)(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 54(1) include:
 - (a) the factors set out in subclause 52(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 55(2); or
 - (b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 56.

55 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 55(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.

Note: See clause 48 regarding deferral

56 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.

57 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 clause 52) in order to qualify for the award.
- (2) The Associate Dean may vary the requirements in subclause 57(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 57(6), credit towards postgraduate awards will not be granted for undergraduate units of study.
- (5) Except as provided for in subclause 57(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 57(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 54 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.

58 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 118.

59 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 unit of study coordinator 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 59(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

60 Units of study

- (1) In this Part, 'table of units' means the table of units of study set out in the relevant 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.

Note: See also the [Learning and Teaching Policy](#)

- (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.

61 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](#), clause 16.

62 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 and Guidelines website](#).

63 Prerequisite and co-requisite requirements

- (1) Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.
- (2) Subject to clause 59 a student may not:
 - (a) enrol in a unit of study unless they have met the prerequisite requirements for that unit of study; or
 - (b) enrol in a unit of study for which there is a co-requisite requirement unless they also enrol in or have already completed the co-requisite unit of study.

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

64 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 may specify prohibited units of study in the table of units.

65 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.

66 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.

- (2) The same unit of study cannot be counted towards the requirements for two different courses, except:
- (a) for combined degrees;
 - (b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and
 - (c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 111.

67 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 67(1).

68 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](#)

- (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.

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

69 Discontinuation of enrolment in an award course

- (1) Subject to this clause, a student may discontinue their enrolment in an award course.
- (2) A student's enrolment 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 discontinuation will take effect from the last day of the teaching block referred to in subclause 69(3)(b).

Note: For example a student who completes an intensive unit and then discontinues during the semester in the same teaching period will be considered to have discontinued as from the last day of the intensive.

- (4) A student who discontinues enrolment 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 after the end of classes in that course, except in accordance with subclause 69(2).
- (6) Results for any units of study in which a student was enrolled at the time discontinuation of enrolment in the award course took effect will be recorded consistently with subclause 70(2), in accordance with Schedule 1.

70 Discontinuation of enrolment in units of study

- (1) Students considering discontinuing one or more units of study after the relevant census date should first seek advice from their faculty or University school about the potential impact of discontinuation on their progression and completion of essential course requirements.
- (2) Subject to this clause and any applicable student visa requirements, a student may discontinue enrolment in one or more units of study:
 - (a) before or on the advertised census date for the relevant teaching block:



- (i) without financial liability for the units of study; and
- (ii) with an administrative outcome of 'withdrawn' (WD);
- (b) following the advertised census date and up to the last date to discontinue in the relevant teaching block:
 - (i) retaining financial liability for the units of study; and
 - (ii) with an administrative outcome of 'discontinue fail' (DF); or
- (c) subject to clause 92, where a request for late discontinuation under special circumstances is granted.

Note: See Schedule 1 for the meaning of administrative outcomes.

- (3) A student's enrolment in the relevant units of study ceases from the date of discontinuation, unless the student provides sufficient evidence demonstrating there were circumstances that prevented the student from making the application for discontinuation at an earlier time.

Note: See subclause 92
- (4) Except in accordance with clause 92, a student may not discontinue enrolment in a unit of study after the last date to discontinue in the relevant teaching block.

71 Suspension of enrolment

- (1) All provisions of this clause are subject to restrictions imposed by the [Education Services for Overseas Students Act 2000](#) on student visa holders.
- (2) Except for students enrolled in Year 1 of the Doctor of Medicine (MD) or Doctor of Dental Medicine (DMD) courses, 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.
 - (a) Students in the MD or DMD are not permitted to suspend their enrolment in the first year without approval from the Associate Dean.
- (3) The suspension must be notified to the University in a manner approved or accepted by the faculty.
- (4) 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.
- (5) 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.
- (6) If an international student:
 - (a) has applied for a visa permitting them to undertake a course for which they have received an electronic confirmation of enrolment; and
 - (b) the visa has not been issued before the census date;

the Deputy Vice-Chancellor (Education) may suspend the student's enrolment until the commencement of the next available intake.



- (7) If the Deputy Vice-Chancellor (Education) suspends an enrolment, the student may choose to:
 - (a) accept the suspension and re-enrol in the course at the next commencement date, provided that they have obtained a visa with study rights for the full duration of the course; or
 - (b) decline the suspension, and cancel their current enrolment and receive a full tuition fee refund.

72 Suspension and termination of candidature for failure to enrol

- (1) A student's candidature will be automatically suspended or terminated if:
 - (a) a student is not enrolled in any unit of study by the census date for the last teaching block in a teaching period; and
 - (b) for that teaching period, the student has not discontinued or suspended their enrolment.
- (2) Where a student's candidature is automatically suspended then, despite any contrary provision in this policy, the requirements for the student to re-enrol in the course are to be as the relevant Associate Dean determines.
- (3) A student who fails to re-enrol in that and the subsequent teaching period will have their candidature terminated automatically.

73 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 73 (1), the Associate Dean may, in writing, modify the application of the course requirements in a particular case.

PART 14 ASSESSMENT

74 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.
- (4) A student does not have a right to a merits review by the Student Appeals Body under the [University of Sydney \(Student Academic Appeals\) Rule](#), 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 set out in this part.

75 Assessment principles and their implementation

- (1) The following principles apply to assessment at the University.
 - (a) Assessment practices must promote learning, evaluate outcomes, and facilitate reflection and judgement.
 - (b) Assessment practices must be clearly communicated.
 - (c) Assessment practices must be inclusive, valid and fair.
 - (d) Assessment practices must be regularly reviewed.
 - (e) Assessment practices must be integrated into program design.
 - (f) Assessment practices must develop contemporary capabilities in a trustworthy way.
- (2) The procedures for operation of the implementation statements are set out in the [Assessment Procedures](#).

76 Principle 1 – Assessment practices must promote learning, evaluate outcomes and facilitate reflection and judgement

- (1) This principle requires that:
 - (a) assessment practices align with course goals, context, learning activities and learning outcomes;
 - (b) assessment tasks are varied and practical for students and staff;
 - (c) students receive constructive and timely feedback within a unit of study to help them improve their performance;
 - (d) collectively assessment tasks:
 - (i) measure learning and progress within each unit of study and across programs;
 - (ii) may help identify students who need additional support within units of study and across programs;
 - (iii) support academic judgements and advice;
 - (iv) promote learning; and
 - (v) foster engagement and collaborative learning.

77 Principle 2 – Assessment practices must be clearly communicated

- (1) This principle requires that:



- (a) unit of study outlines:
 - (i) are available two weeks before the start of the semester or teaching block in which the unit is offered;
 - (ii) explain how the assessment task relates to the learning outcomes, and the purposes, timing, weighting and scope of assessment in enough detail to allow students and support services to plan their approach to assessment; and
 - (iii) explain the marking process and how individual marks will be combined.
- (b) staff involved in teaching a unit of study share a common understanding of assessment practices.

78 Principle 3 – Assessment practices must be inclusive, valid and fair

- (1) This principle requires that assessment tasks:
 - (a) are designed to provide all students with an equitable opportunity to demonstrate their abilities;
 - (b) are appropriate to the students' knowledge and skills, ~~of enrolled students,~~ and to the disciplinary ~~and~~ or professional context;
 - (c) are measured solely on the basis of students' achievement against predetermined criteria and standards specified to align with learning outcomes; and
 - (d) assessment outcomes should be moderated against standards across courses, course components and year groups to address equity, before final grades are determined.

79 Principle 4 – Assessment practices must be regularly reviewed

- (1) This principle requires that:
 - (a) assessment tasks are evaluated through academic peer review and student feedback;
 - (b) the security, purpose and effectiveness of assessment tasks are updated to align with learning outcomes, graduate qualities and new technologies (such as artificial intelligence); and
 - (c) all teaching staff have access to professional development opportunities about assessment design, implementation and moderation.

79A Principle 5 – Assessment practices must be integrated into program design

- (1) This principle requires that:
 - (a) assessment and feedback are integrated to support learning across units of study, courses, course components and year groups;
 - (b) assessment and feedback are designed to support ~~s~~ each student's development of knowledge, skills and qualities from enrolment to graduation;

- (c) students' learning attainment can be validated across their program at relevant progression points and before graduation;
- (d) assessments equip students for success in their studies and in their future, using appropriate technologies; and
- (e) academic judgement of student achievement occurs over time through multiple, coherent, and trustworthy assessment tasks.

79B Principle 6 – Assessment practices develop contemporary capabilities in a trustworthy way

- (1) This principle requires that:
 - (a) assessment practices enable students to demonstrate disciplinary and graduate skills and the ability to work ethically with technologies (including artificial intelligence);
 - (b) supervised assessments are designed to assure learning in a program;
 - (c) unsupervised assessments are designed to motivate and drive the process of learning;
 - (d) where possible, authentic assessments will involve using innovative and contemporary technologies;
 - (e) students are accountable for the form and content of all work submitted for assessment, including its accuracy, quality and integrity; and
 - (f) the use of artificial intelligence in assessment and feedback is transparent and documented by staff and students.

80 Common academic grades

- (1) The University will award common academic 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 grade is available will be recorded as having satisfied requirements

81 Simple extensions – tasks other than assignments or examinations

- (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 other than a task to which section 81A applies up to five calendar 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 \(Student Academic Appeals\) Rule](#).

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 81(1) and 81(2).

81A Simple extensions – assignment tasks

- (1) The provisions of this clause will apply from the beginning of Semester 2, 2022 until the Academic Board determines that it is no longer necessary.
- (2) The special considerations unit may permit a student to submit an assignment task up to five calendar days after the due date with no penalty on the grounds of illness, injury, misadventure, pressure of study commitments, pressure of work commitments, special arrangements (as defined in clause 85 below) or illness, injury or misadventure of a person for whom the student is a carer, if:
 - (a) the student applies for the extension through the special consideration student portal;
 - (b) the assignment is not a group work assignment;
 - (c) the release time of the assignment is greater than 10 working days; and
 - (d) the student provides a valid reason consistent with 81A(2).
- (3) An extension under this clause is an informal arrangement 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 \(Student Academic Appeals\) Rule](#).

Note: Any faculty resolution or local provision forbidding the granting of simple extensions is inconsistent with this policy.

- (4) An application for an extension under this clause will not constitute an application for special consideration. A student seeking special consideration must submit a separate application.

82 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 are carers or have primary parental responsibility for a child, 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) 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.
 - (7) Subject to the provisions of this subclause, a student who attempts an examination is presumed to be fit to do so.
 - (a) A student who is adversely impacted by an illness, injury or misadventure occurring on the day of an examination (including during the examination) may submit an application for special consideration in relation to that event.
 - (8) A request for special consideration does not guarantee that the request will be granted. However, unless the relevant delegate is satisfied on reasonable grounds that an application is not made in good faith, every student will be afforded at least one opportunity to sit an applicable examination.
- Note:** See also subclause 14(12) of the [Assessment Procedures](#).
- (9) Special consideration must not be granted for:
 - (a) balancing workloads from other units of study, disciplines or faculties;
 - (b) subject to subclause 83(2), 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.
 - (10) Special consideration granted to one or more students should not disadvantage other students.

83 Special consideration due to COVID-19 impacts

- (1) The provisions of this clause will apply until Academic Board determines that it is no longer necessary.
- (2) In addition to the circumstances specified in subclauses 82(1) to 82(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 subclauses 82(9)(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.

84 Students with a disability and carers

- (1) Students may be eligible for reasonable adjustments, and or accessible examination and assessment arrangements, if they:
 - (a) have a permanent or temporary disability; or
 - (b) are a carer of a person with a disability; and
 - (c) have registered with the University's Inclusion and Disability Services; and
 - (d) have satisfied the University's requirements for supporting documentation.

Note: See the University's Inclusion and Disability Services [website](#).
- (2) The purpose of reasonable adjustments is to assist students to satisfy the learning outcomes of their units of study and meet the inherent requirements of their course. Adjustments will not be considered reasonable if:
 - (a) they undermine the academic integrity or standards of any degree or discipline; or
 - (b) would result in an unreasonable risk to the health or safety of any person (including the student).
- (3) Inclusion and Disability Services will:
 - (a) determine the student's eligibility for adjustments in consultation with the student, based on their supporting documentation; and
 - (b) inform the faculty of the reasonable adjustments through the student's Academic Plan.
- (4) Students wishing to apply for reasonable adjustments must submit their Academic Plan request to Inclusion and Disability Services:
 - (a) for continuing students:
 - (i) as soon as they have their unit of study outline; or
 - (ii) as soon as possible after becoming aware of any further needs for adjustments;
 - (b) for students registering with Inclusion and Disability Services for the first time – as soon as possible following registration.
- (5) Reasonable adjustments may include:
 - (a) assessment extensions and alternative assessments;
 - (b) extra time for reading, writing, resting or toilet breaks;
 - (c) use of a reader and/or scribe;
 - (d) examination papers in alternative formats;



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

85 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) responsibilities as a carer;
Note: See the definition of carer in clause 5 of the policy
 - (b) primary parental responsibility for a child who has suffered illness, injury or misadventure;
 - (c) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
 - (d) compulsory legal absence (such as jury duty or court summons);
 - (e) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
 - (f) birth or adoption of a child;
 - (g) Australian defence force or emergency service commitments (including Army Reserve);
 - (h) 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
 - (i) 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.

86 Responsibilities for implementation of this part

- (1) **The Academic Board** is responsible for:
 - (a) requiring that assessment practices comply with this policy; and
 - (b) requiring assessment practices and procedures to be monitored and reviewed at faculty level in accordance with this policy, and appropriate consequential changes made where appropriate.
- (2) The **Executive Director, Student Administrative Services** is responsible for:
 - (a) overseeing the release of grades 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) requiring that this policy be contextualised and implemented in all programs and units for which the faculty is responsible;
 - (b) requiring 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) making program or major learning outcomes and standards clear to students;
 - (d) monitoring overall assessment loads for both staff and students;
 - (e) assessing or requiring that program or major learning outcomes are assessed at appropriate points throughout the degree;



- (f) requiring 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 coordinators and or principal examiners** are responsible for managing assessment in units of study (except industry and community project units), including:
- (a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;
 - (b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
 - (c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
 - (d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.
- (8) **Unit of study lecturers and tutors** are responsible for:
- (a) assessing student work fairly, consistently and in a timely manner;
 - (b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and
 - (c) advising students in relation to expectations relevant to specific assessment tasks.
- (9) **Students** are responsible for:
- (a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;
 - (b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);
 - (c) actively engaging with and acting on feedback provided;
 - (d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and
 - (e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

PART 15 PROGRESSION AND SHOW GOOD CAUSE FOR FAILURE TO PROGRESS

87 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.

88 Statement of intent

- (1) While recognising students' primary responsibility for managing their own learning and meeting progression requirements, the University is committed to:
 - (a) identifying and supporting students who are not, or are at risk of not, meeting progression requirements, and may therefore be at risk of failing to complete their award course; and
 - (b) where possible and appropriate, mitigating adverse impacts on students' academic progress of circumstances beyond their reasonable control.
- (2) The Deputy Vice-Chancellor (Education) and Associate Deans will assist and promote students' academic progression by:
 - (a) regularly and effectively advising all students of progression requirements;
 - (b) identifying and alerting students who are not, or at risk of not, meeting progression requirements, including informing them about available advice and other support services;
 - (c) monitoring the progress of students who are identified as not, or at risk of not, meeting progression requirements; and
 - (d) establishing and implementing clear and transparent processes for identifying, supporting and managing students identified on multiple occasions as having problems with academic progress.

89 Monitoring progression

- (1) The Deputy Vice-Chancellor (Education) will oversee the establishment and maintenance of consistent processes and systems in place across the University for monitoring each student's academic progress.
- (2) Associate Deans will monitor each student's academic progress in accordance with this policy and the award course requirements, including through reports generated by the student record keeping system.
- (3) When monitoring each student's progression, the Associate Dean may take into account any or all of:
 - (a) whether the student has attended or completed compulsory teaching and assessment components of a unit of study;
 - (b) whether the student has made recurring requests for special consideration or late discontinuation under special circumstances;



- (c) whether the student has over-enrolled in an attempt to catch up on failed units of study;
 - (d) whether significant variations in the student's academic performance across different units of study suggests that the student may or may not be academically suited to enrolment in one or more units of study;
 - (e) any action taken or omitted by the student to address identified issues with their academic progress, including whether the student has met any requirement to consult an adviser under this policy; or
 - (f) any other information held on the student's progression record that may indicate that a student may not be a genuine student.
- (4) Where the attendance record of a student is deemed by the Associate Dean to be unsatisfactory, any supporting information, documents and correspondence must be recorded in the student record keeping system.
- (5) 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 68(1).

90 Progression record

- (1) The Deputy Vice-Chancellor (Education) will oversee the establishment and maintenance of a progression record for each student who is identified as not, or being at risk of not, meeting academic progression requirements.
- (2) The progression record will include all information relating to a student's academic progression, including:
 - (a) information specified in subclause 89; and
 - (b) any supporting documents, correspondence and interview records.
- (3) The progression record will be linked to the student's file in the student record keeping system.

Note: Progression records are managed in accordance with the [Privacy Policy](#) and [Recordkeeping Policy](#).

90A Early intervention strategies

- (1) Students who believe themselves to be at risk of not meeting progression requirements may apply to the University for an early intervention strategy.
- (2) The University may initiate an intervention strategy in circumstances where students may be at risk of not meeting progression requirements.
- (3) A faculty may implement an early intervention strategy with the student based on the student's academic performance or personal circumstances.
- (4) Study plans should specify:
 - (a) a study timetable;
 - (b) an enrolment pattern; and
 - (c) an estimated completion date for the award course.
- (5) The faculty or administrative unit must record in the student's file:
 - (a) the request for an early intervention strategy;



- (b) evidence of the specific circumstances; and
 - (c) the study plan.
- (6) Students with an early intervention strategy must consult with the faculty about any proposed variations to the study plan.
- (7) A student who fails to follow their study plan must contact the faculty for a reassessment of the study plan.

91 Identifying students who are not, or at risk of not, meeting progression requirements

- (1) At the end of each teaching period, faculties must identify the students in the award courses under their administration who are not, or at risk of not, meeting progression requirements.
- (2) A student will be identified as being at risk of not meeting progression requirements at the end of a teaching period if:
- (a) subject to subclause 91(3)(a), the student's periodic completion rate is equal to or less than 50 per cent of the credit points attempted;
 - (b) the student failed a barrier unit of study, compulsory unit of study, field work, clinical work, practicum or other professional experience specified in the award course rules for the first time; or
 - (c) having reached the mid-point of the maximum time limit for completion of the award course, the student has not attained 50 per cent of the credit points necessary to obtain the award.

Note: Time limits are specified in the [University of Sydney \(Coursework\) Rule](#) and the applicable award course resolutions, which must be read together.

- (3) A student will be identified as not meeting academic progression requirements at the end of a teaching period if:
- (a) the student's course completion rate is less than 50 per cent after having attempted:
 - (i) 48 or more credit points in an award course at AQF level 7 or above; or
 - (ii) 24 or more credit points in an award course at AQF level 6 or below;
 - (b) the student has failed a barrier unit of study, compulsory unit of study, field work, clinical work, practicum or other professional experience specified in the award course rules that the student has previously failed; or
 - (c) while carrying a normal fulltime student load, the student is unable to meet the requirements of the award course within the applicable maximum time limit.

Note: Time limits are specified in the [University of Sydney \(Coursework\) Rule](#) and the applicable award course resolutions, which must be read together.

92 Late discontinuation under special circumstances

- (1) A student may apply for late discontinuation of one or more units of study where, as a result of special circumstances, the student:
 - (a) discontinued enrolment in one or more units of study under subclause 70(2)(b); or
 - (b) was not able to complete the requirements of one or more units within the relevant teaching period.
- (2) An application for late discontinuation under special circumstances will be accepted for consideration provided that it is made:
 - (a) within 12 months of the student's discontinuation of one or more units under subclause 70(2)(b); or
 - (b) if the student did not formally discontinue, within 12 months of the end of the relevant teaching block.
- (3) An application made outside the time periods specified in subclause 92(2) will only be accepted for consideration if the student produces evidence that there was good reason why the application could not be made at an earlier time.
- (4) Acceptance of an application for late discontinuation under special circumstances does not guarantee that the request will be granted.
- (5) In all cases the onus is on the student to provide sufficient evidence to satisfy the University that special circumstances apply. For the purpose of this policy, these are circumstances that:
 - (a) were beyond the student's reasonable control;
 - (b) did not make their full impact on the student until on or after the relevant census date; and
 - (c) made it impracticable for the student to complete the requirements of the affected unit or units of study within the relevant teaching block.
- (6) Special circumstances will be deemed to have made their full impact on the student on or after the relevant census date only if the student can satisfy the University that the circumstances occurred:
 - (a) on or after the census date;
 - (b) before the census date, but:
 - (i) worsened after that day; or
 - (ii) the full effect or magnitude did not become apparent until on or after that day.
- (7) Special circumstances that make it impracticable for a student to complete the requirements of one or more units of study are circumstances that:
 - (a) could not otherwise be addressed under subclauses 82, 83 or 84; and
 - (b) render a student totally or significantly unable to:
 - (i) attend sufficient classes or meet other compulsory attendance requirements;
 - (ii) complete any necessary private study or preparation for completing compulsory unit of study requirements;
 - (iii) complete compulsory assessment tasks or requirements; or

- (iv) meet any other course requirements relevant to the affected unit or units of study.
- (8) Where a request for late discontinuation under special circumstances is granted, the University will:
 - (a) record an administrative outcome of 'discontinued not to count as failure' (DC) for the relevant units of study, in accordance with Schedule 1;
 - (b) refund any associated fees paid in advance; and
 - (c) as applicable, recalculate the student's periodic and course completion rates.

Note: See also the [International Student Refund Policy](#).

- (9) A student whose request for late discontinuation under special circumstances is not granted may seek a review of that decision.
- (10) A student who makes recurrent applications for late discontinuation may be required to show good cause in accordance with clause 95.

Note: See also [Late Discontinuation under Special Circumstances Procedures](#).

93 Students identified as being at risk of not meeting progression requirements

- (1) The faculty will notify a student identified as being at risk of not meeting progression requirements in writing.
- (2) The notification will inform the student of:
 - (a) why they have been identified as being at risk of not meeting progression requirements;
 - (b) whether the student is required or recommended to consult an adviser;
 - (c) any relevant support services and resources, including any practicable intervention strategies; and
 - (d) the requirement for all information and documents relating to the student's academic progression status to be retained on their progression record.
- (3) A student identified on the basis of their periodic completion rate will be required to consult an adviser.
- (4) In all other cases, the student will be recommended to consult an adviser.

94 Students identified as not meeting progression requirements – academic caution

- (1) The faculty will notify a student identified as not meeting progression requirements in writing.
- (2) Where a student is identified as not meeting progression requirements on the basis of:
 - (a) their course completion rate; or
 - (b) their second failure in a barrier unit of study, compulsory unit of study, field work, clinical work, practicum or other professional experience;the student will be issued with an academic caution.



- (3) An academic caution is a document which will be included in the student's progression record and which will inform the student of:
 - (a) why they have been identified as not meeting progression requirements;
 - (b) the consequences of not meeting progression requirements;
 - (c) that the student is required to consult an adviser;
 - (d) any relevant support services and resources, including any practicable intervention strategies; and
 - (e) the requirement for information and documents relating to the student's academic progression status to be retained on their progression record.

95 Students identified as not meeting progression requirements – show good cause

- (1) For the purposes of this policy, a student will have shown good cause if they can demonstrate that they have reasonable prospects of meeting progression requirements:
 - (a) in the following and subsequent teaching periods; and
 - (b) within the maximum time limit specified for completion of the award course in either:
 - (i) the [University of Sydney \(Coursework\) Rule](#); or
 - (ii) where applicable, the shorter period specified in the award course resolutions.
- (2) An Associate Dean may require a student who is not meeting progression requirements to show good cause why they should be permitted to re-enrol if:
 - (a) the student has not met the required course completion rate for a second or subsequent time;
 - (b) the student has failed a barrier unit of study, compulsory unit of study, field work, clinical work, practicum or other professional experience more than twice;
 - (c) the student is unable to meet the requirements for award within the applicable maximum time limit while carrying a full time study load;
 - (d) the student has not met other required standards set out in applicable faculty resolutions or local provisions;
 - (e) the student has made recurrent applications for late discontinuation under special circumstances; or
 - (f) there are reasonable grounds for considering that the student may not be a genuine student.
- (3) A student may be asked to show good cause more than once.
- (4) 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.
- (5) The relevant Associate Dean may require a student who is asked to show good cause to consult an adviser before making any submissions in response to the request to show good cause.



- (6) A student's response to a request to show good cause should explain any circumstances that have negatively affected the student's study performance, including:
- (a) the specific effects or impacts of those circumstances on the student's study performance;
 - (b) the student's planned unit of study enrolments in the following and subsequent teaching periods;
 - (c) an outline of the steps the student has taken, or will take, to minimise any further negative impact of the circumstances reported by the student on their study performance and planned unit of study enrolments;
 - (d) if the student has previously been asked to show good cause:
 - (i) explain whether previously identified factors affecting their study performance have recurred; and
 - (ii) provide reasons why previous strategies to address those factors have been ineffective; and
 - (e) include as attachments any relevant documentary evidence, including but not limited to.
 - (i) medical certificates;
 - (ii) police reports;
 - (iii) statutory declarations; or
 - (iv) academic transcripts.

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.

- (7) A student's response to a request to show good cause may also propose a strategy for monitoring and maintaining their academic progress should they be permitted to re-enrol.
- (8) In all cases the onus is on the student to provide the Associate Dean with sufficient evidence to establish good cause.

96 Outcomes of being asked to show good cause

- (1) The relevant Associate Dean will decide whether or not a student has shown good cause.
- (2) In making this decision, the Associate Dean may take into account:
- (a) the student's response and all documentary evidence provided in support of it;
 - (b) all information contained in the student's progression record; and
 - (c) if provided by the student, relevant aspects of a student's record in other courses or units of study within the University or at another institution.
- (3) The faculty must notify the student of the Associate Dean's decision and the reasons for it, and record these on the student's progression record.
- (4) If the Associate Dean decides that a student has shown good cause, they must permit the student to re-enrol without restrictions.



- (5) If the Associate Dean decides that a student has not shown good cause the Associate Dean may:
- (a) exclude the student from the relevant award course;
 - (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 any or all of:
 - (i) passing a unit or units of study within a specified time;
 - (ii) exclusion from a unit or units of study;
 - (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study;
 - (iv) limitations on the maximum number of credit points the student may attempt in the following or subsequent teaching periods but within a specified period of time; or
 - (c) permit the student to re-enrol subject to the student complying with a strategy for managing their academic progression proposed by the student in their response to the requirement to show good cause.
- (6) An Associate Dean may not exclude a student who subsequently fails to meet or comply with any restrictions or conditions on their re-enrolment 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 \(Student Academic Appeals\) Rule](#)

97 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 applying for admission to other courses at the University after exclusion, see clause 11. For information on student appeals against decisions made by an Associate Dean under this clause, see the [University of Sydney \(Student Academic Appeals\) Rule](#).

98 Roles and responsibilities in supporting student progression

- (1) **Students** are responsible for:
 - (a) ensuring that they meet pre-requisites or possess the assumed knowledge required for enrolment in units of study;
 - (b) satisfactorily attending or completing compulsory teaching and assessment components of a unit of study;
 - (c) taking active steps to address issues or circumstances negatively affecting their study performance;
 - (d) meeting any requirements or conditions imposed under this policy, including requirements to consult an adviser;



- (e) responding in a timely fashion to a request to show good cause; and
 - (f) becoming familiar, and acting in accordance, with University policy and procedures.
- (2) The **Deputy Vice-Chancellor (Education)**, is responsible for:
- (a) overseeing University-wide systems, procedures and practices for monitoring progression, advising students and recordkeeping;
 - (b) making available advisory, learning and wellbeing support services and programs for students consistently with this policy;
 - (c) coordinating the work of faculties and Associate Deans to ensure consistency of practice and standards in monitoring progression, providing advice and support, and decision-making; and
 - (d) providing information from the centralised record-keeping system about trends in progression to the relevant Associate Deans for reporting to faculties and the Academic Board.

Note: See the [Privacy Policy](#) and the [Recordkeeping Policy](#).

- (3) The **Academic Board** is responsible for:
- (a) monitoring progression throughout the University;
 - (b) scrutinising reports from the Deputy Vice-Chancellor (Education) portfolio and faculties on progression in coursework award courses; and
 - (c) making recommendations about student progression matters to faculties, the Deputy Vice-Chancellor (Education) and the Vice-Chancellor.
- (4) **Faculties and Associate Deans** are responsible for:
- (a) implementing and monitoring compliance with this policy and any associated procedures within the faculty;
 - (b) regularly and effectively advising students of this policy and progression requirements specific to their award courses;
 - (c) monitoring each student's progression in accordance with this policy and the specific requirements of each award course;
 - (d) providing advisory support for students;
 - (e) monitoring the quality of advisory services within the faculty;
 - (f) maintaining high academic standards and consistency in decision-making;
 - (g) establishing and maintaining processes for reviewing and addressing trends and issues in progression, including in the design of units of study and assessment tasks; and
 - (h) reporting as required to the Academic Board on steps taken to support student academic progression.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

99 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) If the Associate Dean decides that a student has not shown good cause the Associate Dean may:
 - (a) exclude the student from the relevant award 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 any or all of:
 - (i) passing a unit or units of study within a specified time;
 - (ii) exclusion from a unit or units of study;
 - (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study; or
 - (iv) limitations on the maximum number of credit points the student may attempt in the following or subsequent teaching periods but within a specified time.
- (4) An Associate Dean may not exclude a student who subsequently fails to meet or comply with any restrictions or conditions on their re-enrolment 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 \(Student Academic Appeals\) Rule](#)

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](#) and clauses 18(1)–(10) of the [Learning and Teaching Policy](#).

100 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.

101 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 6 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 otherwise required minor, 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.

102 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.

102A Award course requirements for combined Bachelor degrees

- (1) Faculties may establish combined Bachelor degrees.
- (2) The requirements for completing a combined Bachelor degree will be set out in the award course resolutions.
- (3) Candidates for combined Bachelor degrees must meet the requirements for each component degree.
- (4) Faculties may allow some units of study to be cross-credited to both degrees.

Note: See clause 123 for requirements for honours in a combined degree with the Bachelor of Advanced Studies.

103 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.

104 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.

105 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.

106 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.

107 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 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.
- (3) 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 from the open learning environment at - 5000 level.
- (4) 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 107(2)(c).

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

108 Award course requirements for the Graduate Diploma

- (1) The Graduate Diploma is an advanced program 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.

109 Award course requirements for the Graduate Certificate

- (1) The Graduate Certificate is an advanced program 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) where possible, 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.

110 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 Academic Board via the Graduate Studies Committee.
- (5) Disciplinary pathways within the Sydney Professional Certificate are governed and managed by faculties and University schools.

111 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.

112 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.

113 Award course requirements for vertically-integrated Bachelor and Masters degrees generally

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 114; or
 - (ii) Specialist or Professional vertically-integrated Bachelor and Masters degrees specified in clause 115.

114 Award course requirements for Research Pathway vertically-integrated Bachelor and Masters degrees

- (4) 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 Research Pathway Masters degree, as specified in subclause 114(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 credit points from the open learning environment at -5000 level.
- (5) 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.
- (6) 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 Research Pathway Masters degree, as specified in subclause 114(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 credit points from the open learning environment at -5000 level.
- (7) 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](#).

115 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 Professional or Research Pathway Masters 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 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 Professional or Research Masters 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 credit points from the open learning environment at - 5000 level.

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

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.

116 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](#).
- (2) Testamurs and transcripts must:
 - (a) be consistent with the requirements of the [AQF Qualifications Issuance Policy](#); and
 - (b) provide the information specified in the [Learning and Teaching Policy](#) and the [Learning and Teaching Procedures](#).

117 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

118 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 deemed by the relevant Heads of Schools or program directors to be the equivalent of such study;
 - (b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;
 - (c) completed:
 - (i) requirements for a major in the intended area of honours specialisations; or
 - (ii) study of equivalent depth in the intended area as set out in the award course resolutions;and
 - (d) met any additional requirements for admission to the honours courses set by the faculty or school and approved by the Academic Board.
- (4) A student who is enrolled in an appended honours course:
 - (a) may not graduate with the pass degree; and
 - (b) may not enrol part-timeexcept in accordance with the award course resolutions.
- (5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Associate Dean.

119 Principles for the award of honours

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

- (a) The award of honours is reserved to indicate special proficiency.
- (b) Honours courses provide advanced training opportunities in research, scholarship and creative work to students who have demonstrated advanced capability.
- (c) Honours courses prepare students to undertake further higher-level study and research.
- (d) A course leading to a degree with honours is intended to attract and



stimulate students of high ability.

- (e) Honours are awarded in classes, to recognise and reward outstanding academic ability.
- (f) 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.
- (g) The assessment tasks for research units of study will comprise, at least in part, a dissertation.

120 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.
- (4) The provisions in clauses 121 – 123 apply to students who commenced on or after 1 January 2021.
- (5) Students who commenced prior to 1 January 2023 will be subject to the honours requirements specified in course or faculty resolutions in effect at the time of their first enrolment, unless they elect to and are eligible to proceed under resolutions established after the time of their first enrolment.

121 Determining honours awards for appended honours, and integrated honours using an average across at least 48 credit points

- (1) This clause applies to:
 - (a) an appended honours course; and
 - (b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.



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

Item	A student who achieves an honours mark in the range ...	will be awarded honours ...
1	$80 \leq \text{honours mark} \leq 100$	First Class
2	$75 \leq \text{honours mark} < 80$	Second Class / Division 1
3	$70 \leq \text{honours mark} < 75$	Second Class / Division 2
4	$50 \leq \text{honours mark} < 70$	Third Class

- (3) A student who achieves a mark of less than 50 is not awarded honours.
- (4) The award course resolutions for an appended honours course, or for an integrated honours course where honours is optional, may specify whether or not third class honours are awarded.
- (5) Honours may be appended to a degree currently undertaken or previously completed by the student.

122 Determining honours awards for integrated honours using an average across at least 96 credit points

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

Item	A student who achieves an honours mark in the range ...	will be awarded honours ...
1	$80 \leq \text{honours mark} \leq 100$	First Class
2	$75 \leq \text{honours mark} < 80$	Second Class / Division 1
3	$70 \leq \text{honours mark} < 75$	Second Class / Division 2
4	$50 \leq \text{honours mark} < 70$	Third Class

- (3) For courses where honours is optional, the award course resolutions for an integrated honours course or the faculty resolutions may specify whether or not third class honours are awarded.
- (4) The award course resolutions for an integrated honours course may specify whether third class honours are awarded for a mark below 50.

123 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:
 - (i) an honours research project of 12–36 credit points included in the 4000-level work; and
 - (ii) 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 123(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 123(3).
- (7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

Item	A student who achieves an honours mark in the range ...	will be awarded honours ...
1	$80 \leq \text{honours mark} \leq 100$	First Class
2	$75 \leq \text{honours mark} < 80$	Second Class / Division 1
3	$70 \leq \text{honours mark} < 75$	Second Class / Division 2
4	$50 \leq \text{honours mark} < 70$	Third Class

- (8) A student who achieves a mark of less than 50 is not awarded honours.
- (9) The award course resolutions for an embedded honours course or the faculty resolutions may specify whether or not third class honours are awarded.
- (10) 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.

PART 20 UNIVERSITY MEDALS

124 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.

125 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 supervising the honours thesis in the embedded honours component may award a University Medal to a student, after considering the student's honours mark and academic record for the entire combined award.

PART 21 TERMINATION OF CANDIDATURE

126 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 section 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 69(4) 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 72(3) of this policy.

127 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 \(Student Academic Appeals\) Rule](#).

128 Rescissions, replacements and transitional arrangements

This document replaces the *Coursework Policy 2014*, which is rescinded as from the date of commencement of this document:

SCHEDULE 1

Common Result Grades and Administrative Outcomes

- (1) As set out in the following tables, academic grades (Common Result Grades) and administrative result codes (Administrative Outcomes) are common to all undergraduate and postgraduate courses and are used to either:
 - (a) record the merit grades awarded for coursework;
 - (b) record where an administrative outcome has been implemented in lieu of a merit grade.
- (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 shown 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.

Common Result Grades

	Grade	Description	Mark Range	Use	Use in WAM	Impact on at risk/ progression status	Recorded on external transcript
1	AF	Absent fail	Range from 0 to 49	<p>Awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level.</p> <p>Where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49.</p> <p>This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in</p>	Included in WAM	To Count as Fail	Recorded on external transcript

	Grade	Description	Mark Range	Use	Use in WAM	Impact on at risk/ progression status	Recorded on external transcript
				one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.			
2	CR	Credit	Range from 65 to less than 75	Awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.	Included in WAM	To count as Credit	Recorded on external transcript
3	DI	Distinction	Range from 75 to less than 85	Awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.	Included in WAM	To count as Distinction	Recorded on external transcript
4	FA	Fail	Range from 0 to less than 50	Awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.	Included in WAM	To count as fail	Recorded on external transcript
5	FR	Failed Requirements	No mark	Awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark. 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.	Not included in WAM	To count as Fail	Recorded on external transcript
6	HD	High Distinction	Range from 85 to 100 inclusive	Awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.	Included in WAM	To count as High Distinction	Recorded on external transcript
7	PS	Pass	Range from 50 to less than 65	Awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.	Included in WAM	To count as Pass	Recorded on external transcript

	Grade	Description	Mark Range	Use	Use in WAM	Impact on at risk/ progression status	Recorded on external transcript
8	SR	Satisfied Requirements	No mark	Awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.	Not included in WAM	To count as Pass	Recorded on external transcript

Administrative outcomes

	Grade	Description	Mark Range	Use	Use in WAM	Impact on at risk/ progression status	Recorded on external transcript
9	CN	Cancelled	No mark	Used when an enrolment is cancelled	Not included in WAM	No impact on at risk or progression status	Recorded on external transcript
10	DC	Discontinued not to count as failure	0	Used where a student has been granted late discontinuation under special circumstances subject to clause 92.	Not included in WAM	Not to count as fail	Recorded on external transcript
11	DF	Discontinue – Fail	0	Used in cases where the student discontinues the unit of study later than the relevant census date but before the last date to discontinue of the relevant teaching block, without having been granted late discontinuation under special circumstances.	Not included in WAM	To count as fail	Recorded on external transcript

	Grade	Description	Mark Range	Use	Use in WAM	Impact on at risk/ progression status	Recorded on external transcript
12	IC	Incomplete	Range from 0 to 100 inclusive	<p>This is a temporary administrative result code. It 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.</p> <p>Except in special cases approved by the relevant delegate, this result will be converted to a normal permanent passing or failing grade:</p> <ul style="list-style-type: none"> ▪ by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or ▪ automatically to an AF grade by the third week of the immediately subsequent academic period or in the case of Semester 2, by mid-February. 	Not included in WAM	No impact on progression	Recorded on external transcript
13	J2	Incomplete	No mark	This is a temporary administrative result code. It is used where a student's conduct or work is under investigation for misconduct.	Not included in WAM	Not included	Recorded on the external transcript
14	NE	Not Examinable	No mark or 0	Used where a student has exhausted options to sit replacement exams or submit replacement assessment tasks.	Not included in WAM	Not to count as fail	Recorded on the external transcript
15	RI	Result Incomplete	Range from 0 to 100 inclusive	This is a temporary administrative result code. It is used in cases where a result will remain incomplete for a longer period than allowed for the IC result. For example, in Honours programs that run overtime, or for exchange students.	Not included in WAM	Not included	Recorded on external transcript
16	UC	Unit of Study Continuing	No mark or 0	This is a temporary administrative result code. It is used at the end of a semester for units of study which have been approved to extend into the following semester. This will automatically flag that no final result is required until the end of the last semester of the unit of study.	Not included in WAM	Progression status to be assessed at the last semester of	Recorded on external transcript

	Grade	Description	Mark Range	Use	Use in WAM	Impact on at risk/ progression status	Recorded on external transcript
						the unit of study	
17	WD	Withdrawn	No mark	Used where a student discontinues a unit of study on or before the published census date.	Not included in WAM	No impact on progression	Not recorded on external transcript

SCHEDULE 2

1 Honours class descriptors and marking rubric

- (1) The honours class descriptors and marking rubric apply to all honours awards. They are designed to
 - (a) foster consistent thinking about standards between disciplines;
 - (b) assist students, supervisors, and disciplinary groups to calibrate their own standards with those applied across the University; and
 - (c) promote discussion about standards generally
- (2) The marking rubric is used to assess the thesis, major work or other research output. The honours class descriptors are used to guide mark moderation for the honours mark.

2 Marking rubric

- (1) Assigning a mark to a piece of research is an expert judgement, which balances a range of considerations. The marking rubric provides standards and criteria to assist in making this judgement.
- (2) A student is not required to meet all the descriptors for a specific honours class. Outstanding or exceptional performance in one criterion can balance deficiencies in another. Similarly, a significant flaw in one criterion may affect outstanding performance in other criteria. The marker's expert judgement should be used to determine the final mark.
- (3) The marking rubric can be adapted to suit a specific discipline. This may include weighting some criteria more highly according to what is expected by the discipline. Language used in the descriptors can be adjusted to align with the disciplinary terminology. Overall, the descriptors should be applied consistently with what is appropriate and expected by the discipline.
- (4) The University Medal is included in the class descriptors but not in the marking rubric. It is awarded based on achievement across the whole degree program, not solely for achievement in honours. Faculties usually reserve the University Medal for the most outstanding students.
- (5) Faculties may restrict the number of medals awarded.
- (6) Medallists are the most meritorious in their cohort and meet criteria for First class honours in the 90-100 range. They have produced an outstanding research thesis and demonstrate the capacity for independent research, scholarship and creative work and further study.

3 Honours class descriptors

- (1) **University Medal**
 - (a) University Medal candidates demonstrate:
 - (i) commanding breadth and depth of knowledge of the discipline studied;



- (ii) a sophisticated understanding of its context;
 - (iii) insight into problem solving;
 - (iv) the capacity for further study, including at Doctoral level;
 - (v) an exceptional level of achievement across the whole degree program; and
 - (vi) other criteria determined by the faculty.
- (2) **First class honours**
- (a) Graduates at this level demonstrate:
 - (i) breadth and depth of knowledge of the discipline at a very high level;
 - (ii) a very high understanding of research principles and methodologies;
 - (iii) the ability to place their work in context, appreciating the implications and broader significance;
 - (iv) the capacity for further study, including at Doctoral level; and
 - (v) the capacity for independent or original research, scholarship and creative work.
- (3) **Second class honours (Division 1)**
- (a) Graduates at this level demonstrate:
 - (i) advanced knowledge in the discipline studied;
 - (ii) sound knowledge of appropriate research principles and methodologies;
 - (iii) the capacity for further study, including at Doctoral level; and
 - (iv) the capacity for independent or original research, scholarship and creative work.
- (4) **Second class honours (Division 2)**
- (a) Graduates at this level demonstrate:
 - (i) advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand its scope, theoretical underpinnings and the range of principal issues;
 - (ii) the capacity for further study; and
 - (iii) the potential for independent research, scholarship and creative work, after further research training.
- (5) **Third class honours**
- (a) Graduates at this level demonstrate:
 - (i) advanced knowledge of an area of a discipline;
 - (ii) an understanding of relevant theories; and
 - (iii) the potential for further supervised study, after further research training
- (6) **Fail**
- (a) Graduates at this level:
 - (i) do not demonstrate advanced knowledge of an area or discipline; and
 - (ii) have not demonstrated the capacity to pursue further research

Honours Marking Rubric

	First class honours (Range from 90 to 100 inclusive)	First class honours (Range from 80 to less than 90)	Second class honours (division 1) (Range from 75 to less than 80)	Second class honours (division 2) (Range from 70 to less than 75)	Third class honours (Range from 50 to less than 70)	Fail (Range from 0 to less than 50)
Ethics	All candidates awarded honours must adhere to high standards of ethical research practice and educational integrity at all stages of the research process. See the Research Code of Conduct and Academic Integrity Policy .					
Research skills	Displays exceptional mastery in the selection and execution of field-appropriate methods and techniques.	Displays advanced skills in the selection and execution of field-appropriate methods and techniques. Rare lapses do not significantly impact the research process.	Displays effective skills and understanding of field-appropriate methods and techniques. Rare lapses are present in some areas, but the impact is minor.	Displays effective skills and understanding of field-appropriate methods and techniques. Lapses are present in some areas, but the impact is minor.	Displays skills and understanding of some field-appropriate methods and techniques. Some lapses in selection and execution may have significant impacts or be common and significant.	Displays a poor understanding or lacks understanding of appropriate methods and techniques.
Innovation	Displays exceptional originality, innovation, creativity, and imaginative thinking across the research process.	Displays a high level of innovation, creativity, and imaginative thinking across the research process.	Displays innovation, creativity, and imaginative thinking mostly consistently.	Displays innovation, creativity, and imaginative thinking but may be repetitive or lacking in some areas.	May display some innovation, creativity, or imaginative thinking. Some minor areas may be underdeveloped or conventional.	Work is conventional and does not display signs of innovation, creativity, or imaginative thinking.

Honours Marking Rubric

	First class honours (Range from 90 to 100 inclusive)	First class honours (Range from 80 to less than 90)	Second class honours (division 1) (Range from 75 to less than 80)	Second class honours (division 2) (Range from 70 to less than 75)	Third class honours (Range from 50 to less than 70)	Fail (Range from 0 to less than 50)
Methodology	Applies rigorous and insightful design and methodology demonstrating sophisticated implementation of research practices and sophisticated alignment with the research question.	Applies well selected and executed design and methodology demonstrating a thorough understanding of research practices aligned with the research question.	Applies effective design and methodology demonstrating strong understanding of research practices.	Applies effective design and methodology demonstrating a strong understanding of research practices. Some minor lapses in alignment with research question.	Applies mostly effective design and methodology demonstrating an understanding of disciplinary research practices. Lapses of alignment are present or there may be a lack of alignment with the research question.	Incorrect or inappropriate design and methodology demonstrates a lack of understanding of relevant research practices and failure to align with the research question.
Analysis	Analyses material with exceptional rigour and insight. Applies expertly selected analytical methods always supported by evidence.	Conducts an in-depth analysis of material resulting in clear insights aligned with relevant evidence.	Analysis is clear but may lack some depth or complexity. Backed by relevant evidence.	Analysis is mostly clear and backed by relevant evidence. A lack of clarity may be present at times.	Analysis is at a basic level and may contain flaws. Logic may not be consistently strong or may be superficial and lack evidence.	Analysis is lacking or erroneous, and backed by weak, irrelevant, or no evidence.

Honours Marking Rubric

	First class honours (Range from 90 to 100 inclusive)	First class honours (Range from 80 to less than 90)	Second class honours (division 1) (Range from 75 to less than 80)	Second class honours (division 2) (Range from 70 to less than 75)	Third class honours (Range from 50 to less than 70)	Fail (Range from 0 to less than 50)
Interpretation	Interprets material with insight, nuance and autonomy resulting in accurate conclusions which demonstrate depth and significance.	Very clear, accurate and succinct interpretation of results which shows depth and significance.	Clear and succinct interpretation of material which shows depth and significance.	Mainly clear, accurate and succinct interpretation of material which shows some understanding of depth and significance with some inconsistencies.	Interpretation of material is largely accurate but may lack depth or significance at times.	Interpretation of material results in inaccurate, missing, or illogical conclusions.
Problem solving and critical thinking	Demonstrates sophisticated ability to understand complex problems systematically and propose novel solutions. Highly sophisticated reasoning, judgement, and reflection.	Demonstrates ability to understand complex problems and propose relevant solutions. Demonstrates advanced reasoning, judgement, and reflection.	Demonstrates ability to understand problems and propose relevant solutions. Demonstrates strong reasoning, judgement, and reflection.	Demonstrates ability to understand problems and propose relevant solutions. Demonstrates reasoning, judgement, and reflection. A lack of depth may be present in some areas.	Demonstrates ability to understand problems and propose solutions but may struggle with complex problems. Reasoning, judgement, and reflection are mostly consistent but may be underdeveloped or lack depth.	Fails to demonstrate critical thinking and problem solving or conclusions and solutions devised are illogical and lack evidence.

Honours Marking Rubric

	First class honours (Range from 90 to 100 inclusive)	First class honours (Range from 80 to less than 90)	Second class honours (division 1) (Range from 75 to less than 80)	Second class honours (division 2) (Range from 70 to less than 75)	Third class honours (Range from 50 to less than 70)	Fail (Range from 0 to less than 50)
Communication	Displays expert communication with skilful language choices and original synthesis and integration, resulting in sophisticated, clear, and cohesive expression.	Displays advanced communication with appropriate language choices and mainly original synthesis and integration, resulting in clear and cohesive expression.	Displays clear language choices, synthesis and integration.	Displays clear language choices, synthesis and integration. Rare lapses in sophistication or clarity may be present but these do not impact overall coherence.	Language choices, integration and synthesis are mostly appropriate. Lacks sophistication but impact on clarity and cohesion is limited.	Language choices, impact on coherence, cohesion and clarity of thought or argument. Synthesis and integration may be unclear or lacking.

SCHEDULE 3

Weighted average mark

- (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:

$$\frac{\sum (\text{mark} * \text{credit point value} * \text{level weight})}{\sum (\text{credit point value} * \text{level weight})}$$

- (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 students enrolled during Semester 1 2020, which was 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 exclude all marks from Semester 1 2020.
 - (c) The CWAM and WAM will be published on a student's graduating transcript for students enrolled in a unit of study during Semester 1 2020 and graduating from May 2020.
- (6) For students who did not enrol in a unit of study during Semester 1 2020, the CWAM and WAM will not be published on their graduating transcript.

NOTES

Coursework Policy 2021

Date adopted:	14 September 2021
Date commenced:	1 January 2022
Date amended:	3 May 2022 (commencing 16 May 2022) 2 August 2022 (commencing 3 August 2022) 4 October 2022 (commencing 18 October 2022) 15 November 2022 (commencing 16 November 2022) 15 November 2022 (commencing 1 January 2023) 28 February 2023 (commencing 14 March 2023) 23 May 2023 (commencing 26 May 2023) 11 July 2023 (commencing 25 July 2023) 5 September 2023 (commencing 19 September 2023) 21 November 2023 (commencing 1 January 2024) 11 March 2024 (commencing 20 March 2024) 26 March 2024 (commencing 29 March 2024) 30 April 2024 (commencing 5 June 2024) 11 June 2024 (commencing 9 July 2024)
Policy Owner	Chair, Academic Board
Current Policy Owner:	Deputy Vice-Chancellor (Education)
Review date:	1 January 2026
Rescinded documents:	<i>Coursework Policy 2014</i>
Related documents:	<i>Australian Citizenship Act 2007 (Cth)</i> <i>Disability Discrimination Act 1992 (Cth)</i> <i>Education Act 1990 (NSW)</i> <i>Education Services for Overseas Students Act 2000 (Cth)</i> <i>University of Sydney Act 1989 (NSW)</i> <i>Disability Standards for Education (Cth)</i> <u>University of Sydney (Delegations of Authority) Rule</u> <u>University of Sydney (Student Discipline) Rule</u>

[University of Sydney \(Coursework\) Rule](#)

[University of Sydney \(Student Academic Appeals\) Rule](#)

[Academic Integrity Policy](#)

[Confirmation of Aboriginal and Torres Strait Islander Identity Policy](#)

[Learning and Teaching Policy](#)

[Assessment Procedures](#)

[Recordkeeping Policy](#)

[Privacy Policy](#)

AMENDMENT HISTORY

Provision	Amendment	Commencing
Definitions	New definition of carer added	16 May 2022
82(3)	Clause amended to include “are carers or have primary parental responsibility for a child”	16 May 2022
85	New (a) and (b) inserted, consequential re-numbering	16 May 2022
5(1); 61(2); Part 17 note; 107(5) note; 114(40(c) note; 115(2)(b)(iv) note; 116(2)	Amended references to ‘Learning and Teaching Policy 2015’ to read ‘Learning and Teaching Policy 2019’	3 August 2022
74(4); 81(2)(c); 96(6) note; 97(3) note; 99(4) note; related documents	Amended references to ‘University of Sydney (Student Appeals against Academic Decisions) Rule 2006’ to read ‘University of Sydney (Student Academic Appeals) Rule 2021’	3 August 2022
81	Amended title of clause to read ‘Simple extensions – tasks other than assignments or examinations	3 August 2022
81(1)	Inserted ‘other than an assignment’ between ‘task’ and ‘up’ Replaced ‘two working days’ with ‘five calendar days’	3 August 2022
81A	New clause inserted: Simple extensions – assignment tasks	3 August 2022



Provision	Amendment	Commencing
81(1)	Replace 'an assignment' with 'a task to which section 81A applies'	26 August 2022
82(6)	Subclause deleted	18 October 2022
82(7)	New subclause inserted; consequent renumbering	18 October 2022
82(8)	Clause renumbered; additional text added; note added	18 October 2022
82(9)(b)	Clause renumbered; additional text added to beginning of subclause	18 October 2022
34(5)	'or eligible for' inserted between 'applicants applying for' and 'more than one admission scheme'	16 November 2022
34(6)(d)	New subclause inserted	16 November 2022
40(2)	New subclause inserted; consequent renumbering	16 November 2022
40(12)	'administrator of the Principal's Recommendation Scheme' replaced with 'Director, Domestic Recruitment'	16 November 2022
40A	New clause 'MySydney Scheme' inserted	16 November 2022
3(2) note; 5(1); 52(h) note	Continuing and Extra-Curricular Education Policy 2017 replaced with Continuing and Extra-Curricular Education Policy 2022	1 January 2023
5(1)	'Board of Interdisciplinary Studies' deleted from definition of 'faculty'	1 January 2023
5(1)	'Board of Interdisciplinary Studies' replaced with 'relevant delegate' in definition of 'open learning environment'	1 January 2023
5(1)	Administrative amendments: internal policy references: amending parts in Learning and Teaching Policy 2019	1 January 2023
7(1); 59(2)	'program director' replaced with 'unit of study coordinator'	1 January 2023
15(1)(b)(iii); 19(1)(b)	Administrative amendments – typographical errors	1 January 2023
29(1); 29(2); 29(2)(b); 33(1); 33(2); 33(2)(b); 45(2)	Replace 'Dean' with 'Associate Dean'	1 January 2023
35(4)(b); 35(7)(b); 61(2)note; 114(1)(b)	Correcting internal policy references	1 January 2023

Provision	Amendment	Commencing
42(3)	'last day of business in October each year' replaced with 'deadline specified on the University website'	1 January 2023
107(2)	Subclause deleted; consequential renumbering	1 January 2023
110(4)	'Board of Interdisciplinary Studies' replaced with 'Academic Board via the Graduate Studies Committee'	1 January 2023
114(1)(b); 114(3)(b)	'Master of Advanced Studies (discipline)' replaced with 'Research Pathway Masters'	1 January 2023
115(1)(b); 115(2)(b)	'Master of Advanced Studies (discipline)' replaced with 'Professional or Research Pathway Masters'	1 January 2023
120(4); 120(5)	New subclauses inserted	1 January 2023
121; 122	Clause title amended	1 January 2023
121(2); 122(2); 123(7)	Range of marks in honours table amended	1 January 2023
121(3); 123(8)	'65' replaced with '50'	1 January 2023
121(7)	New subclause inserted	1 January 2023
122(3); 122(4)	Subclauses replaced	1 January 2023
123(9)	New subclause inserted; consequential renumbering	1 January 2023
121(5)	New clause inserted	1 January 2023
125(4)(a);	'Board of Interdisciplinary Studies' replaced with 'the faculty supervising the honours thesis'	1 January 2023
125(b) and (c)	Subclauses deleted	1 January 2023
Schedule 1	Rows for CA: Credit (Aegrotat); DA Distinction (Aegrotat); HA High Distinction (Aegrotat); PA Pass (Aegrotat); and SA Satisfied Requirements (Aegrotat) deleted; consequent renumbering of rows	1 January 2023
40	Clause rescinded	14 March 2023
40B	Clause inserted: Regional and remote applicants scheme	14 March 2023

Provision	Amendment	Commencing
5	Duplicate definitions for 'integrated honours' and 'teaching block' deleted Definition of 'early intervention strategy' added notes added to definitions of 'embedded honours' and 'late discontinuation'	26 May 2023
5(1); 71(1)	Amended link to external policy references	26 May 2023
11(3); 18(2); 19(3); 25(3)(b); 27(b) note; 28(3) note; 31(b) note; 62(3) note	amended link to Academic Board Standard and Guidelines website	26 May 2023
5(1); 28(2); 29(1); 29(1)(b); 31(b); 33(1); 33(1)(b)	amended link to English Language Proficiency Standards	26 May 2023
84(1); 84(1) note; 84(2)	Replaced 'Disability Services' with 'Inclusion and Disability Services'	26 May 2023
90A	New clause: Early intervention strategies.	26 May 2023
92(10)note	Added note referencing Late Discontinuation under Special Circumstances Procedures 2022.	26 May 2023
121	replaced 'but not less than 96 credit points' with '48 credit points' in title of clause	26 May 2023
related documents	replaced 'Academic Honesty in Coursework Policy 2015' with 'Academic Integrity Policy 2022'	26 May 2023
81A(2)	deleted 'who has suffered illness, injury or misadventure' added 'on the grounds of illness, injury, misadventure, pressure of study commitments, pressure of work commitments, special arrangements (as defined in clause 85 below) or illness, injury or misadventure of a person for whom the student is a carer,'	25 July 2023
81A(2)(d)	replaced 'a declaration in the form prescribed in Schedule 4 of the Assessment Procedures 2011' with 'valid reason consistent with 81A (2)'	25 July 2023
Schedule 3(5)	Replaced 'For any teaching period or component part of a teaching period that is designated as being subject to an extraordinary adverse impact' with 'For students enrolled during Semester 1 2020, which was designated as being subject to an extraordinary adverse impact'. Approved by Academic Board Resolution AB 2023/05-12	19 September 2023

Provision	Amendment	Commencing
Schedule 3(5)(b)	Replaced '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.' with 'The CWAM will be calculated according to the same formula as the WAM but will exclude all marks from Semester 1 2020'. Approved by Academic Board Resolution AB 2023/05-12	19 September 2023
Schedule 3(5)(c)	Replaced 'The CWAM will be published on a student's graduating transcript in addition to the WAM for students graduating from May 2020.' with 'The CWAM and WAM will be published on a student's graduating transcript for students enrolled in a unit of study during Semester 1 2020 and graduating from May 2020. Approved by Academic Board Resolution AB 2023/05-12	19 September 2023
Schedule 3(6)	New clause 6 added: 'For students who did not enrol in a unit of study during Semester 1 2020, the CWAM and WAM will not be published on their graduating transcript.' Approved by Academic Board Resolution AB 2023/05-12	19 September 2023
<i>The following amendments were approved by the Academic Board on 21 November 2023 for effect on 1 January 2024. Resolution AB 2023/06-14</i>		
5(1)	'program of study' replaced with 'program' in the definitions for coursework award course, embedded honours course, exchange student, Graduate Certificate, Graduate Diploma, honours, and study abroad student.	1 January 2024
9(4)	'candidature ceases which an award is conferred' replaced with 'candidature ceases when an award is conferred'	1 January 2024
11(1)(c); 13(e)	'program of study' replaced with 'program'	1 January 2024
34(5)	'Applicants applying for, or eligible for, more than one special admission scheme: (a) are eligible for adjustments for one scheme only; and (b) will be granted adjustments for the scheme that gives them the greatest benefit' replaced with 'Applicants applying for, or eligible for, more than one special admission scheme may accumulate adjustments: (a) for up to two schemes; and (b) to a maximum of ten points.	1 January 2024
36(1)	Subclause deleted; consequent renumbering	1 January 2024
36(1)	'Future leaders' deleted at beginning of subclause	1 January 2024

Provision	Amendment	Commencing
36(1)(b)	'have been (i) verified by their school as captain of the school; or (ii) been identified by the Universities Admission Centre as dux of the school; and' replaced with 'have been identified by the Universities Admission Centre as dux of the school; and'	1 January 2024
37	Clause title: 'Broadway Scheme' replaced with 'Educational Access Scheme (formerly the Broadway Scheme)'	1 January 2024
37(1); 37(2); 37(3); 37(5); 37(6)	'Broadway' replaced with 'Educational Access'	1 January 2024
71(2)	'Except for students enrolled in Year 1 of the Doctor of Medicine (MD) or Doctor of Dental Medicine (DMD)' inserted at beginning of subclause	1 January 2024
71(2)(a)	new subclause inserted	1 January 2024
75(1)(a)	'Assessment practices must advance student learning' replaced with 'Assessment practices must promote learning, evaluate outcomes, and facilitate reflection and judgement'	1 January 2024
75(1)(b)	'Assessment practices must be communicated clearly to students and staff' replaced with 'Assessment practices must be clearly communicated'	1 January 2024
75(1)(c)	'Assessment practices must be valid and fair' replaced with 'Assessment practices must be inclusive, valid and fair'	1 January 2024
75(1)(d)	'Assessment practices must be continuously improved and updated' replaced with 'Assessment practices must be regularly reviewed'	1 January 2024
75(1)(e); 75(1)(f)	new subclauses inserted (additional assessment principles)	1 January 2024
75(2)	subclause deleted; consequent renumbering	1 January 2024
76 – 79	first subclause: no numbering replaced with numbered first level (1); subsequent subclauses: numbered levels amended from numbered first level to numbered second level (a);	1 January 2024
76	Clause title amended to read 'Principle 1 - Assessment practices must promote learning, evaluate outcomes, and facilitate reflection and judgement'	1 January 2024
76(1)(a)	'assessment practices align with goals, context, learning activities and learning outcomes' replaced with 'assessment practices align with course goals, context, learning activities and learning outcomes'	1 January 2024



Provision	Amendment	Commencing
76(1)(b)–(d)	new subclauses inserted	1 January 2024
76(2)-(4)	subclauses deleted	1 January 2024
77	Clause title amended to read: ‘Principle 2 – Assessment practices must be clearly communicated’	1 January 2024
77(1)(a)(i)	‘are available two weeks before the commencement of the semester or teaching block in which the unit is offered’ replaced with ‘are available two weeks before the start of the semester’	1 January 2024
77(1)(a)(ii)	‘communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment’ replaced with ‘explain how the assessment task relates to the learning outcomes and the purposes, timing weighting and scope of assessment in enough detail to allow students and support services to plan their approach to assessment; and’	1 January 2024
77(1)(b)	new subclause inserted	1 January 2024
77(1)(c); 77(2); 77(3)	subclauses deleted	1 January 2024
78	Clause title amended to read ‘Principle 3 – Assessment practices must be inclusive, valid and fair’	1 January 2024
78(1)	‘This principle requires that’ replaced with ‘This principle requires that assessment tasks’	1 January 2024
78(1)(a)–(d)	new subclauses inserted	1 January 2024
78(1)-(4)	subclauses deleted	1 January 2024
79	Clause title amended to read: ‘Principle 4 – Assessment practices must be regularly reviewed’	1 January 2024
79(1)(a)	‘assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice’ replaced with ‘assessment tasks are evaluated through academic peer review and student feedback’	1 January 2024
79(1)(b)-(c)	new subclauses inserted	1 January 2024
79(2)-(3)	subclauses deleted	1 January 2024
79A	New clause inserted: Principle 5 – Assessment practices must be integrated into course design	1 January 2024
79B	New clause inserted: Principle 6 – Assessment practices develop contemporary capabilities in a trustworthy way	1 January 2024

Provision	Amendment	Commencing
101(1)(c)	'a minimum of 12 credit points' replaced with 'a minimum of 6 credit points'	1 January 2024
102A	New clause inserted: Award course requirements for combined Bachelor degrees	1 January 2024
107(2)(c)	Correcting internal policy reference	1 January 2024
107(3)(b)(v)	'a minimum of 6 credit points and a maximum of 12 credit points' replaced with 'a minimum of 6 credit points'	1 January 2024
108(1); 109(1)	'program of study' replaced with 'program'	1 January 2024
109(5)(a)	'where possible' inserted at beginning of clause	1 January 2024
114(1)(e); 114(3)(e); 115(1)(b)(iv); 115(2)(b)(iv)	'a minimum of 6 credit points and a maximum of 12 credit points' replaced with 'a minimum of 6 credit points'	1 January 2024
118(3)(a)(iii)	'program of study' replaced with 'program'	1 January 2024
124; 125; 125(4)(a); Schedule 2; 2(1)	'medal' replaced with 'Medal'	1 January 2024
4(2); 51(2) note; 52(1) note; related documents	'University of Sydney (Delegations of Authority) Rule 2020' replaced with 'University of Sydney (Delegations of Authority) Rule 2024'	20 March 2024

The following amendments were approved by the Academic Board on 5 March 2024 for effect on 20 March 2024. Resolution AB 2024/02-14.

5	Added definition of 'Academic Plan'.	20 March 2024
84	Added 'and carers' to the title.	20 March 2024
84(1)	Divided into subclauses (a)-(d). In subclause 84(1)(a), replaced 'with' with 'have' and added '; or'. In subclause 84(1)(b), replaced 'or who' with 'are carers of a person with a disability; and'. In subclause 84(1) deleted 'who' and added 'and'.	20 March 2024
84(2)	Inserted new subclause. Consequent renumbering.	20 March 2024

Provision	Amendment	Commencing
84(3)	Divided into subclauses (a) and (b) by replacing 'Inclusion and Disability Services will determine the student's eligibility for adjustments and inform the student and faculty of the required reasonable adjustments' with 'Inclusion and Disability Services will: (a) determine the student's eligibility for adjustments in consultation with the student, based on their supporting documentation; and (b) inform the faculty of the reasonable adjustments through the student's Academic Plan.'	20 March 2024
84(4)	Divided into subclauses (a) and (b). Replaced 'Students wishing to apply for accessible examination and assessment conditions must make their application through Inclusion and Disability Services within specified timeframes' with 'Students wishing to apply for reasonable adjustments must submit their Academic Plan request to Inclusion and Disability Services: (a) for continuing students: (i)– as soon as they have their unit of study outline; or (ii) as soon as possible after becoming aware of any further needs for adjustments; (b) for students registering with Inclusion and Disability Services for the first time – as soon as possible following registration.'	20 March 2024
84(5)	Deleted 'Accessible examination and assessment conditions' and 'but are not limited to', added 'reasonable adjustments may'.	20 March 2024
84(5)(a)	Added new subclause (a), 'assessment extensions and alternative assessments'. Consequent renumbering.	20 March 2024
84(5)(c)	Added 'reader and/or'.	20 March 2024
84(5)(j)	Added new subclause (j), '(a) placement adjustments.'	20 March 2024
Throughout	Administrative amendments to remove the year in policy references	29 March 2024

The following amendments were approved by the Academic Standards and Policy Committee on 26 March 2024 for effect on 29 March 2024. Resolution AB ASPC 2024/02-07.

5	Deleted, 'In degree nomenclature, streams may be indicated in parentheses following the name of the main degree' from definition of 'stream'.	29 March 2024
116(2)	Divided into subclauses (a) and (b). Replaced 'will' with 'must'; added subclause (a), 'be consistent with the requirements of the <i>AQF Qualifications Issuance Policy</i> ;' and'.	29 March 2024
123(11)	Subclause deleted.	29 March 2024

Provision	Amendment	Commencing
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The following amendments were approved by the Academic Standards and Policy Committee on 30 April 2024 for effect on 5 June 2024. Resolution AB ASPC 2024/05-08.

5(1)	Replaced 'illness or disease' with 'or malfunction' in definition of 'disability'	5 June 2024
55(4)	Deleted, 'if the Associate Dean has authorised a period of deferral of greater than one year'.	5 June 2024
71	Deleted, 'by a student' from the title.	5 June 2024
71(6) and (7)	New subclauses inserted.	5 June 2024
119	Added, 'as follows:'.	5 June 2024
119(a)	Replaced 'the' with 'The'.	5 June 2024
119(b)	Replaced 'the University offers courses leading to a degree with honours to' with 'Honours courses'; replaced 'research' with 'advanced'; added 'in research, scholarship and creative work' after 'training opportunities'; replaced 'who demonstrate special proficiency and the ability to undertake further study and research within a discipline' with 'who have demonstrated advanced capability'.	5 June 2024
119(c)	New subclause inserted. Consequent renumbering.	5 June 2024
119(d)	Replaced 'a' with 'A'.	5 June 2024
119(e)	Replaced 'honours' with 'Honours'; deleted 'awards' after 'Honours'; added 'awarded' before 'in classes'.	5 June 2024
119(f)	Replaced 'an' with 'An'. Deleted 'and' from (f)(ii).	5 June 2024
119(g)	Replaced 'the' with 'The'.	5 June 2024
Schedule 1(1)	Deleted 'the Academic Board has adopted a set of after 'following tables'; deleted 'that' before 'are common' and replaced 'that' with 'and' after 'are used'.	5 June 2024
Schedule 1(2)(a)	Replaced 'indicated' with 'shown'.	5 June 2024



Provision	Amendment	Commencing
Schedule 1	<p>Rows for 'AF', 'CR', 'DI', 'FA', 'FR', 'HD', 'PS' and 'SR': replaced 'To be awarded' with 'Awarded' in 'Use' column.</p> <p>Row for 'AF': replaced 'in cases where' with 'Where' in 'Use' column;</p> <p>Row for 'FR': added '. Awarded' after 'without a mark' in 'Use' column.</p> <p>Row for 'PS': added 'in WAM' after 'Included' in 'Use in WAM' column.</p> <p>Row for 'SR': changed 'No' to 'Not'; added 'in WAM' after 'Included' in 'Use in WAM' column.</p> <p>Rows for 'CN', 'DC', 'DF' and 'WD': replaced 'To be used' with 'Used' in the 'Use' column.</p> <p>Row for 'DC': replaced 'No mark' with '0' in the 'Mark Range' column.</p> <p>Row for 'DF': replaced 'No mark' with '0' in the 'Mark Range' column; replaced 'of discontinuation of' with 'where the student discontinues'; replaced 'and where the student has not' with ', without having' in the 'Use' column.</p> <p>Row for 'IC': replaced 'No mark' with 'Range from 0 to 100 inclusive' in the 'Mark Range' column; replaced 'which' with '. It'; replaced 'Academic Board' with 'relevant delegate', deleted 'either' and changed alphabet numbering to bullets in the 'Use' column.</p> <p>Added new rows for 'J2' and 'NE' grades. Consequent renumbering.</p> <p>Row for 'RI': replaced 'No mark' with 'Range from 0 to 100 inclusive' in the 'Mark Range' column; replaced 'which' with '. It'; replaced 'longer periods' with 'a longer period' and replaced 'for' with '. For' after 'IC result'; in the 'Use' column.</p> <p>Row for 'UC': added 'or 0' to 'No mark' in the 'Mark Range' column; added '. It is' after 'result code' and replaced 'a' with 'the' before 'following semester' in the 'Use' column.</p>	5 June 2024
Schedule 2	Replaced 'Grade Descriptors for Honours awards' with 'Honours class descriptors and marking rubric'.	5 June 2024
<p><i>The following amendments were approved by the Academic Standards and Policy Committee on 11 June 2024 for effect on 9 July 2024. Resolution AB ASPC 2024/07-07.</i></p>		
40A(2)	Subclause deleted. Consequential renumbering.	9 July 2024
40A(5)	New subclause and note inserted.	9 July 2024
40B(2)	Subclause deleted. Consequential renumbering.	9 July 2024

Provision	Amendment	Commencing
40B(6)	New subclause and note inserted.	9 July 2024