## University semester and vacation dates 2003

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures begin</td>
<td>Monday 10 March</td>
</tr>
<tr>
<td>Lectures end</td>
<td>Saturday 5 July</td>
</tr>
<tr>
<td>Easter recess:</td>
<td></td>
</tr>
<tr>
<td>Last day of lectures</td>
<td>Thursday 17 April</td>
</tr>
<tr>
<td>Lectures resume</td>
<td>Monday 28 April</td>
</tr>
<tr>
<td>Study vacation: 1 week beginning</td>
<td>Monday 16 June</td>
</tr>
<tr>
<td>Examinations commence</td>
<td>Monday 23 June</td>
</tr>
<tr>
<td>Lectures end</td>
<td></td>
</tr>
</tbody>
</table>

### Summer School

- Lectures begin: Monday 6 January
- Lectures end: Friday 7 March

### Last dates for withdrawal or discontinuation 2003

<table>
<thead>
<tr>
<th>Semester 1 units of study</th>
<th>Semester 2 units of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add a unit</td>
<td>Last day to add a unit</td>
</tr>
<tr>
<td>Last day for withdrawal</td>
<td>Last day for withdrawal</td>
</tr>
<tr>
<td>Last day to discontinue without failure (DNF)</td>
<td>Last day to discontinue without failure (DNF)</td>
</tr>
<tr>
<td>Last day to discontinue (Discontinued - Fail)</td>
<td>Last day to discontinue (Discontinued - Fail)</td>
</tr>
</tbody>
</table>

- Friday 21 March
- Monday 31 March
- Friday 2 May
- Friday 13 June
- Friday 8 August
- Friday 29 August
- Friday 12 September
- Friday 31 October

For Faculty of Dentistry semester and vacation dates, see page iv.
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Introduction

The Faculty of Dentistry of The University of Sydney is one of the largest dental schools in Australia. It has extensive postgraduate and continuing education programs. Dental graduates of many countries have undertaken their postgraduate studies at The University of Sydney over the last twenty-five years. Through the superior quality of its graduates and its postgraduate training and research, the Faculty has established a strong international reputation and has been responsible for promoting the highest standards of dental care in Australia.

In this handbook you will find most of the things you are likely to need to know about the Faculty. In particular the handbook will help you find out about:

• who the people in the Faculty are
• the requirements for degrees in the Faculty and how they can be satisfied
• what units of study are offered, and the books that go with them.

Faculty Office
Information about:
• University regulations
• Faculty rules, procedures and the like
can be obtained from the Faculty Office, which is located on the 6th floor of the United Dental Hospital of Sydney, 2 Chalmers Street, Surry Hills NSW 2010.

Disciplines
There are thirteen Disciplines within the Faculty of Dentistry: Biomaterials Science, Community Oral Health and Epidemiology, Endodontics, Fixed Prosthodontics, Occlusion, Oral and Maxillofacial Surgery, Oral Biology, Oral Pathology and Oral Medicine, Orthodontics, Paediatric Dentistry, Periodontics, Removable Prosthodontics and Tooth Conservation. Interdisciplinary coursework is also provided in Oral Diagnosis and Radiology, and the Clinical Dentistry unit of study in Fifth Year.

Teaching hospitals
Dentistry students undertake most of their clinical training at two of The University of Sydney’s teaching hospitals: the United Dental Hospital and, especially in the latter years, the Westmead Centre for Oral Health at Westmead Hospital.

Noticeboards
Faculty and Discipline noticeboards for each Year within the hospitals should be consulted regularly.

Postgraduate study
The Faculty of Dentistry offers the following postgraduate degrees and diplomas:
• Master of Dental Science
• Master of Science in Dentistry
• Doctor of Dental Science
• Doctor of Philosophy
• Graduate Diploma in Community Oral Health and Epidemiology
• Graduate Diploma in Clinical Dentistry.

The regulations for these degrees and diplomas are published in the University Calendar, and should be read in conjunction with chapter 10 of the by-laws of the University, which deals with admission to candidature for the PhD degree, for any master’s degree, and for any diploma, for graduates of other universities or those with equivalent qualifications.

Further enquiries should be directed to the Postgraduate Student Adviser, who is located in the Faculty of Medicine, Edward Ford Building, on the main campus of the University.

Phone: (02) 9351 3231
Fax: (02) 9351 3196
Email: pskinnet@medicine.usyd.edu.au

Faculty of Dentistry (BDS) semester and vacation dates 2002

Dates are determined in accordance with a formula prescribed in the resolutions of the Senate.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Begins</th>
<th>Recess</th>
<th>Lectures end</th>
<th>Study vacation</th>
<th>Exams commence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Year (BDS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>27 January</td>
<td>21 Apr–25 Apr</td>
<td>13 June</td>
<td>16-20 June</td>
<td>23 June</td>
</tr>
<tr>
<td>Second Semester</td>
<td>7 July</td>
<td>29 Sep–6 Oct</td>
<td>31 October</td>
<td>3-7 November</td>
<td>10 November</td>
</tr>
<tr>
<td>Fifth Year (BDS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td>6 February</td>
<td>21 Apr–25 Apr</td>
<td>13 June</td>
<td>16-20 June</td>
<td>23 June</td>
</tr>
<tr>
<td>Second Semester</td>
<td>28 July</td>
<td>29 Sep–6 Oct</td>
<td>31 October</td>
<td>3-7 November</td>
<td>10 November</td>
</tr>
</tbody>
</table>

For Bachelor of Dentistry dates please refer to Figure 3.1: BDent curriculum map on page 11.
Welcome to the Faculty of Dentistry at The University of Sydney. I hope you will find your time with us to be a student-friendly preparation for a rewarding career in a close-knit and supportive profession.

This is an exciting time for us as the Faculty has embarked on a new educational philosophy and embraced the concepts of self-directed problem-based learning and of self-evaluation in education with an aim to promoting excellence in Dentistry. As a student within the Faculty of Dentistry, your educational experience will involve a blend of basic and clinical, medical and dental science, and dental and clinical practice based on a comprehensive care approach. You will also have the opportunity to develop skills like critical analysis, reasoning, team work and problem solving to help you prepare for your professional career and for your life-long learning.

In these pages you will find described a wide array of basic science and clinical subjects taught in different ways by different people in different locations. Wherever they are and whatever their discipline, members of teaching staff are committed to your education and to your evolution to an ethical, empathetic, scientifically informed, clinically competent dental practitioner. Your challenge will be to allow us to help you bring all of this tuition and life experience together.

During your course you will be required to attend the two major teaching hospitals of the Faculty: the United Dental Hospital and the Westmead Centre for Oral Health. We will expect of you the kind of honourable and mature behaviour associated with a caring profession in settings in which the University is a guest, albeit an honoured one. You will be accorded significant privileges in these two institutions, and the Faculty will require you to honour these privileges. Our expectation will be that you respect both the patients you treat and the staff who help make your patient treatment experience possible.

Again, welcome to the Faculty and to the University. I hope you will involve yourself fully in all that is offered to you. We have a common goal in your preparation for a professional life, and in your successful contribution to the future wellbeing of the community.

Keith S Lester, Dean
As at 3 March 2003. Heads of discipline are denoted with an asterisk (*).

Dean
Keith S Lester
Pro-Dean
Cyril J Thomas
Associate Deans
Gregory M Murray (Postgraduate and Research)
Tania Gerzina (Curriculum)
Shalinie Gonsalkorale (Students)
Sub-Dean
Susan Buchanan (Director of Dental Services, United Dental Hospital)
Sub-Deans (Academic)
Catherine E Groenlund (United Dental Hospital)
Malcolm D Bourne (Westmead Centre for Oral Health)
Sub-Deans (Curriculum)
Michael Thomas, DPhil OxfBSc (Biochemistry)
Hans Zoellner, BDS PhD
Stephen Cox, BDS MscDent, FRACDS
Luise Martin,
Office of the Dean
Executive Assistant to the Dean
Joanne Connelly
Faculty Office
Executive Officer
Susanne Osborne, BFA
Finance Accountant/Resources Officer
Reuben Karunaikumar, ACMA
Admissions Officer
Anne Quinlan
Administrative staff
Maria Apostol
Ann Barron
Kevin Wilde
Curriculum Development
Education Support Officer
Susanne Osborne, BFA NE
Kym McInerney, BSoSc
Computer Support Assistant
Gary Reynolds
Lecturers
Phillippa Craig, MHPEd UNSW BSc DipNutrDiet PhD
Cathy McMahon, BA PhD Macq BPhy Qld
Research Assistant
Sarah Dean, BA N'cle(NSW)
Continuing Education
Director
Glenn Butcher
Administrative Assistants
Kathleen Primrose
Evangeline Chow, BA DipEd
Brett Myers, BA
Oral Health Foundation
Health Educator
Margo Lemcke, GradDipHlthPromotion QldUT
Teaching and support staff
Professor of Prosthodontics
*Iven J Klineberg, AM RDF, PhD Lond BSc MDS, FRACDS
FDSRCS FICD (Occlusion). Appointed 1978
Professor of Oral Pathology
*D Murray Walker, BDS Brist MD BCh Wales, FDSRCS
MRCPath FFOP FRCPA (Oral Pathology and Oral Medicine).
Appointed 1992
Professor of Conservative Dentistry
Roland W Bryant, MDS PhD, FRACDS (Tooth Conservation).
Appointed 1993
Australian Society of Orthodontists (NSW Branch). Jnc Professor of Orthodontics
*M Ali Darendeliler, MS(BDS) Istanbul PhD DipOrthod Gazi
Professor of Biomaterials Science
Michael V Swain, BSc PhD UNSW (Dental Materials Science).
Appointed 1998
Associate Professors
*R Wendell Evans, MDS DDS Otago (Community Oral Health and Epidemiology)
Gregory M Murray, PhD Tor MDS, FRACDS
Cyril J Thomas, BDS HDipDent Witw PhD Stell
Associate Professor (Fractional)
Christopher G Daly, MSc Lond BDS PhD, FRACDS
Senior Lecturers
Tania M Gerzina, MDS PhD, FRACDS
Om Prakash Kharbanda, MDS Lucknow, FICD
F Elizabeth Martin, MDS, FRACDS
Hans Zoellner, BDS PhD
Senior Lecturers (fractional)
Michael Buchanan, BDSc Melb MB BS, FDSRCS LDS(Vic)
Hyun-Gon Peter Chung, DSc MScDentSci Korea
Deborah Cockrell, BDS Birm, FDSRCPSGlas
*John Highfield, BDS MSc Lond DDS Tor (Periodontics)
Evelyn L Howe, BA PhD
Anthony P Martin, MDS, FRACDS
Michael AW Thomas, DPhil OxfBSc (Biochemistry)
Lecturer
Stephen Cox, BDS MScDent, FRACDS
Shalinie Gonsalkorale, BDS FRACDS
Delyse Russell, BDS
Yvonna Szyszko, BDS MFDS MSurgDent UMDs
Lecturers (fractional)
Theodor Baisi, BDS MDS Mcgill
Timothy Castrisos, MSc Melb BDS, FRACDS
Sheena WY Chan, BDS MDS PhD
Lester Clifford, MSc(Pero) Lond BDS
Catherine E Groenlund, MHP DipMark UNSW BDS MSc
Jeremy Moran BDS
Mark Lo Schiavo, BDS MDS Mcgill
Yvonne M Poon, BDS Lond MScDent, FDSRCS
Morris Rapaport, BDS MDS
Philippa Sawyer, MA(SportStudies) UTS BDS
Antonia M Scott, BDS
Shanti Sivaneswaran, BDS Mysore CertHealthEcon Monash
MDS DPHDent
Gary Verdict, BDS
Luke Villata, MS Arhus BDS
Associate Lecturers (fractional)
Helen Boocock, BDS
Venika Chander, BDS
Hugh J Fleming, DipRad Charles Sturt BDS GradDipClinDent
(Oral Implants)
Massimiliano Guazzato, BDS Milan
Nicholas W Hocking, BDS Adel MSc MClinDent Lond
Gordon Howe, BDS
Markjan M Hupalo, BDS Lond MScDent
Bramara Kumar, BDS
Natalie Lew, BDS
Linda Moldovan, BDS
Bradley Moore, BDS
Academic Support Officer
Adjunct Senior Lecturer
Administrative Staff at Westmead Centre for Oral Health
Adjunct Associate Professors
Honorary part-time staff
Robert Underdown
Senior Technical Officers
Charles Sturt
Terry Whittle, BScSci Charles Sturt
Research Assistant
Kamal Wanigaratne
IT and Electronics Consultant
Macq, MRACI
Christopher Johnson, MAppSc NSW MComp Macq, MRACI
Professional Assistant
Guy Silberstein, MDS

Academic Support Officer
Aysin Darendeliler, BDS Istanbul MDSc Geneva

Administrative Staff at Westmead Centre for Oral Health
Tracey Bowerman
Carolyn Bruce
Anne Carty
Marty Darragh
Christine Donald
Rebecca Granger
Ramona Grimm
Alexis Jarvis
Susan Nandutu
Frances Porter

Technical Officers at Westmead Centre for Oral Health
Peter Dymock
Janice Matthews
Michael Mazic

Honorary part-time staff
Clinical Associate Professors
*Geoffrey M McKellar, BDS Qld MDSc Melb EOS RACDS, FRACDS (OMS)

Terry Walton, MS Mich MDSc, FRACDS
Richard Widmer,
Stephen Yeung, MDS Adel PhD Nclee(NSW), FRACDS

Adjunct Associate Professors
John Dale, AM, LLB UNSW DDS Tor MDS, FRACDS FICD FADI

Norton Duckmanton, RFD, MDS FRACDS
Chris JG Griffiths, AM RFD, BDS DPHDent, Lds(Vic)

James K Hawkins, MDS, FRACDS FICD
Robert D Mitchell, MDS, FRACDS(OMS)
Brahman Pearlman, BDS MScDent Boston

Richard P Widmer, MDSc Melb, FRACDS LDS(Vic)
Robin G Woods, AM, BDS FICD FRACDS

Honorary Associate Professors
Peter D Barnard, MPH MDSc, FRACDS

FAPHA
Barrie RD Gillings, RFD, BDS MS ED Phd, FRACDS FICD

Sybille K Lechner, MDS, FRACDS FPEA FICD

Clinical Senior Lecturers
Susan Buchanan, BDS Melb MDS, FRACDS
Angus C Cameron, BDS MDSc, FRACDS
Ann P Collins, LDS RCS BDS Lond MDS, FRACDS(OMS)
Malcolm I Coombs, BDS LDS Sheff DCR Lond MDS
Brian Roberts, BDS Otago

Barbara A Taylor, BDS Adel GradDipOH&S WAIT MDSc, FRACDS

Adjunct Senior Lecturer
Richard Chan, LDS(Vic) MDS, FRACDS

Clinical Lecturers
Janet E Benson, MClinPsych Macy BA
Peter Duckmanton, BDS MDSc, FRACDS
Ian Jacobi, BDS MHA, AFCHSE
Josephine Kenny, MHA UNSW BDS

Peter L King, BDS
Russell C Lain, BDS DipForensicOdont Melb
Alan Reid, BA Macq BDS
Leesa Rix, BDS MDSc, FRACDS
Ronald Q Robinson, BS Georgetown DMD Kentucky
Mark Schiffer, BDS MDSc

Soni Stephen, BDS Manipal MD Adel, FRACDS
Douglas Stewart, BDS ex-DGDP RCS, FRSH MRSH
Christine Wallace, BDS MDSc CertMaxPros Iowa, FRACDS

Clinical Associate Lecturers
Santosh Bassi, BDS
David Baxter, CertDentAsstRad
Lilia Burleigh, BDSc Poland
Yuen-Teng Cho, BDS
Emily Chow, BDS
John PY Chu, BSc BDS
Stephen Chui, BDS
Eugene Foo, BDS
Christopher J Geddes, BDS
Kogulan Gunaratnam, BDS
Murray Hayes, BDS
Reuben How, BDS Otogo
Lesia Ikkw, BDS
Stephen Jobour, BDS
Emma Jay, BDS
Johnathon Young Ko, BDS
Tiffany Mok, BDS

Honorary Associates
P Anders Blomberg, BDSc MDSc Adel
Richard Earnshaw, MDSc Qld PhD Mane

Derek WS Harty, BSc Kent PhD Birm
Neil Hunter, BDS PhD
Nick A Jacques, BSc PhD
Peter F McGoldrick, BMed Nclee(NSW) BDS, FRACGP FRACDS

Tom Lind, BDS
Anthony J Oliver, MDS Melb BDS, FRACDS(OMS)
Marianne Osborne
Wayne Sherson, BDS Otogo MSc(Dent)

Popyy Sindhusake, BA Thammasat MSc NIDAB, Thailand GradDipInfoSci UNSW

Toshio Sumii, BDS PhD Tokyo Dent Coll

Armin Roth, BDS
Robyn Thomas, BDS MDSc
Marianne Weston, RN

Jasmin White, BDS Dhaka MDSc

Specialist Clinical Associates
Eduardo A Alcaino, BDS(Hons) MDS FRACDS

John E Barbat, BDS Qld MDSc Melb
Andrew Barry, BDS MDSc

Stephen Blackler, BDS, FRACDS FICD

Alan M Broughton, MDS Adel BDS, FRACDS
Ching Kit Chan, BDS MDSc

Ernest Y Chan, BDS MDSc

Martin Cherry, BDSc WA MDSc

R Geoffrey W Cook, BDS MDSc

Michael J Counsel, MSc Manitoba BDS

David Dal Pra, BDS Qld MDSc Lond

Michael J Dineen, BDS MDSc

Stephen L Duncan, BDS MDSc

Michele M Fong, BSc Qu BDS HK MDSc

Robert Fox, BDS Be/dOrth RCS, FDSRCSIEd

Peter D Frost, BDS MDSc

F Shane Fryer, BDS MDSc, FRACDS

Joseph P Geenty, BDS MDSc

Mary J Groom, BDS MDSc

Young Ki Hong, BDS MDSc

Leigh Jones, BDS MDSc

Sumant Gue, BDS MDSc FRACDS

Roger Hammond, BDS MDSc

C Gareth Ho, BDS HK MDSc Melb MDSc, FRACDS

Matthew How, BDS MDSc

Seth J Kift, BDS

Michael Kowalski, MSc QldMDS

Norton Duckmanton, RFD, MDS FRACDS

Harris Lewis, BDS, FRACDS FPEA

Peter Lewis, BDS MDSc

Erin Mahoney, BDS MDSc FRACDS
STAFF

Steven Parker
Kathryn Poulos
Philip Poulos
Robert Santosa
James ES Shin
Christopher Smith
Jin Song
Steve Stramotas
John Vandervord
Richard Vickers
Ross Vickers
Michael P Walker
David Watkins
Ian Young

From other faculties

Professor
J Paul Seale, PhD Lond, FRACP (Pharmacology)

Reader
John Gibbins, MDS PhD (Pathology)

Associate Professors
Raymond Keamey, BSc PhD Qld (Infectious Diseases)
Ewan Mylecharane, BPharm VicIC BSc PhD Melb (Pharmacology)

Lecturers
Robin Arnold, MSc (Anatomy and Histology)
Miriam Frommer, PhD Lond BSc (Physiology)
Bill Phillips, BSc PhD (Physiology)
M Anne Swan, BSc PhD (Anatomy and Histology)

Associate Lecturers
Fiona Stewart, BSc NE MB BS, RACGP (Anatomy and Histology)
2 Guide to the Faculty

■ General information

Degrees and diplomas in the Faculty

The Faculty of Dentistry provides educational programs at both the undergraduate and postgraduate level. These courses prepare the students for the general practice of dentistry, specialisation, research, teaching or dental administration. There are two degrees classified by the University as undergraduate degrees: the school-entry Bachelor of Dental Surgery (BDS), which had its last First Year intake in 2000, and the graduate-entry Bachelor of Dentistry (BDent) which began in 2001. There is also the research-based Bachelor of Science (Dental) (BSc(Dent)). There are two master's degrees, the degree of Master of Science in Dentistry (MScDent) and the degree of Master of Dental Science (MDSc). The Faculty also offers the degrees of Doctor of Philosophy (PhD) and Doctor of Dental Science (DDSc), the Graduate Diploma in Community Oral Health and Epidemiology (GradDipComOH&Epid) and the Graduate Diploma in Clinical Dentistry (GradDiplClinDent).

The degrees of Bachelor of Dental Surgery and Bachelor of Dentistry enable graduates to practise dentistry and either is the academic evidence required by the Dental Board of NSW for registration as a dentist.

The degree of Bachelor of Science (Dental) is a research degree undertaken during or after the completion of the BDS degree.

The field of dentistry

The goal of the dental profession is the optimal oral health of the individual and the community, by the prevention of oral disease and the treatment of those diseases and abnormalities that cannot be prevented. The dental profession is an integral part of the health team in the community and has the specific responsibility for orofacial tissues and their function and a joint responsibility with the other health professions to integrate dental and oral health into the total health care of the community.

This responsibility involves consideration of the patient both as an individual and as a member of the community. In the modern dental curriculum, community dentistry is playing an ever-increasing role.

Dentistry as a profession

There is an increasing scope of activity for dental graduates. The control of dental caries and the lessening of needs for routine restorative dentistry in the younger generation, as well as rapid advances in research and prevention over the last decade, have allowed dental graduates the opportunity to carry out more sophisticated and specialised dental treatment. The increasing availability of postgraduate training makes entry into specialised and research dentistry an ever-increasing role.

The emphasis on community health aspects and the development of the social responsibility of the profession are also influencing the nature of dental practice and re-orienting attitudes of both the profession and the community to oral health and the value of preventive and treatment services.

General dental practice

Registered dental graduates may practise as general practitioners and provide dental care for their patients in a private practice situation. They may also practise general dentistry in an institution, government instrumentality or in the armed services. Most dentists are in general practice.

Specialisation

After two years in general dental practice, dentists may prepare themselves for specialised practice by completing a Master's degree in the discipline of their choice. Some of the areas of specialisation are orthodontics, oral and maxillofacial surgery, oral medicine, periodontics, dental public health, prosthodontics and paediatric dentistry.

Research

The essence of professional and university activity is the development of knowledge in the total field that the profession encompasses. Research in dentistry is the basis of progress, in understanding not only human biology and pathology, but also psychology. It embraces every aspect of the basic sciences, clinical practice and the behavioural sciences in their relationship to the production of oral health and its maintenance.

There are increasing opportunities for research in oral health science. Generally graduates will have to undertake higher degree programs to fit them for a career in both research and teaching.

Teaching

With the expansion and development of dental schools and the increasing numbers of students, the tendency is to rely on a core of full-time specially trained staff members in teaching, with support from dedicated part-time teachers recruited from the ranks of the profession.

The teaching of dentistry provides a most interesting career, requiring a combination of the academic and practical aspects of dentistry approached on the highest possible level.

Institutional dentistry

Every hospital or clinic providing a dental health service must employ a number of graduate dentists. Many find that working within the structure of such an organisation is both interesting and rewarding and the new graduate, in particular, may welcome the opportunity of further experience in hospital work.

Armed services

In time of peace as well as in war, the Navy, Army and Air Force each maintain a dental health service. The dentist commences with a commissioned rank.

School Dental Service

For those interested in dental work limited to treatment for children, the School Dental Service offers many opportunities. With the extension of public health programs, this service has been significantly expanded.

The Dentists Act

The practice of dentistry in NSW is governed by the Dentists Act 1989, and by the regulations made pursuant to it. Copies of the Act and regulations may be obtained from the Office of the Government Printer, Sydney. The administration of the Act is vested in the Dental Board of NSW.

It is illegal to perform any operation or give any treatment, advice or attendance such as is usually performed or given by dentists unless registered by the Dental Board of NSW.

Any person who proves to the Board to be of good character shall be entitled to be registered as adentist if he or she is: (a) a graduate in dentistry of any university in Australia or of a dental college affiliated with a university of Australia; or (b) qualified in any of the ways set out in Section 10 of the Act.

■ Centres and services for teaching and research

Students undertake their training at both the United Dental Hospital and Westmead Centre for Oral Health, Westmead Hospital.

Both sites provide:

- clinical and technical facilities for the instruction of dentistry students
**Aboriginal Medical Service**

The Aboriginal Medical Service is an out-patient health care unit for Aboriginal patients from all over Australia who, for a variety of reasons, do not make use of conventional health services. The Service has been affiliated as a teaching institute of The University of Sydney. It has a dental clinic that offers students training in preventive dentistry in particular. It also provides excellent opportunities to conduct follow-up treatment and clinical practice in a community setting and to gain clinical experience of the dental problems of a major ethnic group.

**Membership of the Faculty**

**Resolutions of the Senate**

**Constitution of the Faculty of Dentistry**

1. The Faculty of Dentistry shall comprise the following persons:
   (a) the Professors, Readers, Associate Professors, Senior Lecturers, Lecturers and Associate Lecturers being full-time permanent, fractional permanent, full-time temporary, or fractional temporary members of the teaching staff in the Disciplines of the Faculty of Dentistry;
   (b) the Deans of the Faculties of Medicine and Science; and
   (c) the Heads of the Schools of Biological Sciences or their nominees; and
   (d) the Heads of the Departments of Anatomy and Histology, Biochemistry, Infectious Diseases, Pathology, Pharmacology and Physiology or their nominees and up to two full-time members of the academic staff of each of those departments who are responsible for teaching dental students, nominated biennially by the head of the department;
   (e) the Boden Professor of Human Nutrition;
   (f) not more than eight part-time members of the teaching staff in the disciplines of the Faculty of Dentistry elected by the Faculty, with not more than two members being elected from any one discipline;
   (g) full-time members of the research staff of the disciplines of the Faculty of Dentistry and of the Institute of Dental Research who hold appointments of Research Fellow and above;
   (h) persons upon whom the title of Clinical Professor, Adjunct Professor, Clinical Associate Professor, Adjunct Associate Professor, Clinical Senior Lecturer, Adjunct Senior Lecturer, Clinical Lecturer or Adjunct Lecturer has been conferred in accordance with the resolutions of the Academic Board; and
   (i) not more than five students elected in the manner prescribed by resolution of the Senate; and
   (j) the President of the Oral Health Foundation within The University of Sydney;
   (k) the Director of Clinical Operations, Western Sydney Area Health Service;
   (l) the Director of Dental Services at Westmead Hospital and the Director of Dental Services at the United Dental Hospital; and
   (m) the Director of the Institute of Dental Research;
   (n) the Chief Dental Officer of the Department of Health of New South Wales;
   (o) one nominee of each of the Royal Australasian College of Dental Surgeons and the Australian Dental Association (New South Wales Branch);
   (p) such other persons as may be appointed by the Faculty on the nomination of the Dean, for such period as determined by the Faculty; and
   (q) such other persons as may be appointed by the Faculty as Honorary Members of Faculty on the nomination of the Dean, for such period as determined by the Faculty, in accordance with resolutions adopted by the Faculty at its meeting on 10 November 1995.

2. The election of members pursuant to section 1(f) shall be held at the last meeting of the Faculty in each alternate year and the members so elected shall hold office from 1 January of the year following their election until the next election but continuously with their membership of the part-time teaching staff.

**Student membership of the Faculty**

The resolutions of the Senate make provision for five students to be elected to membership of the Faculty of Dentistry. The five students shall comprise:

(a) the President of the Sydney University Dental Undergraduates' Association, provided he or she is a student enrolled for a degree or diploma in the Faculty of Dentistry (ex officio),
(b) one student enrolled for a postgraduate degree or for a diploma in the Faculty of Dentistry, provided that if there is no nomination of a postgraduate student the vacancy may be filled by an undergraduate student,
(c) three other students.

The Senate resolutions for the student membership of the Faculty of Dentistry are set out in full in the University's Calendar. Students may also become members of other university bodies.

**History of the Faculty**

Consideration was first given in 1897 to the possibility of establishing a School of Dentistry in The University of Sydney, when a provisional curriculum was drawn up by the Senate. However, in the absence of any law in New South Wales regulating the practice of dentistry, it was not considered appropriate to take any definite steps, and no action was taken until the passing of the Dentists Act in 1900.

The birth of the dental profession in New South Wales occurred on 1 January 1901, when the Dentists Act became operative. Prior to this time, there were no laws governing the practice of dentistry in New South Wales. Any person could set up in dental practice. However, there were some dentists trained in England who were in practice in the then colony, and these people worked hard to lay the groundwork for a dental school and to establish the practice of dentistry on a professional basis.

The Dentists Act provided for the licensing of dental practitioners who presented evidence of their qualification to a Board created for the purpose by the Act. The Act recognised any qualification which might be awarded by The University of Sydney, and there was therefore no further reason for delay in establishing a dental school. In 1901 a Committee of the Senate was appointed to complete the arrangements for the opening of a dental school. A Department of Dental Studies was established, with the Dean of the Faculty of Medicine at its head. In March 1901 the Dental School opened, with seventeen students.

The Dental School offered a curriculum of three years leading to a Licence in Dentistry. The course consisted of basic science subjects such as chemistry, physics, anatomy and physiology; the medical subjects materia medica, pathology and surgery; and clinical dentistry.

A Board of Dental Studies was established, consisting of the Chancellor, the Deputy Chancellor and the Dean of the Faculty of Medicine (Chairman), as well as the professors and lecturers in the subjects of the dental curriculum and the members of the honorary staff in the Dental Hospital. The first meeting of the Board was held on 12 February 1901. Professor Sir Thomas Anderson Stuart, the Dean of the Faculty of Medicine, worked tirelessly, first to establish the Dental School and then, following its inception, to promote its activities.

Initially it was proposed that dental students should obtain clinical training in the dental department of Sydney Hospital, but this was found to be impracticable. The University Dental Hospital was therefore established in 1901 for the purpose of providing dental care for persons unable to pay normal dental fees and also for the purpose of clinical instruction to dental students of the University.

The Hospital's business was carried out in a building at the corner of George and Bathurst Streets in the city opposite St Andrew's Cathedral. In 1900 a Dental Hospital of Sydney was also established by the NSW Government, to provide dental care for the poor. Subsequently the two hospitals were amalgamated by Act of Parliament in 1905, to form the United Dental Hospital of Sydney. The United Dental Hospital was established in a building on its present site in Chalmers Street, Surry Hills, Sydney.

Apart from the medical members, the Department of Dental Studies consisted of seven dental staff:

Instructor in Mechanical Dentistry

NA Gray
History of the Faculty

Three lecturers in Surgical Dentistry
NS Hinder, DDS
NB Pockley, DDS
R Fairfax Reading, MRCSEd

Three lecturers in Mechanical Dentistry
AH MacTaggart, DDS
AC Nathan, DDS
HS du Vernet, DDS

In 1905 the Senate established the degree of Bachelor of Dental Surgery, and a curriculum of four years’ duration was approved for this purpose. Special arrangements were made to permit students holding the Licence of Dentistry to be admitted to the degree after a year of further study. In 1906 the first candidates were admitted to the degree of Bachelor of Dental Surgery. There were thirteen candidates for the degree, including two women. Following its establishment, the Board of Dental Studies continued to plan for the eventual development of a Faculty of Dentistry. In 1910 the board proposed that a degree of Doctor of Dental Science, similar to the degree of Doctor of Medicine, be established in The University of Sydney. In 1920 the generosity of the McCaughey benefaction made possible the establishment of several new Faculties in the University, including a Faculty of Dentistry. The first meeting of the Faculty of Dentistry, at which seven members were present, was held on 8 July 1920, and Dr Fairfax Reading was elected first Dean.

The establishment of the Dental School and its later development as a Faculty owed much to the endeavours and the ability of Richard Fairfax Reading. Fairfax Reading, who held qualifications in medicine and dentistry from the Royal College of Surgeons in the United Kingdom, commenced practice as a dentist in Sydney in 1889 and, together with other dental colleagues and with Sir Thomas Anderson Stuart, had worked to create a dental school within The University of Sydney. He became the first part-time Director of Dental Studies and subsequently full-time Director and then Professor of Dentistry. He was Dean of the Faculty from 1921 until his retirement in 1934. Fairfax Reading raised the standards of dentistry as a profession in New South Wales and firmly established dental undergraduate training in the University.

In the 1920s there was considerable concern in the Faculty about transferring the dental hospital to the main grounds of the University, preferably to be associated with the Royal Prince Alfred Hospital. Only an absence of funds prevented the Senate from adopting this proposal.

The degree of Bachelor of Dental Surgery of The University of Sydney was recognised by the General Medical Council of the United Kingdom for the purpose of registration in Great Britain and its colonies. In 1926 the Senate approved the introduction of the degree of Doctor of Dental Science, and in the following year the first degree was awarded. In 1934 Dr Alwyn James Arnett was appointed to the Chair of Dentistry following the retirement of Dr Fairfax Reading. Professor Arnett, who had previously been Superintendent of the United Dental Hospital, was elected Dean of the Faculty of Dentistry, a position he held until his retirement in 1964.

The Australian Dental Association, NSW Branch, was established in 1927 with the active support of the Faculty of Dentistry and in 1928 the federal body, the Australian Dental Association, came into being.

In 1934 the Dentists Act was amended. The principal change was the abolition of the system of apprenticeship, which had allowed dentists to take apprentices or pupils in return for payment. The University of Sydney was now recognised as the only institution for training recognised dental practitioners in New South Wales.

The 1930s saw an increase of interest in dental research, and the NSW and Commonwealth Governments provided funds to the Faculty for this purpose. In 1936 the Facade, prolonged to extend the curriculum of four years for the BDS degree into a fifth year. The degree became a full five-year course in the 1960s following a visit of inspection by the General Dental Council of the United Kingdom.

In 1939 a new building was established for the Faculty of Dentistry within the United Dental Hospital. The postwar period saw an expansion of the activities of the United Dental Hospital. In 1946 a Director of the Departments of Pathology and Bacteriology at the Hospital was appointed. In the same year the Institute of Dental Research was established at the Hospital with the approval of the NSW Government. The Institute, which was established to promote dental research, was based on the National Institute of Dental Research in Bethesda, Maryland, USA. Dr Neil Ernest Goldsworthy, Senior Lecturer in Bacteriology in the Faculty of Medicine, was appointed the first Director.

In the 1940s the staff of the Faculty was considerably strengthened. In the early part of the decade three lectureships were created, and later three positions of senior lecturer were established in the fields of Dental Pathology (1947), Preventive Dentistry (1948) and Operative Dentistry (1948). Subsequently, in 1954 and 1955, three associate professors in these fields were appointed. An additional lectureship in Operative Dentistry was established in 1952. In 1947 the Postgraduate Committee in Dental Science was established, to promote and develop programs of continuing education for the dental profession.

In 1959 the Faculty established the Diploma in Public Health Dentistry. The degree of Master of Dental Science was established in 1964. This was the first full-time formal postgraduate degree in dentistry in Australia.

In 1961 the Senate resolved to establish three Chairs in the Faculty, in the fields of Prosthetic Dentistry, Operative Dentistry, and Preventive Dentistry. Associate Professors Campbell Graham, John Lyell and Noel Martin were appointed to these Chairs respectively. When Professor Arnett retired in 1964, he was succeeded by Dr Mark Jolly as Mc Caulagh’s Professor of Oral Surgery and by Professor Lyell as Dean of the Faculty. In 1970 Professor Martin became Dean of the Faculty.

The 1970s were a period of concern about redevelopment of dental teaching and research facilities and revision of the undergraduate curriculum. The postwar period saw a major new hospital complex in the western suburbs of Sydney (now known as Westmead Hospital). The Hospital was opened for medical patients in 1978 and accepted its first dental patients in 1980. The Westmead Hospital Dental Clinical School (now the Westmead Centre for Oral Health) has become a major facility for the Faculty for both undergraduate and postgraduate education and training.

In line with developments in dental and health sciences education throughout the world, the Faculty embarked in 1970 on a review of its undergraduate curriculum. Radical changes were adopted and the first students were accepted into the new Bachelor of Dental Surgery course in 1978. Professor Martin retired in December 1988; his successor, Professor Rory Hume, was elected Professor of Dentistry and resigned in September 1990. Professor Iven Klineberg was elected Dean to March 1992 and under a revised University policy became the first appointed Dean for a five-year term 1992 to 1996.

In 1994 and 1997, new Faculty structures were introduced. There are no longer four departments with departmental heads and disciplines grouped within departments. Instead, disciplines within the Faculty have been identified, each under the general supervision of a head of discipline, with the Pro-Dean, Associate Professor Cyril Thomas, exercising some of the responsibilities normally assigned to department heads. Year directors are appointed to coordinate coursework for each year of study and unit of study coordinators are responsible for individual units of study in each year.

The current Dean, Professor Keith Lester, was appointed in July 1998, and in keeping with the principle of continuing evaluation and development, a complete review of the curriculum is currently in progress. Faculty has introduced a four-year graduate-entry program (the Bachelor of Dentistry), the first graduate-entry program offered by a Dental School in Australia. The curriculum is modelled on problem-based learning (PBL) and is information technology-intensive with emphasis on small group discussion. The Faculty has embarked on a strategic partnership with the Faculty of Medicine within the College of Health Sciences to support this educational initiative. The first intake of students into this new program was in 2001.
Introduction

In 2001, the Faculty of Dentistry at The University of Sydney introduced its four-year graduate-entry program (BDent). This program replaces the former five-year undergraduate-entry curriculum, to which the last students were admitted in 2000. The Faculty aims to attract and enrol committed, mature and academically diverse students. Student selection will be on the basis of:

- tertiary performance in a recognised Bachelor’s degree in any discipline
- results of the Graduate Australian Medical Schools Admission Test (GAMSAT)
- an objective interview, and
- a manual skills test.

Applicants are asked to demonstrate that they have the necessary intellectual ability to be successful in the program, an aptitude for and a commitment to dentistry, and the personal characteristics appropriate for a career in a health profession.

The degree of Bachelor of Dentistry prepares students for professional registration in order to practise dentistry on graduation. The program is designed to develop and enhance the skills, knowledge and professional behaviours of motivated and interested students.

Aims

The program aims to produce dentists who will develop, and be committed to maintaining, the highest professional and ethical standards. The program is designed to encourage students from a diverse range of academic and personal backgrounds to develop the intellectual, technical and personal skills to practise effectively, rationally and compassionately. It is anticipated that graduates will be responsive to the needs of individual patients and committed to improving oral health within the community. Graduates will be expected to have a broad understanding of the relationship of general health, disability and illness to oral health and disease.

Other important aims include the development of skills to underpin life-long, self-directed professional learning and the application of evidence to rational decision-making. Graduates will develop an appreciation of the role of research in dentistry and will be expected to contribute to leadership in clinical dental practice, research, education and community service.

Characteristics

Features of the new curriculum include:

- graduate entry of applicants with diverse backgrounds
- development of dental skills from the first week and early years, students attend the United Dental Hospital for a busy clinical day. They consider relevant basic dental issues in a case-based context and learn many specific dental skills in the laboratory, in simulation and in the clinics. As a crucial part of professional training, students are encouraged to assess their own progress and to evaluate the work of their peers. As students progressively demonstrate basic proficiency, they move to the dental clinics to apply their skills.

Towards the end of the first year, and at the end of the second year, students attend Westmead Hospital and the Westmead Centre for Oral Health, maintaining the pattern of problem-based learning. The hospital experience will offer particular opportunities for students to gain experience in medical as well as in dental settings. Medical skills, including those essential for dealing with emergencies, will be taught in the Clinical Skills Centre at Westmead Hospital.

Small interactive tutorials and clinical teams are featured throughout the program, ensuring that students participate effectively and learn actively. The group work prepares students for working in dental teams or multi-disciplinary groups in practice. (Note however that it may not be possible to fully implement the planned team concepts in the four years of overlap of the BDS and BDent curricula.)

Throughout the program, a new emphasis is placed on evidence-based practice. Students will learn the relevant basic skills in the context of the first two years, then progressively apply the skills of evaluation to issues of diagnosis and management relating to individual patients in practice settings.

The development of information literacy is seen as a crucial part of the preparation for modern professional practice. Attention is specifically directed at the acquisition and management of information.

Students will use information technology throughout the program:

- in problem-based learning tutorials as the weekly case is introduced and supported by relevant data and learning resources...

Understanding. Three tutorials each week will be held in one of the two dental teaching hospitals; these tutorials form the basis of the students’ learning.

The learning process provides the background necessary for reasoning through issues and applying knowledge to resolve clinical problems in practice. It is essential that students progress systematically to become independent learners. They must be able to evaluate their own strengths and weaknesses realistically, and to identify personal learning needs. Those skills underpin successful professional practice and life-long learning.

Most of the problems in the first two years are based on realistic medical problems that illustrate important scientific concepts in health and disease. The problems represent common situations, with an emphasis on the application of evidence to rational decision-making. Some problems raise issues relating to the distribution of health care or to research.

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Students will use information technology throughout the program:
• in self-study for reviewing the resources (including text and images) provided by the Faculty
• for recording data and maintaining a personal casebook of patient records
• for retrieving, evaluating and appraising literature and patient records
• for communication between students and staff
• for the analysis of laboratory data
• in classes for the study of images and other materials.
Students will become sophisticated users of the technology through well-designed educational interfaces.

■ Organisation

1. Themes
The program is integrated and designed to develop students' knowledge, skills and professionalism progressively over four years. In order to achieve these aims, three themes have been identified:

Life Sciences (LS): the underlying biomedical and clinical sciences to ensure an understanding of the mechanisms of health and disease.

Total Patient Care (TPC): the necessary communication and reasoning skills for effective dental diagnosis as well as the clinical understanding and technical skills to manage the care of the patient with common and important dental conditions.

Personal and Professional Development/Dentist and the Community (PPD/D&C): the necessary personal and professional skills for effective and rewarding practice, including ethical behaviours, productive teamwork, evidence-based decision-making, self-evaluation and life-long learning; the place of dentistry in health care, interactions with the community and dental public health issues.

These three themes provide the framework for the goals of the program (see below), the development of the curriculum, and for assessment. The integrated nature of the curriculum means that every week some aspects from all themes will be discussed in tutorials, presented in lectures or specific theme sessions, or encountered in dental clinics, laboratories or simulations.

In order to progress and to graduate, students must demonstrate satisfactory performance in all themes. Because of the integrated nature of the program and the associated process of learning, neither exemptions nor advanced standing can be offered.

2. Structure
The theme structure ensures that the students' knowledge and skills develop and build systematically over the four years in explicit domains. The relative contributions of the themes vary at different stages of the curriculum, with an initial focus on life sciences, early clinical experience and dental manipulative skills. Then follows a growing emphasis on clinical dental knowledge, skills and judgement as students manage individual patients in dental teams. Students will progress educationally from lower order (reporting, describing) to higher order skills (analysing, evaluating and synthesising).

The program can be conceptualised as occurring in three broad phases:

• an introduction of 8 weeks - the foundation learning block that is preceded by an orientation week
• the body systems - the remainder of the first two years (62 weeks)
• clinical placements and rotations in a range of settings - the last two years.

Much of the first and second year materials are shared from The University of Sydney Medical Program (USydMP) to provide an introduction for the dental students to basic and clinical sciences in a problem-based context. Most lectures and practicals on campus are offered to both groups, but specific sessions and some practicals are designed specifically for the dental students. This strategy offers opportunities for educational innovations and collaborations by combining the skills and expertise of two health-related faculties.

The problem-based, student-centred program provides sufficient time for students to pursue their own goals, while meeting the requirements of the curriculum. Given their different academic backgrounds, students' learning styles are different, and their educational needs vary. Time is protected for individual self-directed learning, but students often find studying together in small informal groups particularly effective.

Because of the need to match the learning experiences to the problem of the week and the large numbers of students involved, the timetable for any one student varies from day to day and from week to week. Travelling between the main campus and the teaching hospitals has been minimised as far as possible.

It is also important to note that attendance is compulsory at the problem-based learning sessions and in the clinical sessions. Attendance, participation, ethical and professional behaviour all contribute to a progressive assessment throughout the Personal and Professional Development theme.

Outline
Figure 3.1 illustrates the organisation of the four-year program. Note that there are regular changes in response to student and staff evaluation. In Years 1 and 2, learning is integrated across all themes into blocks largely based on body systems, apart from the initial Foundation and the last Cancer blocks. The clinical problems to be studied are similar to those for the medical students except for four specifically oral problems in block 8B. All problems are designed to introduce the mechanisms of health and disease and to incorporate other theme-based issues. The oral relevance of the clinical problem is indicated on the Web and included in tutorial discussion. In Years 1 and 2, the Total Patient Care theme is represented in the dental clinical and laboratory skills taught at one of the dental schools. In Years 3 and 4, the emphasis is on comprehensive clinical care in a team setting. One rotation in Year 4 will provide rural experience and an opportunity for electives (at the student's choice) or electives (directed studies for those in difficulties).

Year 1
Block 1 Foundation block: an introduction to the program (8 weeks)
Block 2 Musculoskeletal Sciences, Drug and Alcohol (8 weeks)
Block 3 Cardiovascular Sciences (6 weeks)
Block 4 Haematology (5 weeks)
Block 5 Respiratory Sciences (7 weeks)

Year 2
Block 6 Neuroscience, Vision and Behaviour (12 weeks)
Block 7 Endocrine, Nutrition, Gastroenterology (12 weeks)
Block 8A Renal Sciences Sexual Health (4 weeks)
Block 8B Oral Biosciences (4 weeks)
Block 9 Cancer (5 weeks)

Year 3
Students are largely based at Westmead, with regular visits to the United Dental Hospital for participation in particular clinics. Students work in dental teams that offer comprehensive oral and dental care to patients. Within each team, individual students under supervision provide diagnosis and management, appropriate to their level of skill and experience. The Westmead Centre for Oral Health and Westmead Hospital offer access to a wide range of patients and clinical teachers.

Year 4
Students will spend approximately four months of the year based largely at Westmead or the United Dental Hospital. According to individual interests and achievements, students will be offered experiences in a wide range of clinics in the community, hospitals and in rural areas. For two months in the middle of the year, students will undertake either elective placements (at their own choice) or selective placements (determined by staff and students in consultation to meet specific learning needs). A conference week at the end of the year requires students to prepare presentations on their research, electives or rural experiences. Professional seminars and preparation for practice will be included at that time.

■ Goals
The roles of the dentist have been substantially changed over recent years, requiring a review of future educational needs. Particular influences have included

• the ageing of the population with an increase in chronic and multi-system illness associated with increasingly complex pharmacological management
• effective preventive measures
• rapid advances in biomedical and genetic research
• new dental technologies and materials
• the increasing applications of information technology to interpersonal communication

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BACHELOR OF DENTISTRY
### BACHELOR OF DENTISTRY

#### Year 1

- **February**: L: Drug & Alcohol: Musculoskeletal Science; F: Recognising Oral Disease: 1st PBL Fri 26 Jan
- **March**: L: Foundation block: Normal Oral Health and Structure; 1st PBL Fri 21 Feb
- **April**: L: Respiration: 1st PBL: Fri 26 Jan
- **May**: L: Haematology: 1st PBL: Mon 1 Sep
- **June**: L: Cardiovascular Sciences: 1st PBL: Mon 13 Oct

#### Year 2

- **February**: L: Neurosciences: Assessment of Dental Pain; 1st PBL Thu 13 Feb
- **March**: L: Endocrine-Nutrition; L: Gastroenterology; F: Growth and Development, Restoration; 1st PBL Thu 8 May
- **April**: L: Renal: Reproduction; Sexual Health: 1st PBL Thu 23 May
- **May**: L: Oral Biology: Oral Microbiology; 1st PBL Thu 8 Aug
- **June**: L: Cancer and Palliative Care: Assessment, Diagnosis and Treatment Planning: 1st PBL Mon 20 Oct

#### Year 3

- **February**: F: Care of the Acute Patient; F: Prevention and Oral Rehabilitation
- **March**: F: Prevention and Oral Rehabilitation
- **April**: F: Care of the Child and Adolescent
- **May**: F: Surgery and Advanced Techniques
- **June**: F: Oral Medicine and Oro-Facial Pain

### Electives & Vacation

- **Semester 1**: (A) UDH; (B) WCOH
- **Semester 2**: (A) WCOH; (B) UDH

### Advanced ICDP

- **Semester 1**: (A) UDH; (B) WCOH
- **Semester 2**: (A) WCOH; (B) UDH

### Required Formative Assessment

- **RFA**: Required Formative Assessment

### Rosters all week (simulation facilities not available)

- **ROS**: Rosters all week (simulation facilities not available)

### Summer

- **SCCA**: Summative Clinical Competencies Assessment
- **SCP**: Summative Case Presentation
- **SDC**: Summative Oral Comprehensive
- **SubA**: Supplementary Barrier Assessment

### Vacations

- **Vacation**
At the end of the BDent, graduates will demonstrate the following.

1. General and diagnostic
   • an understanding of normal and abnormal human structure, function and behaviour, with a particular emphasis on oral health and disease
   • rigorous clinical reasoning and the application of evidence to the recognition, diagnosis and management of oral disease and disability or dysfunction
   • the ability to relate clinical and scientific data to dental and related medical conditions
   • in consultation with other relevant health professionals, the capacity to relate aspects of the general health of individual patients to their oral health, disease and management
   • a respect for ethical values, confidentiality, patients' autonomy and the need for effective communication so that appropriate education is offered and informed decisions are made
   • skilled and sensitive interviewing of patients, families and carers so as to elicit a dental and relevant medical history
   • effective clinical examination and use of diagnostic strategies, accurate interpretation of findings and the provision of explanations appropriate for patients and for fellow professionals.

2. Management
   • the knowledge and skills to deliver basic, effective dental care in a general practice setting and to continue to develop clinical skills
   • the skills to plan and manage common dental conditions and to recognise the need for appropriate referral
   • familiarity with the roles of different dental and medical specialties and the capacity to undertake further clinical or scientific training
   • an ability to recognise and respond to common life-threatening medical emergencies.

3. Personal
   • familiarity with the use and applications of information technology, including: effective communication; the gathering, recording, organising and analysis of information; accessing databases including library resources; identifying and using the best evidence for decision-making
   • cooperative teamwork in professional practice, accepting leadership as appropriate.
   • a recognition of the contributions of basic and clinical research to clinical practice
   • a commitment to ongoing learning throughout professional life
   • reflection in practice and the capacity to identify the limits of personal competence and knowledge.

4. Community
   • an understanding of social and environmental factors affecting the maintenance of oral health and the roles of health promotion, disease or injury prevention, early intervention and longer-term management of disease and disability
   • an appreciation of the synergies and tensions between individual patient care and the needs of the whole community for dental services
   • the ability to recognise dental issues of concern to the community and to contribute constructively to relevant public debate.

Information technology

Information technology

Information technology

Dental practice is increasingly dependent on the efficient and effective use of computers. Students become comfortable with the technology from the start of the program and have access to networked computers in tutorial rooms, practical classrooms, the library and in the clinical schools.

Information for students is accessible from the Faculty’s educational site, including timetables, bulletins, a dental relevance link, one-page summaries of learning topics with references and keywords, outlines of lectures and sessions, relevant images and other learning resources. Materials for the problems, including the introductory triggers, laboratory and imaging data, are made available. Various learning resources including problem summaries are also presented, together with a process for voluntary self-assessment with feedback. Students have access to Web sites world-wide and to databases, including bibliographic ones, as well as computer-based educational programs and texts. Patient record systems are increasingly digitalised and students will become familiar with them.

Electronic mail is extensively used by staff and students and electronic forums will be established to support students when they are on rotations remote from the main hospitals. Students are encouraged to be selective in their use of such resources and to contribute to the processes of evaluating them.

Another major use of information technology is in evaluation of the program. There are extensive opportunities to offer feedback and comment to the Curriculum Committee as well as to individual teachers on all aspects of the curriculum. More comprehensive Web-based evaluation forms are used to acquire information about the students' overall experiences.

Information literacy is specifically addressed, providing students with the skills to locate, retrieve, critically evaluate and store relevant information so that it can be accessed. These skills are applied particularly in the evidence-based practice strand of the program (an important element of the PPD/D&O theme).

Learning

All years

Problem-based learning

The problem-based tutorials are designed to develop the students' clinical reasoning abilities, to enhance their skills in working in groups and to introduce many relevant aspects of the content knowledge and skills within the four themes in an integrated fashion. Each week in Years 1 and 2, students are introduced to a clinical problem (usually relating to a particular patient) and the process of thinking through the problem provides the core of the week's activities. Tutors act as facilitators of the reasoning process rather than as subject experts. Three meetings are held each week to develop and discuss the problems.

In Years 3 and 4, the role of the tutor is less central, and two meetings are held each week. A Web-based clinical reasoning model will guide students in the preparation of the problems.

Self-directed learning

During the first two years, students are helped to develop their skills in locating and acquiring information in textbooks, journals and on the Web after defining the learning topics in the problem-based tutorials. By the time of entry into Year 3, students are expected to be increasingly independent in their capacity to direct their own learning and to locate essential information efficiently.

Theme sessions and lectures

Lectures provide a broader context for the students' formal learning and provide background understanding to assist in the resolution of the weekly problem. In Years 1 and 2, up to six lectures are held each week.

Sessions are offered within each theme and reading matter may be recommended for preparation beforehand. Life Sciences sessions in Years 1 and 2 usually offer opportunities to gain hands-on practical experience and to learn from images, models, slides and museum or dissected specimens. In Years 3 and 4, science updates, advanced seminars and sessions with dental images will be utilised.

Sessions run by the Personal and Professional Development/Dentist and the Community theme are diverse, and include aspects of personal development, evidence-based practice, ethics and management issues, as well as the community perspective on dental issues.

The activities organised by the Total Patient Care theme occur in the dental hospitals as described below.

Evidence-based practice

There is a major focus on the critical appraisal of evidence to underpin clinical decision-making throughout the program. From the start, students learn the skills of identifying and appraising the literature. In later years, they apply the skills learned in making clinical decisions to the diagnosis and management of individual patients with whom they interact.

Team approach to practice

The focus is on the comprehensive care of the patients, and on the continuity of care. Students will be members of a dental team which will include members across the four years of the program. Teams, under the guidance of a staff member, will treat patients
assigned to them, according to the skills of the individual team members. They will be able to call on expert assistance as required. Although the core teams are based on third year students, more senior and also junior students may, from time to time, contribute. Case conferences and presentations to the team will be used to maintain an overview of patients under treatment.

Years 1 and 2
Dental Clinical Skills strand
The weekly program in the dental teaching hospitals introduces students to dental skills in laboratories and simulation settings as well as dental clinics on Thursdays (Year 1) and Tuesdays (Year 2). An emphasis on self-assessment will encourage the development of professional skills. Students will be helped to acquire sensitive and effective skills in communicating with patients, and to develop professional communication with colleagues and teachers.

There are opportunities to practise and to gain some medical experience with access to selected patients and to the skills laboratory when students are at Westmead Hospital.

Blocks 4 (Haematology, Year 1) and 9 (Cancer, Year 2) involve extensive activities at Westmead and Nepean Hospitals and the students will share lectures and sessions with medical students at the Western Clinical School. This arrangement allows students two sets of five weeks of ‘immersion’ in a general hospital setting, providing the opportunity for significant development in clinical skills, both medical and dental. PBL tutorials, lectures and theme sessions are all provided on site. Computer-based materials will continue to be available.

In addition, Block 8B - Oral Biosciences - will be taught at the Westmead Centre for Oral Health. Again, teaching sessions will be on site, except possibly when access is required to the simulators at the United Dental Hospital.

Years 3 and 4
Placements and rotations
Practical clinical experience will form the substrate for learning in the latter two years. Clinic-based activities, under supervision, will dominate. The emphasis will be on comprehensive patient care and a team approach. In Year 4, the rotations will include a range of activities in the dental hospitals, in other hospital dental clinics, in community settings where possible and in rural areas.

Structured teaching sessions
A structured teaching program is planned to extend throughout Years 3 and 4, with more complex dental and medical issues in a streamlined format that more closely resembles the reasoning used in clinical practice. Scheduled sessions will be linked to issues arising in the problem under study. Each day in Year 3 will start with a theme-based session - occasional lectures, case presentations, theme-based seminars and discussions. In Year 4, formal teaching will be necessarily reduced as the students will be on at least two sites. Some videoconferencing can link the two major sites, and it is planned to develop student forums for synchronous discussion of the current problem (and other issues) amongst those in distant sites.

Assessment
Assessment has been designed for students to meet the goals of the program. By emphasising support for learning, the assessment system ensures that students achieve an acceptable level of competence in all three themes. A key concern is to encourage students to develop their ability to evaluate their own progress and learning needs - both academic and clinical - in preparation for a life-time of learning in professional practice. The emphasis is thus on ongoing formative assessment that provides appropriate, sensitive and timely feedback to individuals and groups but does not determine progression.

An online set of questions is available for student self-study at any time. The questions, relevant to the problem of the week, are set to provide guidance on the level of knowledge and understanding expected during the first two years.

Three formative written assessments in Years 1 and 2 provide opportunities for students to review the knowledge gained to date. Questions are set in the context of clinical presentations, medical and dental. The formats and types of questions are similar to those ultimately used summatively which determine progression. Participation in formative assessments is compulsory, but the results remain the property of the students themselves. Students are thus encouraged to evaluate their own performance and seek help as appropriate.

The precise timing, nature and scope of both summative or barrier assessments and formative assessments are made explicit to all students at the beginning of each year. Up-to-date information is presented on the Web.

1. Principles
Assessments have been designed so as to
• satisfy the goals of the curriculum
• assess within themes on the basis of criteria that are explicit to students and staff
• foster and support clinical reasoning, dental clinical and communication skills, team-work and self-directed learning
• emphasise formative assessment so that individuals and groups are provided with high quality, regular and timely feedback on their progress and thus integrate assessment with learning
• in particular, acknowledge the different academic backgrounds of students, allowing two years for the development of knowledge and understanding particularly in the Life Sciences theme
• certify that students are competent in a range of skills at critical points in the program, using instruments with which the students have become familiar
• offer remediation for students who fail to meet the criteria
• explicitly define the criteria to be met in order to achieve a result of Satisfactory.

Illustration (by S Barnet, Dept of Medical Education) of the process of clinical reasoning tutorial process and the contribution of the supporting information technology. The trigger is presented on the computer screen usually in the form of a photograph and a voice-over.

The first tutorial starts with the identification of the important cues, then a formulation of the problem(s). Students are encouraged to hypothesise widely and to suggest underlying mechanisms and causes they perceive in their ideas, and identify learning issues to be reviewed before the next session.

At the second tutorial, they apply the new information to the problem. They develop a strategy for enquiry, seeking information from the tutor and in the process, narrow the possibilities and reformulate the problem as hypotheses are discarded. During and after the second tutorial, students have access to data about the patient, including images and laboratory results.

They review additional learning issues identified by the group and return to complete the discussion, in the third tutorial, using all the information they have researched. They narrow the possibilities, reach a final resolution of the problem and outline the principles of management. At the final tutorial, students have access to a summary sheet that provides a summary of the current problem.

IT resources: Learning topics, linked references, lectures, theme sessions, clinical skills, oral relevance, EBP activities, libraries, images, Web sites, self-assessments.
2. Progression
Decisions on academic progression to the next phase of the program are made at the end of each year.

Year 1
PPD/D&C theme
- meets requirements for attendance, participation, ethical and professional behaviours
- presentation of a reflective portfolio
TPC theme
- satisfactory completion of a dental skills log-book
- satisfactory performance in a skills assessment

LS theme
- satisfactory achievement on written summative examinations including both medical and dental knowledge

PPD/D&C theme
- meets requirements for attendance, participation, ethical and professional behaviours
- satisfactory evidence-based practice presentation
- meets the criteria for required assignment(s)
TPC theme
- satisfactory reports from clinical supervisors
- satisfactory completion of a dental case-book
- satisfactory reports from all rotations and elective
- reflects the criteria for required oral assignments

Year 2
LS theme
- satisfactory achievement on written summative assessment(s) and/or assignments
PPD/D&C theme
- meets requirements for attendance, participation, ethical and professional behaviours
- satisfactory evidence-based practice presentation
- meets the criteria for required assignment(s)
TPC theme
- satisfactory reports from clinical supervisors
- satisfactory completion of a dental case-book
- satisfactory supervisors' reports
- satisfactory performance in required clinical assessments including case presentations and interviews

Year 3
The emphasis in Year 3 will be on the dental team. Students will progress to more complex treatments as they demonstrate their progressive proficiency. All students will be expected to achieve a defined standard and demonstrate relevant experience by the end of Year 3.

LS theme
- satisfactory achievement on written summative assessment(s) and/or assignments

PPD/D&C theme
- meets requirements for attendance, participation, ethical and professional behaviours
- satisfactory evidence-based practice presentation
- meets the criteria for required assignment(s)
TPC theme
- satisfactory reports from clinical supervisors
- satisfactory completion of a dental case-book
- satisfactory supervisors' reports
- satisfactory performance in required clinical assessments including case presentations and interviews

Year 4
Students judged to be performing at a high standard will have a range of options open to them in terms of rotations away from the main teaching hospitals. Those less confident or skilled will be maintained under greater supervision and may forego their elective in order to complete tasks to the required standard.

LS theme
- satisfactory achievement on written or oral assignments

PPD/D&C theme
- meets requirements for attendance, participation, ethical and professional behaviours
- satisfactory presentations in evidence-based practice and the elective
- meets the criteria for required written or oral assignment(s)
- satisfactory reports from all rotations and elective
- reflective portfolio
TPC theme
- satisfactory completion of a dental case-book
- satisfactory supervisors' reports
- satisfactory performance in required clinical assessments including case presentations

■ Evaluation
The BDent represents a shared enterprise between students and staff. In order to meet the needs of both and to ensure that the goals of the curriculum are achieved, the program is monitored throughout. Students will have many opportunities, and will be expected, to contribute to the processes of evaluation as a regular part of their activities. Information will be sought using questionnaires (usually on the Web) and email comments, as well as through individual and group discussion.

Curriculum planners and teachers need feedback from students on the progress of the program so as to maintain and improve its quality. Staff will feed back their comments and report any consequent changes in response to the students' suggestions.

The performance of the graduates will be evaluated in terms of the stated goals of the program after the first cohorts have completed the program.

■ Research
The Faculty of Dentistry strongly encourages research. Students accepted into the BDent who are interested in gaining research experience are strongly encouraged to take opportunities to contribute to research within the Faculty. Some supporting scholarships may be available to students who seek to carry out a small research project during the early years of the program.

In addition, students may seek to earn additional research degrees in association with their BDent degree. Several possibilities exist.

1. Dentistry combined degree program
Selected students with a proven aptitude for research and an Honours degree (by research) are offered the opportunity to combine their studies with a higher degree:
- Doctor of Philosophy (PhD)
- Master of Philosophy in Public Health (MPhilPH) (by research).

The BDent/PhD Combined Degree Program will normally take six or seven years, the BDent/MPhilPH five years.

There are two methods of application for the admission of qualified applicants:
- at the time of application for admission to the BDent (from 2002)
- during the first two years of the BDent, by submission of a research proposal approved by a potential supervisor and application for admission.

Criteria for selection into the PhD program include eligibility for an Australian Postgraduate Award (or similar scholarship).

2. Dentistry intercalated degree programs
Students who desire to obtain research experience may apply to interrupt their studies after second year to undertake a one-year degree:

Master of Dentistry by research

Applicants for the MDent will be required to satisfy a potential supervisor and the Faculty that they have either obtained an Honours degree (or equivalent) by research previously, or otherwise demonstrate their capacity by completing a relevant, short laboratory or library research project at an acceptable standard during the first two years of the program.

Master of Public Health (by coursework and dentally-related treatise)

The BDent/MPublic Health (by coursework) and MPH Intercalated Degree Programs will normally each take five years.

3. Dentistry exit degree program
The option is open to students who have reconsidered their decision to continue with the BDent program at the end of Year 2 or who have completed all the requirements for LS and PPD/D&C themes, but may not complete summative requirements in the TPC theme. Those who demonstrate a commitment and an aptitude for research may convert their candidacy to a
- Bachelor of Science (Dent)(Hons)

The degree requires the completion of an additional year of full-time study in a dental research topic during which a treatise or a research paper suitable for publication will be prepared by the student and assessed at the end of the year.

Satisfactory completion of the BSc(Dent)(Hons) will not entitle a student to re-enrol in the BDent.
4 Bachelor of Dental Surgery requirements

In 1978 the Faculty of Dentistry introduced a five-year curriculum for the BDS degree which is currently being phased out. The course aims at providing basic training for dentists and giving graduates a rational approach to the practice of dentistry in the light of existing knowledge, so that they may understand and use the new developments that they will later encounter in dental practice. Training for the practice of dentistry is a lifelong process, of which undergraduate study is only the first step. The objects of the BDS course are to provide dental practitioners with the scientific basis for future studies and to equip them with sufficient skills to begin the practice of dentistry immediately after graduation.

The curriculum aims to integrate the basic sciences and the preclinical, paraclinical and clinical components of the course. Students are introduced to clinical experience early in the course, and the coordination of units of study and disciplines is emphasised to prepare students for modern concepts of total oral health care. In line with current developments in health care education throughout the world, there is an emphasis on the behavioural sciences relating to dentistry and also on the practice of dentistry in a community health setting.

Retaining the best features of its traditional teaching, the Faculty believes the curriculum will produce, at the end of the five-year program, a graduate equipped to cope with dentistry in the twenty-first century.

**Regulations**

The resolutions of the Senate governing the degrees of Bachelor of Dental Surgery and Bachelor of Science (Dental) are reproduced below.

**Bachelor of Dental Surgery**

1. (1) A unit of study shall consist of lectures, seminars or tutorials, together with such clinical and laboratory instruction or practical work, exercises or essays as may be prescribed by the Faculty.
   
2. In these resolutions, the words ‘to complete a unit of study’ and derivative expressions mean:
   
   (a) to attend all lectures, seminars or tutorials, and clinical and laboratory instruction;
   
   (b) to complete satisfactorily the practical work, exercises or essays if any; and
   
   (c) to pass the examinations in the unit of study.
   
3. A candidate for the degree shall, during the First Year, complete the following units of study:
   
   (1) Physics
   
   (2) Chemistry
   
   (3) Biology
   
   (4) Histology and Embryology
   
   (5) Biochemistry
   
   (6) Oral Anatomy and Oral Health
   
   (7) Dental Technology.

4. A candidate for the degree shall, during the Second Year, complete the following units of study:
   
   (1) Anatomy
   
   (2) Biochemistry
   
   (3) Histology
   
   (4) Physiology
   
   (5) Materials Science
   
   (6) Tooth Conservation
   
   (7) Removable Prosthodontics (Preclinical)
   
   (8) Oral Health
   
   (9) Professional Communication.

5. A candidate for the degree shall, during the Third Year, complete the following units of study:
   
   (1) Infectious Diseases
   
   (2) Pathology
   
   (3) Tooth Conservation
   
   (4) Removable Prosthodontics
   
   (5) Periodontics
   
   (6) Oral Biology
   
   (7) Oral Diagnosis and Radiology
   
   (8) Occlusion
   
   (9) Endodontics
   
   (10) Fixed Prosthodontics
   
   (11) Pharmacology
   
   (12) Oral Surgery (Local Anaesthesia and Exodontia)
   
   (13) Orthodontics.

6. A candidate for the degree shall, during the Fourth Year, complete the following units of study:
   
   (1) Tooth Conservation
   
   (2) Fixed Prosthodontics
   
   (3) Endodontics
   
   (4) Removable Prosthodontics
   
   (5) Preventive Dentistry
   
   (6) Oral Surgery
   
   (7) Oral Pathology and Oral Medicine
   
   (8) Surgery
   
   (9) Pharmacology and Therapeutics
   
   (10) Anaesthesia
   
   (11) Oral Diagnosis and Radiology
   
   (12) Periodontics
   
   (13) Orthodontics.

7. A candidate for the degree shall, during the Fifth Year, complete the following units of study:
   
   (1) Oral Surgery
   
   (2) Clinical Dentistry
   
   (3) Electives
   
   (4) Ethics and Professional Responsibility
   
   (5) Systemic Pathology
   
   (6) Paediatric Dentistry.

8. Except by permission of the Dean of the Faculty, no candidate shall be allowed to sit for any yearly examination unless the requirements as specified by the Faculty for that year have been completed.

9. Except with the permission of the Faculty, no candidate shall be permitted to enrol in any units of study prescribed for the Second or subsequent Years of candidature unless that candidate has completed all the requirements of the previous Year as specified by the Faculty for that Year.

10. Candidates who have completed all units of study for the degree shall be completed within nine calendar years from the date of first enrolment in the Faculty.

11. Except with the permission of the Faculty, all requirements for the degree shall be completed within nine calendar years from the date of first enrolment in the Faculty.

12. First Class or Second Class Honours may be awarded at graduation.

13. If a candidate graduates with First Class Honours and the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.

14. A candidate who has been enrolled for the degree of Bachelor of Dental Surgery but has not re-enrolled for a period of one year shall complete the requirements for the degree under such conditions as the Faculty may determine.

15. Where a unit of study for the degree is no longer available, a candidate shall complete instead such other unit or units of study as the Faculty may by resolution prescribe.

**Bachelor of Science (Dental)**

1. A candidate for the degree of Bachelor of Dental Surgery who:

   (a) has shown exceptional merit in the entry qualification(s) for the degree, or in the units of study of the degree,
(b) is considered by the Head of Discipline/Department, or the Professor or other member of the teaching staff most concerned, a suitable candidate for advanced study and research, may be permitted, with the special permission of the Dean, to undertake an approved course of advanced study and research within the Faculty, concurrently with their enrolment in the degree. The course of advanced study and research shall, except with the permission of the Faculty, be completed in not less than three years.

2. A candidate for the degree of Bachelor of Dental Surgery who:
   (a) has completed the units of study of the Third Year or the Fourth Year for the degree,
   (b) has shown special merit in those studies, and
   (c) is considered by the Head of the appropriate Discipline/Department, or the Professor or other member of the teaching staff most concerned, a suitable candidate for advanced study and research, may be permitted by the Faculty to interrupt candidature for the degree and undertake an approved course of advanced study and research within the Faculty.

3. A person who:
   (a) has qualified for the award of the degree of Bachelor of Dental Surgery of The University of Sydney,
   (b) has shown special merit in those studies, and
   (c) is considered by the Head of the appropriate Discipline/Department, the Professor or other member of the teaching staff most concerned, a suitable candidate for advanced study and research, may be permitted by the Faculty to undertake, during the year immediately following that in which the candidate qualified for the award of the degree of Bachelor of Dental Surgery, an approved course of advanced study and research within the Faculty.

4. On completion of the course, the candidate may be recommended by the Faculty for the award of the degree of Bachelor of Science (Dental).

5. (1) The degree shall not be awarded before the completion of the units of study of the Third Year of the degree of Bachelor of Dental Surgery.
   (2) The degree shall only be awarded with Honours.
   (3) There shall be three classes of Honours, namely Class I, Class II and Class EI.
   (4) If a candidate graduates with First Class Honours and the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.
5 Units of study

DENT 4016 Anaesthesia
2 credit points. Session: 2. Classes: 9 lectures. Assessment: One 1 hour exam.
This subject is integrated into the Surgery unit of study in Fourth Year.
Principles of anaesthesia. Topics include: history of anaesthesia; pain and anxiety control; physiology of respiration; basic evaluation of surgical risk; drugs and diseases that affect anaesthesia and sedation; available techniques of pain and anxiety control - general anaesthesia, relative analgesia, intravenous sedation; complications and emergencies.

Emphasis is given to the individual and combined roles of the dental surgeon and the specialist anaesthetist working as a team. This theoretical subject will be reinforced by the attendance of students at operating sessions under general anaesthesia at the Westmead Centre for Oral Health in the Fifth Year of the course.

Textbooks
Ostlere GS. Anaesthetics for Medical Students. Churchill Livingstone, 1989

DENT 4018 Pharmacology and Therapeutics
2 credit points. Prof Paul Scale and others. Session: 1. Classes: 1 lecture per week. Assessment: One 1 hour exam, one assignment.
This unit of study, consisting of 12 lectures and one problem-solving session, is a continuation of the Third Year unit of study in pharmacology. Its aim is to provide a general understanding of therapeutic drug use, and a more detailed understanding of drug use in dentistry. The unit of study covers antidiabetic drugs, cardiovascular drugs, drugs which affect the central nervous system, analgesics and anticoagulants. Drug interactions are also discussed.

Textbooks

DENT 4019 Preventive Dentistry
This unit aims to provide students with an understanding of prevention in dentistry on a community basis and its multisectoral approach based on current epidemiological data taking into account the economic, social and cultural factors of a community. Students are provided with findings of research carried out in Australia and other western industrialised countries to demonstrate that a community preventive approach has succeeded in decreasing dental disease. This unit also introduces students to some broad principles in dental public health.

Topics covered during this course include current epidemiological data on dental disease and the dental workforce in Australia, reasons for changes in oral health status in Australia and their implications on community preventive programs, the dental workforce, utilisation of dental services and dental education. Other areas covered are factors that affect utilisation of dental services with emphasis on social factors and prevention, financing and cost of dental services in Australia and planning community-based preventive programs.

Textbooks
Reference books
Barnard PD. National Oral Health Survey Australia 1987-88. Department of Community Services and Health, 1993

DENT 4021 Endodontics A
3 credit points. Dr Tony Martin, Dr Gary Verdickt, Dr Tim Castrisos and others. Session: 1. Classes: 2 lectures and 6 clinics per fortnight. Assessment: One 1 hour exam (June), clinical work.
This unit of study provides instruction in the more complex aspects of endodontics in order to provide for the clinical diagnosis and care of patients with diseases and injuries that affect the pulp and periapical tissues of teeth, (focus is upon single- or double-rooted anteriors and premolars).

Textbooks

DENT 4022 Endodontics B
2 credit points. Session: 2. Assessment: One 1.5 hour exam (November), clinical work.
As for Endodontics A. (Focus is upon molar - ie, multi-canalled teeth).

DENT 4023 Fixed Prosthodontics A
3 credit points. Session: 1. Classes: 30 lectures, 80 practicals/clinics and 18 seminars. Assessment: One 1.5 hour exam, seminar participation, clinical work.
Lectures and practical classes cover the principles of the design and construction of fixed appliances, including implants, which replace missing teeth, the properties and manipulation of dental porcelains, advanced techniques for the restoration of defects in individual teeth, and treatment planning for the patient requiring a more complex type of care.

Textbooks
Smith BQN. Planning and Making Crowns and Bridges. Methuen, 1986

DENT 4024 Fixed Prosthodontics B
3 credit points. Session: 2. Assessment: One 1.5 hour exam, major essay, seminar participation, clinical work.
As for Fixed Prosthodontics A

DENT 4025 Oral Pathology and Oral Medicine A
In Oral Pathology, the student learns how the principles of general pathology apply to the understanding of disorders affecting the teeth, gingivae, jaws, oral mucosa and salivary glands. A series of lectures establishes a framework for this understanding. The other unit of study component depends upon learning through problems set in a structured series of exercises including clinical cases with photographs, radiographs and histology slides to study, which each student completes individually. This is followed by a group discussion led by a tutor. Each of these completed assignments is then evaluated as part of the unit of study assessment of the student’s progress.

In Oral Medicine, the diagnosis and management of non-surgical disorders affecting the mouth, teeth and jaws are covered in lectures, followed in Fourth and Fifth Year by seminars and clinics. This instruction includes the oral manifestations of systemic disease and the dental management of medically compromised patients. Medical skills needed by dentists are also covered.

Textbooks
Reference books
Wright
UNITs OF STUDY

DENT 4026 Oral Pathology and Oral Medicine B
1 credit point. Session: 2. Classes: 1 lecture per week and fifteen 2 hour problem-based learning sessions. Assessment: One 3 hour exam. As for Oral Pathology and Oral Medicine A

DENT 4027 Oral Surgery A
3 credit points. A/Professor G McKellar et al. Session: 1. Classes: 1 lecture, 1 seminar and four 3 hour clinic sessions per week. Assessment: Continuous clinical assessment. The formal lecture course begins in Semester 1 and continues until the end of Semester 2. Theoretical aspects of oral surgery are dealt with including:
- apsepsis and antisepsis, and universal precautions
- history taking, examination, laboratory investigations, biopsy techniques, assessment of the patient, and treatment planning
- clinical procedures
- surgical techniques, complications including haemorrhage and infection, and post-operative care of the oral surgery patient
- impacted teeth, cysts, tumours, mucosal lesions, and surgical endodnations
- oral manifestations of systemic diseases.
Practical work is carried out in the Oral Surgery Clinic where students gain experience in minor oral surgical procedures. Students extend their experience in local anaesthesia and exodontia and are taught how to work in conjunction with specialist anaesthetists where general anaesthesia is required.

Diagnostic and oral surgery clinics are conducted regularly.

Textbooks
Howe GL. Minor Oral Surgery (3rd edn). Wright, 1985

Reference books

DENT 4028 Oral Surgery B
3 credit points. Session: 2. Assessment: One 2 hour short answer, slide-based exam, one clinical/practical exam, continuous clinical assessment.
As for Oral Surgery A

DENT 4029 Orthodontics A
The objectives of the course involve understanding the development, etiology and biological basis of the malocclusion and associated dentofacial deformities like cleft lip and palate as well as normal/abnormal growth of the jaws, face and dentition. Concepts of clinical and radiological diagnosis, interception and treatment of malocclusion will be learnt in the clinics and supported with Tutorials, Lectures and 'Case Studies'. The aims are to provide undergraduate students with the clinical abilities to diagnose cases presenting at their future practices. They will, during the Fourth and Fifth clinical years, gain the skills to differentiate severe cases of malocclusion requiring specialist care and those which need relatively simpler management in a General Practice by interceptive/early treatment using removable, orthopaedic, and/or fixed appliances.

Reference books
PROMT WR. Contemporary Orthodontics (3rd edn). Mosby, 2000

DENT 4030 Orthodontics B
1 credit point. Session: 2. Classes: 10 tutorials/practicals and 11 clinics. Assessment: One 15 hour exam, four case studies, two patients in treatment, two assignments, performance in the clinics during their posting, one orthodontic appliance. As for Orthodontics A

DENT 4031 Paediatric Dentistry A
2 credit points. Dr Philippa Sawyer. Session: 1. Classes: 13 lectures, nine 2 hour clinics and nine 1 hour seminars. Assessment: Case and seminar presentation, one hour slide examination, one hour written paper, clinical technique. As for Paediatric Dentistry A

DENT 4032 Paediatric Dentistry B
3 credit points. Session: 2. Classes: 13 Lectures, nine 2 hour clinics and nine 1 hour seminars. Assessment: Case and seminar presentation, one 1 hour slide examination, two hour written paper, clinical technique. As for Paediatric Dentistry A

DENT 4033 Periodontics A
This unit of study is designed to follow on from and consolidate teaching in periodontics commenced in the Third Year. Sufficient competencies in periodontics will be developed to allow for practice in Clinical Dentistry in the Fifth Year.

Material covered in the Third Year is revised and further topics are introduced, including disease activity and risk factors, the physiopathology of periodontal disease, cementum and its role in periodontal disease, the role of nonsurgical and surgical treatment, access surgery, osseous surgery, new attachment procedures, treatment of furcation lesions, treatment of mucogingival problems, periodontitis in children and adolescents, gingival enlargements, occlusal trauma, systemic influences on gingivitis and periodontitis, antimicrobials, periodontal/restorative and periodontal/endodontal inter-relationships. The central role of periodontal treatment in clinical dentistry will be stressed and the need for integrated treatment planning emphasised.

Textbooks

Reference book

DENT 4034 Periodontics B
3 credit points. Session: 2. Assessment: One 2 hour exam, one case presentation with viva voce examination, continuous clinical assessment. As for Periodontics A

DENT 4035 Removable Prosthodontics A
3 credit points. A/Professor G Murray. Session: 1. Classes: 1 lecture and 3 hours of clinics per week. Assessment: Two 1 hour test, 2 case presentation and sessional clinical assessment.
A two-semester unit of study comprising lectures, seminars and practical classes including the treatment of patients. The following topics are studied:
- diagnosis and treatment planning
- denture design
- tooth modification
- impression techniques
- maxillomandibular relationship
- aesthetic and functional considerations in tooth arrangement
- overdentures
- immediate dentures
- rebase and reline procedures.

Textbooks
DENT 4036 Removable Prosthetics B 2 credit points. Session: 2. Classes: 1 lecture and 3 hours of clinics per week. Assessment: One 3 hour exam, sessional clinical assessment as for Removable Prosthetics A. As for Removable Prosthetics A


DENT 4038 Oral Diagnosis and Radiology B 1 credit point. Session: 2. Classes: One 3 hour tutorial and five 2.5 hour clinics. Assessment: One 2 hour exam, one 1 hour practical exam, assignment. As for Oral Diagnosis and Radiology A


DENT 4040 Surgery B 1 credit point. Session: 2. Classes: 12 lectures. Assessment: One 1 hour exam. General Medicine Common and important systemic diseases are discussed which have an impact on the approach of the dentist to the patient. DENT 4041 Tooth Conservation A 2 credit points. Prof Roland Bryant, Dr Liz Martin, Dr Linda Moldovan and others. Session: 1. Classes: 1 lecture and 3 clinics per week. Assessment: One 1 hour exam and clinical work. Assessment is based on performance in clinical sessions and the quantity and quality of treatment provided. Experience is obtained in the clinical care of patients who primarily require the conservation or restoration of teeth. The unit of study includes lectures and seminars which add to the knowledge and skills required in order to plan treatment and to undertake more complex procedures in providing this care. A short 18-hour practical course on the advanced uses of composite resin for anterior and posterior teeth is held under clinical simulation conditions.
DENT 5010  Oral Surgery B
6 credit points. **Session:** 2. **Classes:** 1 lecture per week, 8 tutorials and 51 clinics, evidence-based practice tutorials and presentation sessions, 1 week rotation to Department of Emergency Medicine (Semester 1 or 2).
**Assessment:** One viva voce exam, continuous clinical assessment, evidence-based practice assessment, residency report.
As for Oral Surgery A

DENT 5011  Clinical Dentistry A
14 credit points. A/Prof Cyril Thomas and Fifth Year Management Committee. **Session:** 1. **Classes:** 41 lectures, 10 tutorials, 5 seminars and 142 clinics. **Assessment:** One 1.5 hour test, continuous clinical assessment.

The unit of study in Clinical Dentistry incorporates endodontics, fixed prosthodontics, occlusion, orthodontics, periodontics, removable prosthodontics, tooth conservation and special care dentistry. An individual or group research project will be undertaken.

The basis of this unit of study is to gain clinical experience through provision of integrated multidisciplinary patient care at Westmead Centre for Oral Health. Clinical options comprise rural or international attachments as well as attachments to other clinical institutions during semester breaks.

Each student is comprehensively assessed as to competence to practise a wide range of procedures in general dentistry and each student must demonstrate a careful, studied and ethical approach to the practice of clinical dentistry.

**Recommended reading**
Ailing CC et al. Impacted Teeth, Saunders, 1993
Juniper R, Parkins BJ. Emergencies in Dental Practice: Diagnosis and Management. Butterworths, 1992
Klineberg DJ. Occlusion: Assessment and Diagnosis. Wright, 1991
Klineberg DJ. Cranio-mandibular Disorders and Orofacial Pain: Diagnosis and Management. Wright, 1991
Pront WR. Contemporary Orthodontics (3rd edn). Mosby, 2000

DENT 5012  Clinical Dentistry B
14 credit points. **Session:** 2. **Assessment:** One assignment, one 1.5 hour slide assessment, one Objectively Structured Clinical Examination, one 3 hour exam, one viva voce exam if required, continuous clinical assessment.
As for Clinical Dentistry A
6 Other Faculty information

This chapter contains information specific to the Faculty of Dentistry and some general information. For further details about the University - its organisation, examinations, assistance for students with disabilities, child care facilities, housing, health, counselling, financial assistance, careers advice and a range of other matters - see the separate publication University of Sydney Diary, available free from the Student Centre or from University of Sydney Union outlets.

■ Enrolment

Infectious diseases
The NSW Health Department has a policy that requires all health care workers, including students, who undertake training or field work in the NSW health care system, to have a documented screening and vaccination history consistent with the requirements identified in the 'NSW Health Circular 2002/97'. This circular is available on the NSW Health Department Web site, the specific address for the circular (which is a downloadable pdf file) is: www.health.nsw.gov.au/fcsd/rmc/cib/circulars/2002/cir2002-97.pdf.

Criminal record
In addition, the NSW Health Department has a policy that requires all health care workers, including students, who undertake training or field work in the NSW health care system, to be subjected to a criminal record check as a condition of their gaining access to the NSW Health Department facilities. The declaration form must be completed in the presence of a Justice of the Peace, prior to accepting the offer of admission to the Bachelor of Dentistry course.

Further information is available on the NSW Health Department Web site at www.health.nsw.gov.au.

Child Protection/Prohibited Employment
The University has obligations imposed upon it and certain of its students by the NSW Child Protection (Prohibited Employment) Act, the purpose of which is to regulate the employment of 'prohibited persons' in 'child related employment'. Under the Act a 'prohibited person' is a person who has committed a serious sex offence.

The obligations which the Act places upon employees (including students in child-related placements) are:

- that a 'prohibited person' must not apply for, undertake or remain in child-related employment
- that where a person is required to disclose whether or not he or she is a 'prohibited person' that individual must, within one month of being so required, make the required disclosure
- that, if in purported compliance with the above requirement to disclose, a person knowingly makes a false declaration that person becomes liable to a penalty of 12 months imprisonment.


■ Regulations

Bachelor of Dentistry
Discontinuation of enrolment and re-enrolment after discontinuation

Instruments
Students are required to provide certain instruments for their own use in practical and clinical dentistry. The cost of these instruments (which exceeds $3000 for the whole course) can be obtained from the Faculty Office or from any of the dental supply companies.

Attendance
All students in the BDent degree are expected to attend all time-tabled sessions. If on a rare occasion a session is missed, a student is delayed or has to leave early, the student must inform the tutor concerned or the Year Coordinator in writing and give a reason. This will be attached to the attendance record.

Students are asked also to make arrangements to catch up with what has been missed. Please note that the course requirements cannot be satisfied if more than 15% in any section of a course is missed for whatever reason. This in essence would prevent a student from completing that course.

Examinations
The assessment structure does not follow traditional examination structures, but rather is made up of both Formative and Summative assessment.

Formative assessment allows a student to test their knowledge against the required standard so that the student can find out what they do know and more importantly what they do not know. When the student is aware of the gaps in their knowledge and skills, then as a self-directed learner those gaps can be filled.

When this is done for personal information and not to assess progression in the course it is called formative assessment.

Summative assessment is required at defined points of the program in order to determine whether or not a student has achieved the level of mastery needed for progression to the next stage of the program or for graduation.

Disclosure and Notification of examination results
Both Summative and Formative examination results are published on the Bachelor of Dentistry website, and Summaries will be attributed the grades of Satisfied Requirements (R), Unit of Study Continuing (UCN) or Incomplete (INC). Those students who receive an Incomplete grade in a Summative assessment will be given the opportunity for remediation (see below).
Exemptions/Credit for units of study already completed, to be counted towards the degree of Bachelor of Dentistry

No exemptions will be given for units studied outside of the Bachelor of Dentistry.

Illness or misadventure

Attendance at formative assessments is compulsory, as part of the requirement to demonstrate satisfactory performance in the PPD Theme. If a student wishes to be granted leave to sit a Required Formative Assessment at other than the scheduled time, the student will need to make alternative arrangements to complete the assessment.

This is done by filling out a 'Request to vary sitting date/time of required formative assessment' form and having it approved by the Year Coordinator for the student's year. Leave to vary the date/time on which the student may undertake a Required Formative Assessment will only be granted under exceptional circumstances. These would normally be restricted to acute or serious illness of the student or a close family member.

If the student's request is approved by the Year Coordinator, the student should return the form to the Chair of the Assessment Committee and request alternative arrangements to do the assessment.

You may apply to the Faculty in writing for special consideration of your examination performance on grounds of illness or misadventure. In the case of illness, a medical certificate should be provided. The minimum requirements of a medical certificate are that it:

- be submitted and signed by your own medical practitioner and indicate the dates on which you sought attention
- certify unambiguously a specified illness or medical disability for a definite period, and
- indicate the degree of your incapacity, and express a professional opinion as to the effect of your illness on your ability to take an examination.

Certificates in connection with annual or supplementary examinations should be submitted prior to the examinations, unless illness or misadventure takes place during the examinations, in which case the evidence must be forwarded as soon as practicable, and in any case before the close of the examination period. There is a special form available at the Student Centre and at the University Health Service for submission with medical certificates.

For consideration on the grounds of misadventure, your application must include a full statement of circumstances and any available supporting evidence.

Should you find it embarrassing to state your difficulties in writing you should arrange an interview with the Dean of the Faculty. Such a request should be made in the form of a note addressed to the Dean.

The need to seek early advice

Many students in need of advice fail to make full use of the assistance available to them. If you believe that your performance during a unit of study, or your preparation for your examinations, has been adversely affected by medical, psychological or family circumstances, you should seek advice as early as possible. Members of the teaching staff, of the University Counselling Service, and of the University Health Service, are all available for consultation and can give advice on appropriate action to take.

Progression at the end of academic years

Decisions on academic progression to the next phase of the program are made at the end of each year.

Progression at the end of Year 1

Progression depends on satisfactory performance in the Personal and Professional Development/Dentist and Community Theme, and the demonstration of satisfactory performance in the Foundations of Total Patient Care Sub-Theme in a Clinical Competencies Assessments and the satisfactory completion of the Year 1 Competencies Log-Book. Reducing other summative assessment in Year 1 aims to ensure that students of diverse academic and other backgrounds are given adequate time to develop experience in any areas in which they are unfamiliar or under-prepared. The emphasis on aspects of Personal and Professional Development and manipulative skills ensures that students are ready for the more intensive challenges of later years.

Satisfactory performance in the Personal and Professional Development/Dentist and Community Theme in Year 1 will include the demonstration of adequate performance in:

- ethical and professional behaviours
- a reflective portfolio and interview, and
- attendance and participation in problem-based learning tutorials, all sessions with a dental content, which include all of the FTPC, PPD and DC sessions, formative assessments and peer-marking sessions for which attendance is compulsory (see section on 'Attendance').

Meeting the requirements of the Foundations of Total Patient Care Sub-Theme includes demonstrating a satisfactory performance in:

- the summative clinical competencies assessment, and
- the summative review of the competencies log-book.

At the end of the year, the Year 1 Progression Committee will meet to consider the situation of the first year students. The attendance requirement (see section on 'Attendance') aims to ensure that a student who misses compulsory sessions amounting to the equivalent of one short Block (five weeks) would not be eligible to proceed to Year 2, except by a specific decision of the Year 1 Progression Committee and after targeted remediation. Illness or misadventure would normally be considered and will be taken into account except where the work missed is so substantial that remediation would not be possible.

Students not meeting requirements of summative assessments will be interviewed about their learning needs by the Year 1 Coordinator or representative and may require remedial activities including supplementary reassessment.

Progression at the end of Year 2

Progression depends on satisfactory performance in all three Themes in all designated summative assessments held during second year (the assessments will include assessment of first year work).

The summative assessment in the Personal and Professional Development sub-Theme in Year 2, as in Year 1, is intended to ensure that students meet the fundamental goals underpinning their capacity to progress in the curriculum, including teamwork, self-directed learning and appropriate professional behaviours in clinical settings.

Satisfactory performance in the Personal and Professional Development/Dentist and Community Theme in Year 2 will include the demonstration of adequate performance in:

- ethical and professional behaviour, and
- attendance and participation in problem-based learning tutorials, all sessions with a dental content, which include all of the FTPC, PPD and DC sessions, formative assessments and peer-marking sessions for which attendance is compulsory (see section on "Attendance").

Meeting the requirements of the Foundations of Total Patient Care Theme includes demonstrating a satisfactory performance in:

- the summative clinical competencies assessment, and
- the summative review of the competencies log-book.

Remediation

If a student fails to satisfy the criteria for progression, that student will be counselled by the Year Coordinator (usually well before the end of the year) in their requirements for remediation and may be required to repeat that year. The student will be

<table>
<thead>
<tr>
<th>First Year (BDent)</th>
<th>Required Formative Competencies</th>
<th>Formative Clinical Competencies</th>
<th>Summative Clinical Competencies</th>
<th>Required Formative Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 July</td>
<td>18 September</td>
<td>3 November</td>
<td>17 November</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year (BDent)</th>
<th>Required Formative Competencies</th>
<th>Formative Clinical Competencies</th>
<th>Summative Clinical Competencies</th>
<th>Barrier Examination</th>
<th>Barrier Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 June</td>
<td>4 August</td>
<td>15 September</td>
<td>13 October</td>
<td>24 November</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year (BDent)</th>
<th>Required Formative Competencies</th>
<th>Summative Case Presentation</th>
<th>Formative Oral Examination</th>
<th>Barrier Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 July</td>
<td>8 September</td>
<td>27 October</td>
<td>8 December</td>
<td></td>
</tr>
</tbody>
</table>
Disclosure of examination marks

The Faculty of Dentistry resolved in June 1997 that in the light of Supplementary examinations, Bachelor of Dental Surgery award of a Supplementary Examination to Count as Annual took effect from the Annual Examinations in 1998.

Appeals

If a student wishes to request a review of their own examination result for a summative assessment, that student must lodge the request in writing within one week of the notification of results on the Dental website. The request should be addressed to the Year Progression Committee. Acceptable grounds for a request for review of an examination result are i) failure by the Faculty to adhere to the published process for assessment and/or ii) additional information that the student could not have made available to the Year Progression Committee prior to its meeting to consider examination results.

Bachelor of Dental Surgery

Discontinuation of enrolment and re-enrolment after discontinuation

Please refer to Clause 12, University of Sydney Coursework Rule (2000) in the University of Sydney Calendar.

Examinations

Periods

There are three formal examination periods.

<table>
<thead>
<tr>
<th>Period</th>
<th>Held</th>
<th>Approx. duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>June</td>
<td>2-3 weeks</td>
</tr>
<tr>
<td>Semester 2</td>
<td>November</td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>Supplementary</td>
<td>December/January</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

In addition, individual disciplines may examine at other times and by various methods of assessment, such as essays, assignments, viva voce, practical work, etc. Some disciplines do not examine during the first semester.

Notification of examination results

The results of annual examinations will be made available electronically via the intranet. They are also posted through the mail service directly to you at the end of the year.

Disclosure of examination marks

Final marks will appear on your annual result notice. Marks may also be obtained from your Faculty for the major components of assessment which make up the final marks. You are entitled to information about any details of the assessment procedures used to determine the final result.

Your examination scripts and any other assessment material may be retrieved for a short period after the completion of assessment in each unit of study. This does not apply to examination papers which involve the repeated use of the same material in successive examinations.

Examination marks (as opposed to examination grades) are treated as personal information and therefore disclosed only to the student concerned. However, information will be made available to help you gauge your comparative performance in class.

Examination grades

Each unit of study taken will be allotted one of the following grades at the annual examinations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>Distinction</td>
<td>75-84</td>
</tr>
<tr>
<td>Credit</td>
<td>65-74</td>
</tr>
<tr>
<td>Pass</td>
<td>50-64</td>
</tr>
<tr>
<td>Fail</td>
<td>below 50</td>
</tr>
</tbody>
</table>

Supplementary examinations, Bachelor of Dental Surgery

The Faculty of Dentistry resolved in June 1997 that in the light of the new undergraduate selection process, greater reliance on continuous assessment and the need to streamline the examination process, the practice of offering concessional Supplementary Examinations be discontinued. This resolution took effect from the Annual Examinations in 1998.

This means that students may only be considered for the award of a Supplementary Examination to Count as Annual (XTCA), or a Postponed Annual Examination, on submission of an application for Special Consideration on the grounds of certified illness or other misadventure.

Supplementary Examination to Count as Annual (XTCA) and Postponed Annual Examination

(i) Candidates who submit an application for Special Consideration after the Annual Examination will not normally be entitled to be awarded a Supplementary Examination to Count as Annual. Such candidates may be permitted, at the discretion of the examiner, to sit for a Postponed Annual Examination.

(ii) A Postponed Annual Examination will normally take place within one week after the scheduled Annual Examination but before the Board of Examiners meeting.

(iii) A Supplementary Examination to Count as Annual may be awarded only by the Board of Examiners as a result of an application for Special Consideration, normally submitted prior to the Annual Examination.

(iv) A candidate awarded a Supplementary to Count as Annual will be permitted to sit for the examination, notwithstanding a result of Fail on the Year is recorded.

Exemptions/Credit for units of study already completed, to be counted towards the degree of Bachelor of Dental Surgery

(1) Except with the permission of the Faculty, a candidate for the degree of Bachelor of Dental Surgery seeking credit for an equivalent unit of study completed previously or for exemption from re-enrolment in a unit of study prescribed for the degree will normally be required to have achieved a result of Credit or higher in that unit of study.

(2) Exemptions from re-enrolment will not be granted for units of study in clinical disciplines.

Illness or misadventure

You may apply to the Faculty in writing for special consideration of your examination performance on grounds of illness or misadventure. In the case of illness a medical certificate should be provided. The minimum requirements of a medical certificate are that it:

(a) be submitted and signed by your own medical practitioner and indicate the dates on which you sought attention
(b) certify unambiguously a specified illness or medical disability for a definite period, and
(c) indicate the degree of your incapacity, and express a professional opinion as to the effect of your illness on your ability to take an examination.

Certificates in connection with annual or supplementary examinations should be submitted prior to the examinations, unless the illness or misadventure takes place during the examinations, in which case the evidence must be forwarded as soon as practicable, and in any case before the close of the examination period. There is a special form available at the Student Centre and at the University Health Service for submission with medical certificates.

For consideration on the grounds of misadventure, your application must include a full statement of circumstances and any available supporting evidence.

Should you find it embarrassing to state your difficulties in writing you should arrange an interview with the Dean of the Faculty. Such a request might be made in the form of a note addressed to the Dean.

The need to seek early advice

Many students in need of advice fail to make full use of the assistance available to them. If you believe that your performance during a unit of study, or your preparation for your examinations, has been adversely affected by medical, psychological or family circumstances, you should seek advice as early as possible. Members of the teaching staff of the University Counselling Service, and of the University Health Service, are all available for consultation and can give advice on appropriate action to take.

Exclusion

Restriction upon re-enrolment

There are certain circumstances in which you could be asked to show good cause why you should be permitted to repeat any previously attempted study. Liability for exclusion from re-enrolment is determined by academic attainment during the immediate past one or two academic years (depending upon the Faculty, College or Board of Studies concerned). The resolutions of the Senate restricting re-enrolment may be found in the
University's Calendar. If you are in any doubt about your liability for exclusion following academic failure or discontinuation of courses you should ask advice of the Exclusions Office.

It is not possible to define in advance all the reasons that constitute 'good cause' but serious ill health, or misadventure properly attested, will be considered. In addition your general record, for example in other courses or units of study, would be taken into account.

In particular, if you were transferring from another faculty your record in your previous faculty would be considered. Not usually acceptable as good cause are such matters as demands of employers, pressure of employment, time devoted to non-university activities and so on, except as they may be relevant to any serious ill health or misadventure.

Extract from Resolutions of the Senate relating to Restriction upon Re-enrollment

Faculty of Dentistry

13. The Senate authorises the Faculty of Dentistry to require a student to show good cause why he or she should be allowed to re-enrol in the Faculty of Dentistry when he or she has failed the Second Year or any higher year in the Faculty, if he or she has already taken more than one year of enrolment to complete the requirements of the preceding year.

Subject to the Senate resolutions on restriction upon re-enrolment, the Faculty may require a student to show good cause why he or she should be allowed to re-enrol in the Faculty of Dentistry First Year units of study.

■ Libraries

Dentistry Library

The Fairfax Reading Library (ie, the Dentistry Library) is a branch within the Medical Sciences Cluster of libraries in The University of Sydney Library system. It is housed on the eighth floor of the United Dental Hospital.

Electronic resources and services of the University Library are accessible both from within the Library and over the Internet (www.library.usyd.edu.au). These include:

- Online catalogue
- eDatabases and eJournals (including Medline)
- Course reading materials (eReserve)
- Self-service options on the University Library's computer system (eg, view your loans and renewals)
- Information literacy services www.library.usyd.edu.au subjects/dentistry/.

For online tutorials and information skills class bookings, see at: www.library.usyd.edu.au/skills/

Instructions on how to gain Internet access to electronic resources from off campus are on the Internet at www.library.usyd.edu.au/databases/wam.html

Collection resources covering various disciplines within dentistry and associated fields are housed in the Dentistry Library. The collections consist of various formats (print, CD-ROM, audiovisual).

Staff and students of the University of Sydney are eligible to borrow books from the Dentistry Library and any of the University Libraries. Documents such as periodical articles which are not held in the University Library will be obtained for University staff and higher degree students after completion of a copyright User Agreement Form. A service desk is staffed whenever the Library is open.

Contact

Dr Diana Kingston (Dentistry Librarian)
Email: dentinfo@library.usyd.edu.au
Web: www.library.usyd.edu.au/Libraries/Dentistry

Other libraries

Other libraries in the University relevant to Dentistry are the Fisher, Budham, Burkit-Ford, Engineering, Medical and Pharmacy Libraries.

Dentistry staff and students may also use the Westmead Hospital Library (conditions may apply).

■ Faculty societies

Sydney University Dental Undergraduates' Association

The SUDUA, which was functioning in the 1930s and perhaps earlier, comprises all undergraduates enrolled in the Faculty of Dentistry. All members on graduation become honorary life members.

The Association is a registered society within the University Union. With assistance from the Union, the SUDUA has provided facilities at the United Dental Hospital campus and the Westmead Centre for Oral Health campus, such as common rooms, pool tables, photocopiing and computers. In addition to this, the SUDUA plays a pivotal role in organising and running various activities to meet the educational and social needs of its members.

Committee members are elected each year and monthly meetings are held to discuss important academic and social matters. The SUDUA also facilitates staff-student liaison and arranges inter-faculty activities. The Articulator, the journal of the Association, is published annually.

Dental Alumni Society of the University of Sydney

Founded in 1943, the Dental Alumni Society is a postgraduate society. Some of the more important aims of the Society are to maintain and foster the association of dental graduates with the University, to promote cultural activities, to extend cordial relationships between graduates and undergraduates of the Faculty of Dentistry, and to take an interest in any matter within the University that will be of benefit to the Faculty of Dentistry.

Graduates of the Faculty of Dentistry are automatically General Members of the Society and become Financial Members on payment of a small annual subscription.

Dental Alumni Society Museum

This museum within the Faculty of Dentistry is an historical museum consisting of early dental instruments and equipment of a small nature. At present the collection is being catalogued and it is hoped that in the future it will be enlarged to display these objects with photographs and documents describing dental science and practice of the past.

Gifts of an historical dental nature are most welcome and will be acknowledged.

■ Committee for Continuing Education in Dentistry

Chair: Director, Continuing Education

The Committee for Continuing Education in Dentistry has the following objectives:

1. To provide courses of continuing education in all fields of dentistry for dental graduates. Over 600 courses have been conducted, and 2002 is the Continuing Education unit's 55th year of operation. The courses range from short courses of half-day duration to longer courses conducted over a number of days, either grouped together or spread over a number of weeks/months/years. These may be 'hands-on' or lecture programs, including courses of a specialised nature or general update courses for the general practitioner.

2. To provide assistance to the Faculty of Dentistry by way of a half-time lectureship, updating programs for Faculty staff and students and assistance in minor equipment needs.

3. To provide funds for research.

The courses, which do not lead to degrees (but may be included as part of the requirements leading to diplomas), are primarily open to all registered dentists. Attendance certificates are given to participants of courses. In addition, medical practitioners and other groups interested or involved in general fields of dentistry may also attend. Members of the dental profession in New South Wales and the Australian Capital Territory are regularly circularised and the program is also sent to other Australian states and to New Zealand. Special courses are advertised overseas.

Enquiries about the Committee's program can be addressed to the Secretary, Committee for Continuing Education in Dentistry, Faculty of Dentistry, 2 Chalmers Street, Surry Hills NSW 2010.
Traineeships, scholarships and prizes

Traineeships
Traineeships are available in dentistry that afford financial assistance to students during the latter parts of the course. In each case, fees and a living allowance are paid and some assistance is given with books.

Traineeships are available via the Defence Recruiting Office through the following:
- Royal Australian Navy
- Australian Military Forces, and
- Royal Australian Air Force
from whom further particulars may be obtained.

Undergraduate scholarships and prizes

Financial assistance
Information about sources of financial assistance available to students may be obtained from Student Services (Financial Assistance Office).

Dental Board of New South Wales

The Dental Board of New South Wales is empowered under Section 18 of the Dentists Act 1934-1964 to appropriate moneys from the Dental Board Education and Research Account for or towards dental education and research.

The Board is prepared to give consideration to the granting of financial assistance to students in the Faculty of Dentistry in the form of loans. The individual applicant is required to show the Board that he or she is of good character, is unable to find financial accommodation elsewhere, and is otherwise in necessitous circumstances. Surety for the amount of the application should also be arranged.

Funds are limited and loans must therefore be restricted accordingly.

Successful applicants are required to execute agreements in due course. Application forms are available from the Registrar of the Board, 28-36 Foveaux Street, Surry Hills NSW 2010.

Prizes for academic merit

The Faculty of Dentistry awards a large number of prizes awarded automatically on the basis of academic merit.

Awards and honours

High distinction, distinction and credit are awarded to students who, at the annual examinations, attain a certain percentage in individual subjects.

Honours are awarded in the Bachelor of Dental Surgery on the basis of an Honours Weighted Average Mark (WAM). The Honours WAM is calculated using the normal WAM based on hours in each unit of study, but using the following additional weightings and scalings:

<table>
<thead>
<tr>
<th>Year</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>15%</td>
</tr>
<tr>
<td>Second Year</td>
<td>15%</td>
</tr>
<tr>
<td>Third Year</td>
<td>20%</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>25%</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>25%</td>
</tr>
</tbody>
</table>

Scalings

In recognition of the conservative levels of grades awarded in the Bachelor of Dental Surgery relative to degrees in other faculties, the Faculty applies a further scaling in addition to the year weightings. This scaling has the aim of ensuring that the top Honours graduate achieves an Honours WAM of 90 or more.

Honours are awarded in accordance with the following Honours WAM scores:

<table>
<thead>
<tr>
<th>WAM</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Honours I</td>
</tr>
<tr>
<td>80-84</td>
<td>Honours II, Division 1</td>
</tr>
<tr>
<td>75-79</td>
<td>Honours II, Division 2</td>
</tr>
</tbody>
</table>

University Medal

The University Medal is awarded on graduation to a student who has merited first class honours and who has been shown to be the most distinguished candidate for the degree.
GENERAL UNIVERSITY INFORMATION

The Co-op Bookshop
As well as providing textbooks for all courses, the Co-op stocks a wide range of supplementary material including recommended readings, course notes, study aids, reference titles, general fiction, non-fiction, academic and professional titles. Co-op members receive up to 15 per cent discount and the shop stocks software at up to 70 per cent off for students and academics. The Co-op is located in the Sydney University Sports and Aquatic Centre.
Phone: (02) 9351 3705 or (02) 9351 2807
Fax: (02) 9660 5256
Email: sydu@mail.coop-bookshop.com.au
Web: www.coop-bookshop.com.au

Counselling Service
The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling which is free and confidential. Counselling presents an opportunity to: gain greater self awareness; learn to cope more efficiently with the problem at hand; discuss any work related, social or personal issues that cause concern; explore options with professionally trained staff. In addition, workshops are offered each semester on topics such as stress management, relaxation, exam anxiety, communication skills and others.
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2228
Fax: (02) 9351 7055
Email: counsell@mail.usyd.edu.au
Web: www.usyd.edu.au/counsel

Disability Services
Disability Services is the principal point of contact and advice on assistance available for students with disabilities. The Service works closely with academic and administrative staff to ensure that students receive reasonable accommodations in all areas of their study. Assistance available includes the provision of notetaking, interpreters, and advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate.
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 7040
Fax: (02) 9351 3320
TTY: (02) 9351 3412
Email: disserv@stuserv.usyd.edu.au
Web: www.usyd.edu.au/disability

Enrolment and pre-enrolment
Students entering first year
Details of the enrolment procedures will be sent with the UAC Offer of Enrolment. Enrolment takes place at a specific time and date, depending on your surname and the Faculty in which you are enrolling, but is usually within the last week of January. You must attend the University in person or else nominate, in writing, somebody to act on your behalf. On the enrolment day, you pay the compulsory fees for joining the Student Union, the Students' Representative Council and sporting bodies and nominate your preferred 'up front' or deferred payment for your Higher Contribution Scheme (HECS) liability. You also choose your first-year units of study, so it's important to consult the Handbook before enrolling.
All other students
A pre-enrolment package is sent to all enrolled students in late September, and contains instructions on the procedure for pre-enrolment.
Examinations
The Examinations and Exclusions Office (see address below) looks after the majority of exam papers, timetables and exclusions. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.
Examinations and Exclusions Office
Student Centre
Level 1, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4005 or (02) 9351 4006
Fax: (02) 9351 7330
Email: exams.office@exams.usyd.edu.au

Financial Assistance Office
The University has a number of loan funds and bursaries to assist students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and to supplement other income.
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2416
Fax: (02) 9351 7055
Email: fao@stuserv.usyd.edu.au
Web: www.usyd.edu.au/fin_assist

Freedom of information
The University of Sydney falls within the jurisdiction of the NSW Freedom of Information Act, 1989. The Act:
• requires information concerning documents held by the University to be made available to the public;
• enables a member of the public to obtain access to documents held by the University;
• enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect or out of date.
(Note that a 'member of the public' includes staff and students of the University)
It is a requirement of the Act that applications be processed and a determination be made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.
While application may be made for access to access University documents, some may not be released in accordance with particular exemptions provided by the Act. There are review and appeal mechanisms which apply when access has been refused.
The University is required to report to the public on its FOI activities on a regular basis. The two reports produced are the Statement of Affairs and the Summary of Affairs. The Statement of Affairs contains information about the University, its structure and function and the kinds of documents held. The Summary of Affairs identifies the University's policy documents and provides information regarding how to make application for access to University documents.
Further information, and copies of the current reports may be found at www.usyd.edu.au/arms/foi.

Graduations Office
The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.
Student Centre
Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3199, (02) 9351 4009, Protocol (02) 9351 4612
Fax: (02) 9351 5072

Fees
For information on how to pay, where to pay, and if payments have been received.

Financial Assistance Office
The University has a number of loan funds and bursaries to assist students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and to supplement other income.
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2416
Fax: (02) 9351 7055
Email: fao@stuserv.usyd.edu.au
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(Note that a 'member of the public' includes staff and students of the University)
It is a requirement of the Act that applications be processed and a determination be made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.
While application may be made for access to access University documents, some may not be released in accordance with particular exemptions provided by the Act. There are review and appeal mechanisms which apply when access has been refused.
The University is required to report to the public on its FOI activities on a regular basis. The two reports produced are the Statement of Affairs and the Summary of Affairs. The Statement of Affairs contains information about the University, its structure and function and the kinds of documents held. The Summary of Affairs identifies the University's policy documents and provides information regarding how to make application for access to University documents.
Further information, and copies of the current reports may be found at www.usyd.edu.au/arms/foi.

Graduations Office
The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.
Student Centre
Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3199, (02) 9351 4009, Protocol (02) 9351 4612
Fax: (02) 9351 5072

(Grievances) appeals
Many decisions about academic and non-academic matters are made each year and you may consider that a particular decision affecting your candidature for a degree or other activities at the University may not have taken into account all the relevant matters.
In some cases the by-laws or resolutions of the Senate (see University Calendar) specifically provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.
A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's Web site at www.usyd.edu.au/su/planning/policy/

If you wish to seek assistance or advice regarding an appeal, contact:

Students' Representative Council
Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222

HECS
Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 5659, (02) 9351 5062, (02) 9351 2086
Fax: (02) 9351 5081

Information Technology Services (ITS)
Information Technology Services oversees the University's computing infrastructure. Students can contact ITS either through the ITS Helpdesk (helpdesk.usyd.edu.au), located in the University Computer Centre (Building H08), or through the University Access Labs (www.usyd.edu.au/su/is/labs/). The access labs on main campus are located in:

- Fisher Library (Level 2)
- Carslaw (Room 201)
- Education (Room 232)
- The Link Building (Room 222)
- Pharmacy (Room 510)

Other labs are available at the Law, Orange, Westmead and Cumberland campuses.

The labs allow students free access to computers, including office and desktop publishing software and storage, at-cost Internet access, printing facilities and the opportunity to host their own Web site.

Each student is supplied with an account, called a 'Unikey' or 'extra' account, which allows access to a number of services including:

- Free email (www-mail.usyd.edu.au);
- Access to the Internet both from home and from the access labs. (helpdesk.usyd.edu.au/services.html);
- Online course material (groucho.ucc.usyd.edu.au:9000/web/pub/home.html);
- Student facilities via the intranet (www.intranet.usyd.edu.au), including exam results and seating, student timetables and bulletin boards; and
- Free courses in Microsoft Word and Excel, Photoshop, Internet use and html.

International Student Centre
The International Student Centre consists of the International Office (IO), the International Student Services unit (ISSU) and the Study Abroad and Exchange Office. The International Office provides assistance with application, admission and enrolment procedures and administers scholarships for international students. The ISSU provides a wide range of international student support services including orientation and assistance with finding accommodation for new arrivals and psychological counselling and welfare advice for international students and their families. The Study Abroad and Exchange unit assists both domestic and international students who wish to enrol for Study Abroad or Exchange programs.

International Student Centre
Services Building, G12
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4079
Fax: (02) 9351 4013
Email: info@isu.usyd.edu.au
Web: www.usyd.edu.au/isu

International Student Services Unit
Phone: (02) 9351 4749
Fax: (02) 9351 6818
Email: info@issu.usyd.edu.au
Web: www.usyd.edu.au/issu

Study Abroad and Exchange Unit
Study Abroad
Phone: (02) 9351 3699
Fax: (02) 9351 2795
Email: studyabroad@io.usyd.edu.au
Web: www.usyd.edu.au/io/studyabroad

Exchange
Phone: (02) 9351 3699
Fax: (02) 9351 2795
Email: exchange@io.usyd.edu.au
Web: www.usyd.edu.au/io/exchange

Intranet
The University is continually increasing the amount of information and services it provides through the Web. This can be seen in the University’s intranet, called USYDnet. Here, students and staff can find information on everything, from University policies, through to courses and units of study. As well as delivering this information, USYDnet provides interactive services such as a calendar of events, where students and staff can enter events and publish them on the Web, access to a single point of email, the ability to search for housing and casual jobs, and other student/staff specific information.

MyUni is the personalised section of USYDnet. All staff and students are provided with access to MyUni through a login name and password. MyUni enables them to receive delivery of personal information such as exam results, enrolment variations and seat numbers. MyUni is a portal from which students and staff can complete tasks that were previously only able to be done in person, offline.

Koori Centre and Yooroang Garang
The Koori Centre provides tutorial assistance: access to computers, Indigenous counsellor, Aboriginal Studies library study rooms, Orientation program at the beginning of the year, and assistance in study and learning skills. Education unit: courses in Education for ATSI students. Indigenous Studies unit: aims to increase the awareness of Indigenous Australian issues through courses across the University.

Ground Floor, Old Teachers' College, A22
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2046 general enquiries,
(02) 9351 7003 Liaison Officer
Fax: (02) 9351 6923
Email: koori@koori.usyd.edu.au
Web: www.koori.usyd.edu.au

Language Centre
Provides self-access course materials in over 140 languages. Beginner and intermediate courses in Modern Spanish, Modern Russian, Modern Welsh, Modern Irish, Modern Portuguese languages and cultures; Diploma course in Modern Language Teaching.

Level 2, Christopher Brennan Building, A18
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2371
Fax: (02) 9351 3626
Email: language.enquiries@language.usyd.edu.au
Web: www.arts.usyd.edu.au/Arts/departs/langcent/home.html

Learning Centre
The Learning Centre helps students to develop the generic learning and communication skills which are necessary for university study and beyond. The Centre is committed to helping students achieve their academic potential throughout their undergraduate and postgraduate studies. The Centre's program includes a wide range of workshops on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services are an Individual Learning Program, a special program for international students, faculty-based workshops, computer-based learning resources, publications of learning resources and library facilities.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3853
Fax: (02) 9351 4865
Email: lc@iuserv.usyd.edu.au
Web: www.usyd.edu.au/lc
Library
Students are welcome to use any of the 20 libraries in the University. The student card is also the library borrower's card. Further details of the libraries, including services provided, locations and opening hours are available on the Library's Web page, www.library.usyd.edu.au, as well as in the printed Library Guide, available at any library. Consult the Library staff for assistance.

The libraries listed below are located on the Camperdown/Darlington campus unless otherwise specified.

Architecture Library
Wilkinson Building, G04
Phone: (02) 9351 2775
Fax: (02) 9351 4782
Email: architecture@library.usyd.edu.au

Badham Library
Badham Building, A16
Phone: (02) 9351 2728
Fax: (02) 9351 3852
Email: badham@library.usyd.edu.au

Biochemistry Library
Biochemistry Building, G08
Phone: (02) 9351 2231
Fax: (02) 9351 7699
Email: biochemistry@library.usyd.edu.au

Burkitt-Ford Library
Sir Edward Ford Building, A27
Phone: (02) 9351 4364
Fax: (02) 9351 7125
Email: burkittford@library.usyd.edu.au

Camden Library
University Farms, Werombi Rd, Camden, C15
Phone: (02) 9351 1627
Fax: (02) 4655 6719
Email: camden@library.usyd.edu.au

Chemistry Library
From December 2002, merged with the Geosciences Library in the Madsen Building

Curriculum Resources Library
Relocated to Fisher Library, Floor 1
Phone: (02) 9351 6254
Fax: (02) 9351 7766
Email: curriculum@library.usyd.edu.au

Dentistry Library
United Dental Hospital, 2 Chalmers St, Surry Hills, C12
Phone: (02) 9351 8331
Fax: 9212 5149
Email: dentistry@library.usyd.edu.au

Engineering Library
PN Russell Building, J02
Phone: (02) 9351 2138
Fax: (02) 9351 7466
Email: engineering@library.usyd.edu.au

Fisher Library
Eastern Ave, F03
Phone: (02) 9351 2993
Fax: (02) 9351 4328
Email: fishin@library.usyd.edu.au

Geosciences Library
Madsen Building, F09
Phone: (02) 9351 6456
Fax: (02) 9351 6459
Email: geosciences@library.usyd.edu.au

Health Sciences Library
East St, Lidcombe, C42
Phone: (02) 9351 9423
Fax: (02) 9351 9421
Email: library@hrs.usyd.edu.au

Law Library
Law School, 173-175 Phillip St, Sydney, C13
Phone: (02) 9351 0216
Fax: (02) 9351 0301
Email: library@law.usyd.edu.au

Mathematics Library
Carslaw Building, F07
Phone: (02) 9351 2974
Fax: (02) 9351 5766
Email: mathematics@library.usyd.edu.au

Medical Library
Bosch Building, D05
Phone: (02) 9351 2413
Fax: (02) 9351 2427
Email: medical@library.usyd.edu.au

Music Library
Seymour Centre, J09
Phone: (02) 9351 3534
Fax: (02) 9351 7343
Email: music@library.usyd.edu.au

Nursing Library
88 Mallett St, Camperdown, M02
Phone: (02) 9351 0541
Fax: (02) 9351 0634
Email: nursing@library.usyd.edu.au

Orange Library
Leeds Parade, Orange
Phone: (02) 6360 5593
Fax: (02) 6360 5637
Email: lib@orange.usyd.edu.au

Physics Library
New Wing, Physics Building, A29
Phone: (02) 9351 2550
Fax: (02) 9351 7767
Email: physics@library.usyd.edu.au

Schaeffer Fine Arts Library
Mills Building, A26
Phone: (02) 9351 2148
Fax: (02) 9351 7624
Email: john.spencer@arthist.usyd.edu.au

Sydney College of the Arts Library
Balmain Rd, Rozelle, N01
Phone: (02) 9351 1036
Fax: (02) 9351 1043
Email: scalib@sca.usyd.edu.au

Sydney Conservatorium of Music Library
Macquarie St (opposite Bridge St), Sydney, C41
Phone: (02) 9351 1316
Fax: (02) 9351 1372
Email: library@conmusic.usyd.edu.au

Mathematics Learning Centre
The Mathematics Learning Centre assists students to develop the mathematical knowledge, skills and confidence that are needed for studying mathematics or statistics at university. The Centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). The Centre also provides on-going support during the year through individual assistance and small group tutorials to eligible students.

Level 4, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4061
Fax: (02) 9351 5797
Email: mlc@stuserv.usyd.edu.au

Web: www.usyd.edu.au/mlc

Part-time, full-time

Undergraduate students
Undergraduate students are normally considered as full-time if they have a HECS weighting of at least 0.375 each semester. Anything under this amount is considered a part-time study load. Note that some faculties have minimum study load requirements for satisfactory progress.

Postgraduate students (coursework)
Whether a postgraduate coursework student is part-time or full-time is determined solely by credit-point load for all coursework programs. A student is classed as enrolled full-time in a semester if he/she is enrolled in units of study which total at least 18 credit points. Anything under this amount is considered a...
part-time study load. Please note that classes for some coursework programs are held in the evenings (generally 6-9 pm).

Postgraduate students (research)

Full-time candidates for research degrees do not keep to the normal semester schedule but work continuously throughout the year except for a period of four weeks’ recreation leave. There is no strict definition of what constitutes full-time candidature but, generally speaking, if you have employment or other commitments that would prevent you from devoting at least the equivalent of a 3.5-hour working week to your candidature (including attendance at the University for lectures, seminars, practical work and consultation with your supervisor as may be required) you should enrol as a part-time candidate. If in doubt you should consult your faculty or supervisor.

International students

International students who are resident in Australia are normally required under the terms of their entry visa to undertake full-time candidature only.

Privacy

The University is subject to the NSW Privacy and Personal Information Protection Act 1998 (the Act). Central to the Act are the twelve Information Protection Principles (IPPs) which regulate the collection, management, use and disclosure of personal information. The University has developed a Privacy Management Plan which includes the University Privacy Policy. The Privacy Management Plan sets out the IPPs and how they apply to functions and activities carried out by the University. Both the Plan and the new University Privacy Policy were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the Plan may be found at www.usyd.edu.au/arms/privacy.

Any questions regarding the Freedom of Information Act, the Privacy and Personal Information Protection Act or the Privacy Management Plan should be directed to: Tim Robinson: (02) 9351 4263; or Anne Picot: (02) 9351 7262 Email: foi@mail.usyd.edu.au

Scholarships for undergraduates

Scholarships Unit, Room 147
Ground Floor, Mackie Building, KOI
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2717
Fax: (02) 9351 5134
Email: scholarships@careers.usyd.edu.au
Web: www.usyd.edu.au/study/scholarships.shtml

Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3023 General Enquiries
(02) 9351 4109 Academic Records
(02) 9351 3023 Discontinuation of Enrolment
(02) 9351 5057 Handbooks
(02) 9351 5060 Prizes
Fax: (02) 9351 5081, (02) 9351 5350 Academic Records

Student identity cards

The student identity card functions as a library borrowing card, a transport concession card, when suitably endorsed, and a general identity card for a range of purposes within the University. The card must be carried at all times on the grounds of the University and must be shown on demand. Students are required to provide a passport-sized colour photograph incorporating head and shoulders only for laminating to this card. Free laminating is provided at a range of sites throughout the University during the January/February enrolment/pre-enrolment period. Cards which are not laminated or do not include a photograph will not be accepted. New identity cards are required for each year of a student enrolment.

Student Services

Student Services exists to help you achieve your educational goals by providing personal, welfare, and academic support services to facilitate your success at University. Many factors can impact on your well being while studying at University and Student Services can assist you in managing and handling these more effectively. Refer to Accommodation Service, Casual Employment Service, Child Care, Counselling Service, Disability Services, Financial Assistance Office, Learning Centre, Mathematics Learning Centre. The Web site is at www.usyd.edu.au/stuserv.

The Sydney Summer School

Most faculties at the University offer units of study from undergraduate degree programs during January/February. There are also some units of study available from postgraduate coursework programs from some faculties. As the University uses all of its HECS quota in first and second semester, these units are full fee-paying for both local and international students and enrolment is entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make-up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing requisite subjects before they commence their degrees. Units start on 6 January and run for up to six weeks (followed by an examination week). Notice of the units available is contained in the various faculty handbooks, on the summer school Web site (www.summer.usyd.edu.au) and is usually circulated to students with their results notices.

Timetabling unit

The timetabling unit in the Student Centre is responsible for producing students’ class and tutorial timetables. Students can obtain their Semester 1 timetables from the Wednesday of Orientation Week via the Web.

The Sydney Conservatorium of Music operates in accordance with a local calendar of dates and produces a complete timetable for all teaching that it delivers. The timetable is available on enrolment at the Conservatorium.

University Health Service

Provides full general practitioner services and emergency medical care to the University community.

Email: director@unihealth.usyd.edu.au
Web: www.unihealth.usyd.edu.au

University Health Service (Wentworth)
Level 3, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3484
Fax: (02) 9351 4110

University Health Service (Holme)
Science Rd Entry, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4005
Fax: (02) 9351 4338

Student organisations

Students’ Representative Council
Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222 Editors, Honi Soit/Legal Aid
(02) 9660 4756 Second-hand Bookshop
(02) 9351 0691 Mallett St
(02) 9351 1291 Pitt St - Conservatorium
Fax: (02) 9660 4260
Email: postmaster@src.usyd.edu.au

Sydney University Postgraduate Representative Association (SUPRA)
SUPRA is an organization which provides services to and represents the interests of postgraduate students.

All postgraduate students at the University of Sydney are members of SUPRA.

Raglan Street Building, G10
University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3715, Freecall 1800 249 950
Fax: 02 9351 6400
Email: supra@mail.usyd.edu.au
Web: www.usyd.edu.au/supra/


**Sydney University Sports Union**
Services, facilities and clubs for sport, recreation and fitness.
Noel Martin Sports and Aquatic Centre, G09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4960
Fax: (02) 9351 4962
Email: sports_union@susu.usyd.edu.au

**University of Sydney Union**
Main provider of catering facilities, retail services, welfare programs, and social and cultural events for the University community on the Camperdown and Darlington campuses, and at many of the University's affiliated campuses.
University of Sydney Union
Box 500, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9563 6000 Switchboard/Enquiries
Fax: (02) 9563 6239
Email: email@usu.usyd.edu.au
Web: www.usu.usyd.edu.au

**Women's Sports Association**
Provides for students, predominantly women, to participate in sport and recreation through the provision of facilities, courses and personnel.
The Arena Sports Centre, A30
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 8111
Fax: (02) 9660 0921
Email: secretary@suwsa.usyd.edu.au
Web: www.suwsa.usyd.edu.au
This glossary describes terminology in use at the University of Sydney.

Academic Board
The Academic Board is the senior academic body within the University. In conjunction with faculties, the Academic Board has responsibility for approving, or recommending to Senate for approval, new or amended courses and units of study and policy relating to the admission of students. (For further information, see the University Calendar.)

Academic cycle
The Academic cycle is the program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester 1 through to the completion of the processing of results at the end of Semester 2. (See also Stage.)

Academic record
The academic record is the complete academic history of a student at the University. It includes, among other things, personal details, all units of study and courses taken, assessment results (marks and grades), awards and prizes obtained, infringements of progression rules, approvals for variation in course requirements and course leave, thesis and supervision details.

Access to a student’s academic record is restricted to authorised University staff. A student's academic record is not released to a third party without the written authorisation of the student. (See also Academic transcript.)

Academic transcript
An academic transcript is a printed statement setting out a student's academic record at the University. There are two forms of academic transcript: external and internal. (See also External transcript, Internal transcript.)

Academic year
An academic year is a normal full-time program taken in a course in a year. Some courses consist of stages, which may readily be equated with academic year. Others use the aggregation of credit points to do this (eg. 48 credit points = an academic year). (See also Academic cycle, Stage.)

Addresses
All enrolled students need to have a current postal address recorded on FlexSIS to which all official University correspondence is sent. (See also Business address, Permanent home address, Semester address, Temporary address.)

Admission
Admission is governed by the University's admission policy and is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most courses is based on performance in the HSC with applicants ranked on the basis of their UAI. Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses.

Admission basis
The main criterion used by a faculty in assessing an application for admission to a course. The criteria used include, among other things, previous secondary, TAFE or tertiary studies, work experience, special admission and the Universities Admission Index (UAI).

Admission (deferment)
An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle.

Admission mode
Admission mode is a classification based on how a student was admitted to a course, for example 'UAC or 'direct'.

Admission period
The period during which applications for admission to courses are considered. The main admission period takes place before Semester 1, but there may also be an admission period for mid-year applicants before the beginning of Semester 2 and other admission periods.

Admission reply
A code used by FlexSIS to indicate whether an applicant who has received an offer has accepted the offer or not.

Admission result
A code used by FlexSIS to indicate the result of a direct application to study at the University (e.g. offer, unsuccessful, withdrawn).

Admission year
The year the student began the course.

Advanced diplomas
See Award course.

Advanced standing
See Credit.

Advisor
A member of academic staff appointed in an advisory role for some postgraduate coursework students. (See also Associate supervisor, Instrumental supervisor (teacher), Research supervisor, Supervision.)

Annual Progress Report
The Annual Progress Report is a form issued by faculties which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of the department and the dean (or nominee). The completed form is attached to the student's official file. FlexSIS records that the form has been sent out and that it has been satisfactorily completed.

APA
Australian Postgraduate Awards. (See also Scholarships, UPA.)

Appeals
Students may lodge appeals against academic or disciplinary decisions. FlexSIS will record an academic appeal (eg, against exclusion) while they are under consideration and will record the outcome of the appeal. Disciplinary (that is, non-academic) appeals are not recorded on FlexSIS.

ARTS
Automated Results Transfer System. This system was developed on behalf of ACTAC (Australasian Conference of Tertiary Admissions Centres) to allow the electronic academic record of a student to be accessible, via an admission centre, between tertiary institutions.

Assessment
The process of measuring the performance of students in units of study and courses. The assessment of performance in a unit of study may include examinations, essays, laboratory projects, or assignments. (See also Board of examiners, Result processing, Result processing schedule.)

Associate supervisor
A person who is appointed in addition to the supervisor of a research student who can provide the day-to-day contact with the candidate or provide particular expertise or additional experience in supervision. (See also Advisor, Instrumental supervisor (teacher), Research supervisor, Supervision.)

Assumed knowledge
For some units of study, a student is assumed to have passed a relevant subject at the HSC and this is called assumed knowledge. While students are generally advised against taking a unit of study for which they do not have the assumed knowledge, they are not prevented from enrolling in the unit of study. (See also Prerequisite.)

Attendance mode
A DEST classification defining the manner in which a student is undertaking a course - ie, internal, external, mixed or offshore.

Attendance pattern/type
Refers to whether the student is studying part-time or full-time. For coursework students this is a function of course load - ie, the
proportion being undertaken by the student of the normal full-time load specified for the course in which the student is enrolled. To be considered full-time, a coursework student must undertake at least 0.75 of the normal full-time load over the academic cycle or at least 0.375 if only enrolling in half of an academic year. It is important to note, however, that, for some purposes, to be considered full-time a student may need to be enrolled in at least 0.375 in each half year. Research students, with the approval of their faculty, nominate whether they wish to study part-time or full-time. The attendance status is then recorded on FlexSIS as part of the application or enrolment process. (See also Coursework, Student load.)

**AusAID**
Australian Agency for International Development.

**AUSCHECK**
AUSCHECK is the software provided by Centrelink to validate data prior to reporting to Centrelink.

**AUSTUDY**
Replaced by Youth Allowance. (See also Youth Allowance.)

**Award course**
An award course is a formally approved program of study that can lead to an academic award granted by the University. An award course requires the completion of a program of study specified by course rules. (See also Course rules.)

Award courses are approved by Senate, on the recommendation of the Academic Board. Students normally apply to transfer between Award courses through the UAC. The award course name will appear on testamurs. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. The award courses offered by the University are:
- Higher doctorates
- Doctor of philosophy (PhD)
- Doctorates by research and advanced coursework
- Master’s degree by research
- Master’s degree by coursework
- Graduate-diploma
- Graduate certificate
- Bachelor’s degree
- Advanced diplomas
- Diplomas
- Certificates

(See also Bachelor’s degree, Course rules, Diploma, Doctorate, Major, Master’s degree, Minor, PhD, Stream.)

**Bachelor’s degree**
The highest undergraduate award offered at the University of Sydney. A bachelor’s degree course normally requires three or four years of full-time study or the part-time equivalent. (See also Award course.)

**Barrier**
A barrier is an instruction placed on a student’s FlexSIS record that prevents the student from re-enrolling or graduating. (See also Deadline (fees), Suppression of results.)

**Board of examiners**
A Board of examiners was a body appointed by a faculty or board of studies which met to approve the results of all students undertaking courses supervised by that faculty or board of studies. Boards of examiners were dis-established following revision of the University’s examination procedures in 2000. (See also Assessment, Result processing, Result processing schedule.)

**Board of studies**
An academic body which supervises a course or courses and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

**Bursaries**
See Scholarships.

**Business address**
FlexSIS can record a student’s business address and contact details. (See also Addresses, Permanent home address, Semester address, Temporary address.)

**Cadigal Program**
The Cadigal Program is a University wide access and support scheme for Aboriginal and Torres Strait Islanders.

**Campus**
The grounds on which the University is situated. There are eleven campuses of the University of Sydney: Burrsen Street (Institute for International Health, Institute of Transport Studies), Camperdown and Darlington (formerly known as Main Campus), Camden (Agriculture and Veterinary Science), Conservatorium (Conservatorium of Music), Cumberland (Health Sciences), Mallett Street (Nursing), Orange (Faculty of Rural Management), Rozelle (Sydney College of the Arts), St James (Law) and Surry Hills (Dentistry).

**Census date**
See HECS census date.

**Centre for Continuing Education**
The Centre for Continuing Education develops and conducts courses, conferences and study tours for the general public and professional groups. The Centre offers approximately 1,000 courses for approximately 20,000 students each year. Most of these courses are held over one of the four main sessions that are conducted each year, though the Centre is offering an increasing number of ad hoc courses in response to increased competition and changing demands. The Centre operates on a cost recovery/income generation basis. (See also Continuing professional education.)

**Centrelink**
Centrelink is the agency responsible for providing information and assistance on a range of Commonwealth Government programs including Youth Allowance. (See also Youth Allowance.)

**Ceremony**
See Graduation ceremony.

**Chancellor**
The non-executive head of the University. An honorary position, the Chancellor chairs meetings of the University’s governing body, the Senate, and presides over graduation ceremonies amongst other duties.

**Class list**
A listing of all currently enrolled students in a particular unit of study. (See also Unit of study.)

**Combined course**
A course which leads to two awards. For example the Arts/Law course leads to the separate awards of Bachelor of Arts and Bachelor of Laws.

**Combined degree**
See Combined course.

**Commencing student**
A student enrolling in an award course at the University of Sydney for the first time. The DEST glossary provides a more detailed definition.

**Comp subs**
See Compulsory subscriptions.

**Compulsory subscription rates**
There are two rates for some annual subscriptions: full-time and part-time. (See also Compulsory subscriptions.)

**Compulsory subscription waiver provision**
Certain students over a certain age or with disabilities or medical conditions may be exempted from the subscription to the sports body.

Students with a conscientious objection to the payment of subscriptions to unions of any kind may apply to the Registrar for exemption. The Registrar may permit such a student to make the payment to the Jean Foley Bursary Fund instead. (See also Compulsory subscriptions.)

**Compulsory subscriptions**
Each enrolled student is liable to pay annual (or semester) subscriptions as determined by the Senate to the student organisations at the University. These organisations are different on different campuses. There are different organisations for undergraduate and postgraduate students.

At Camperdown/Darlington campus (formerly known as Main Campus), compulsory submissions depend on the level of study. Undergraduate: the University of Sydney Union, Students' Representative Council (SRC) and the University of Sydney Sports Union or the Sydney University Women's Sports Association.

Postgraduate: the University of Sydney Union and the Sydney University Postgraduate Representative Association (SUPRA).

Student organisations at other campuses include: the Conservatorium Student Association, the Cumberland Student Guild, the Orange Agricultural College Student Association and...
the Student Association of Sydney College of the Arts. (See also Compulsory subscription rates, Compulsory subscription waiver provision, Joining fee, Life membership.)

**Confirmation of Enrolment form**

A Confirmation of Enrolment form is issued to students after enrolment showing the course and the units of study they are enrolled in, together with the credit point value of the units of study and the HECS weights. Until all fees are paid, it is issued provisionally.

A new Confirmation of Enrolment form is produced every time a student's enrolment is varied.

For postgraduate research students the form also lists candidature details and supervisor information.

Where students have an appointed advisor, the advisor information is also shown.

**Continuing professional education**

The continuing professional education process provides a number of programs of continuing education courses for professionals as they move through their career. These programs are presently administered by the Centre for Continuing Education and a number of departments and Foundations across the University. This process supports the whole of life learning concept and requires/promotes the maintenance of a long term relationship between the student and the University. It is envisaged that the importance of this mode of education will increase in the future. (See also Centre for Continuing Education.)

**Convocation**

Convocation is the body comprising all graduates of the University.

**Core unit of study**

A unit of study that is compulsory for the course or subject area. (See also Unit of study.)

**Corequisite**

A corequisite is a unit of study which must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS. (See also Prerequisite, Waiver.)

**Course**

An award course or non-award course undertaken at the University of Sydney. (See also Award course, Non-award course.)

**Course alias**

Each course in FlexSIS is identified by a unique five-digit alphanumeric code.

**Course code**

See Course alias.

**Course leave**

Students (undergraduate and postgraduate) are permitted to apply for a period away from their course without losing their place. Course leave is formally approved by the supervising faculty for a minimum of one semester and recorded on FlexSIS (leave for periods of less than one semester should be recorded internally by the faculty). Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to reapply formally for admission. The term 'suspension of candidature' was previously used to describe research students on course leave.

**Course (research)**

A classification of courses in which students undertake supervised research leading to the production of a thesis or other piece of written or creative work over a prescribed period of time.

The research component of a research course must comprise 66 per cent or more of the overall course requirements.

**Course rules**

Course rules govern the allowable enrolment of a student in a course; eg, a candidate may not enrol in units of study having a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course; eg, a candidate must have completed a minimum of 144 credit points. Course rules may be expressed in terms of units of study taken, length of study, and credit points accumulated. (See also Award course.)

**Course suspension**

See Course leave.

**Course transfer**

A course transfer occurs where a student changes from one course in the University to another course in the University without the requirement for an application and selection (eg, from a PhD to a master's program in the same faculty).

**Course type**

Course type is a DEST code.

**Coursework**

Coursework is a classification used to describe those courses that consist of units of study rather than research work. All undergraduate courses are coursework programs. Postgraduate courses can be either research courses or coursework courses. (See also Course (research).)

**Credit**

The recognition of previous studies successfully completed at this or another recognised (by the University of Sydney) university or tertiary institution as contributing to the requirements for the award of the course in which the applicant requesting such recognition has been admitted.

Where the University agrees to recognise successfully completed previous studies, their contribution to the requirements for the award of the course, in which the applicant has been admitted, will be expressed as specific or non-specific credit.

Credit awarded to a credit applicant - whether specific or non-specific - will be recorded with a mark and grade of 50 pass, unless in individual cases the credit is assessed by the faculty as having a mark and grade greater than 50 pass. This equivalent mark and grade will be used for the purposes of calculating a student's weighted average mark and for the purposes of satisfying prerequisite rules where a level of passing grade is specified.

(See also Precedents, Specific credit, Non-specific credit, Waiver, Weighted average mark (WAM))

**Creditpoints**

Credit points are a measure of value indicating the contribution each unit of study provides towards meeting course completion requirements stated as a total credit point value. Each unit of study will have a credit point value assigned to it, normally in the range 3 to 24. Resolutions of Senate set the number and level of credit points required for graduation.

**Cross-institutional enrolment**

Cross-institutional enrolment is an enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a HECS liability or tuition fee charge at the institution at which the unit of study is being undertaken. Students pay compulsory subscriptions to one university only (usually their home university - ie, the university which will award their degree). (See also Non-award course, Enrolment non-award.)

**DAC (Data Audit Committee)**

DAC is a sub-committee of the VCAC Enrolment Working Party, chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and the Planning Support Office. Its role is to oversee the integrity and accuracy of the course and unit of study data as strategic university data. It has a role in advising the Academic Board on suggested policy changes with relation to course and unit of study data.

**Deadlines (enrolment variations)**

See Enrolment variations.

**Deadlines (fees)**

The University has deadlines for the payment of fees (eg, HECS, compulsory subscriptions, course fees, etc). Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record. (See also Barrier.)

**Dean**

The head of a faculty or the principal or director of a college (such as the Conservatorium of Music or the Sydney College of Arts).

**Dean's certificate**

A statement from the dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use dean's...
certificates. In faculties that do, qualified students have 'dean’s certificate' noted on their academic record.

**Deferred**

See Admission (deferment), Leave.

**Degree**

(See also Award course, Bachelor's degree.)

**Delivery mode**

Indicates the mode of delivery of the instruction for a unit of study - eg, normal (ie, by attending classes at a campus of the University), distance (ie, remotely by correspondence or other distance means - eg, Web delivery). The delivery mode must be recorded for each unit as distinct from the attendance mode of the student - ie, an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

**Department**

For the purposes of FlexSIS, a department is the academic unit, which is responsible for teaching and examining a unit of study. It may be called a school, a department, a centre or a unit within the University.

**DEST**

The Department of Education, Science and Training is the Commonwealth Government department responsible for higher education. The University is required to provide DEST with information about its students several times a year. The Government uses this information in its funding deliberations.

**Differential HECS**

See Higher Education Contribution Scheme (HECS).

**Diploma**

The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course. Graduate diploma courses are only available to students who already hold an undergraduate degree. (See also Award course.)

**Direct admissions**

For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, registered on FlexSIS and considered by the relevant department or faculty body. Decisions are recorded on FlexSIS and FlexSIS produces letters to applicants advising them of the outcome. (See also Admission, UAC admissions.)

**Disability information**

Students may inform the University of any temporary or permanent disability, other than a financial disability, which affects their life as a student. Disability information is recorded in FlexSIS but it is only visible to particular authorised users because of its sensitive nature.

**Discipline codes**

Discipline codes are four-letter codes for each area of study available at the University (eg, CHEM Chemistry, ECON Economics).

**Discipline group**

A DEST code used to classify units of study in terms of the subject matter being taught or being researched.

**Discontinuation (course)**

See Enrolment variation.

**Discontinuation (unit of study)**

See Enrolment variation.

**Dissertation**

A dissertation is a written exposition of a topic and may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Architecture and Law.

**Distance and flexible learning**

Distance and flexible learning affords the opportunity to provide higher education to a much wider market - including students from anywhere in the world- at times, locations and modes that suit them.

**Doctor of philosophy (PhD)**

See Award course, Doctorate, PhD.

**Doctorate**

The doctorate and PhD are high-level postgraduate awards available at the University of Sydney. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University of Sydney. (See also Award course, PhD.)

**Earliest date**

See Research candidature.

**EFTSU**

The equivalent full-time student unit (EFTSU) is a measure of student load expressed as a proportion of the workload for a standard annual program for a student undertaking a full year of study in a particular award course. A student undertaking the standard annual program of study (normally 48 credit points) generates one EFTSU.

**EFTYR**

The effective full-time enrolment year (EFTYR) is a calculation of how long, in terms of equivalence to full-time years of enrolment, a student has been enrolled in a course. If a student has always been full-time, the calculation is straightforward (eg, the fifth year of enrolment is EFTYR 5). If the student has had a mixture of part-time and full-time enrolment, this can be equated with an EFTYR. (See also Stage.)

**Enrolment**

A student enrolls in a course by registering with the supervising faculty in the units of study to be taken in the coming year, semester or session. The student pays whatever fees are owing to the University by the deadline for that semester. New students currently pay on the day they enrol which is normally in early February. Students already in a course at the University re-enrol each year or semester; for most students pre-enrolment is required. (See also Pre-enrolment.)

**Enrolment non-award**

Non-award enrolment is an enrolment in a unit or units of study, which does not count towards a formal award of the University. Non-award enrolments are recorded in various categories used for reporting and administrative purposes. (See also Cross-institutional enrolment, Non-award course.)

**Enrolment status**

A student's enrolment status is either 'enrolled' or 'not enrolled'. An enrolment status is linked to an enrolment status reason or category.

**Enrolment status reason/category**

Not enrolled status reasons/categories include: withdrawn, totally discontinued, cancelled, on leave (suspended), transferred, lapsed, terminated, qualified and conferred.

**Enrolment variation**

Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but HECS liability depends on the HECS census date. (See also HECS.)

**Enrolment year**

See EFTYR, Stage.

**Examination**

See Examination paper code, Examination period, Supplementary exams.

**Examination paper code**

A code that identifies each individual examination paper. Used to help organise examinations.

**Exam inatkn period**

The examination period is the time set each semester for the conduct of formal examinations.

**Exchange student**

An exchange student is either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The International Office provides administrative support for some exchanges.

**Exclusion**

The faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course. An excluded student may apply to the faculty for permission to re-enrol. Normally at least two years must have elapsed before such an application would be considered.
University policy relating to exclusion is set out in the University Calendar. (See also Senate appeals.)

**Extended semesters**

Distance learning students may be allowed more time to complete a module/program if circumstances are beyond the student's control - eg, drought, flood or illness, affect the student's ability to complete the module/program in the specified time.

**External**

See Attendance mode.

**External transcript**

An external transcript is a certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result (but not any unit of study which has the status of withdrawn). It also includes any scholarships or prizes the student has received. Two copies are provided to each student on graduation (one with marks and grades for each unit of study and one with grades only). External transcripts are also produced at the request of the student. The student can elect either to have marks appear on the transcript or not. (See also Academic transcript, Internal transcript)

**Faculty**

A faculty, consisting mainly of academic staff members and headed by a dean, is a formal part of the University's academic governance structure, responsible for all matters concerning the award courses that it supervises (see the 2001 University Calendar, pp. 140-141). Usually, a faculty office administers the faculty and student or staff inquiries related to its courses. The Calendar sets out the constitution of each of the University's 17 faculties. (See also Board of studies, Supervising faculty.)

**Fall**

A mark of less than 50% which is not a concessional pass. (See also Results.)

**Fee-paying students**

Fee-paying students are students who pay tuition fees to the University and are not liable for HECS.

**Fee rate**

Local fees are charged in bands, a band being a group of subject areas. The bands are recommended by faculties and approved by the DV-C (Planning and Resources).

**Fee type**

Fee type can be 'international' or 'local'.

**Flexible learning**

See Distance and Flexible learning.

**Flexible start date**

Full fee-paying distance students should not be restricted to the same enrolment time frames as campus-based or HECS students.

**FlexSIS**

FlexSIS is the computer-based Flexible Student Information System at the University of Sydney. Electronically FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University. FlexSIS also holds the complete academic records of many (but not all) past students of the university. For past students whose complete records are not held on FlexSIS, there will be a reference on FlexSIS to card or microfiche records where details are kept.

**Full-time student**

See Attendance status, EFTSU.

**Grade**

A grade is a result outcome for a unit of study normally linked with a mark range. For example, in most faculties, a mark in the range 85-100 attracts the grade 'high distinction' ('HD'). (See also Mark.)

**Graduand**

A graduand is a student who has completed all the requirements for an award course but has not yet graduated. (See also Graduation, Potential graduand.)

**Graduate**

A graduate is a person who holds an award from a recognised tertiary institution. (See also Graduand, Graduation.)

**Graduate certificate**

See Award course.

**Graduate diploma**

See Award course.

**Graduate register**

The graduate register is a list of all graduates of the University. (See also Graduation.)

**Graduation**

Graduation is the formal conferring of awards either at a ceremony or in absentia. (See also In absentia, Potential graduand.)

**Graduation ceremony**

A graduation ceremony is a ceremony where the Chancellor confers awards upon graduands. The Registrar publishes annually the schedule of graduation ceremonies.

**HECS**

See Higher Education Contribution Scheme (HECS).

**HECS census date**

The date at which a student's enrolment, load and HECS liability are finalised before reporting to DEST. The following dates apply:
- Semester 1: 31 March
- Semester 2: 31 August.

**HECS code**

A code used by DEST to identify the HECS status of a student (eg, 10 deferred, 11 upfront).

**Higher doctorates**

See Award course.

**Higher Education Contribution Scheme (HECS)**

All students, except international students, local fee-paying students and holders of certain scholarships are obliged to contribute towards the cost of their education under the Higher Education Contribution Scheme (HECS). HECS liability depends on the load being taken.

Current students, except possibly those who began their studies prior to 1997, have a HECS rate charged for each unit of study in their degree program which depends on the 'discipline group' it is in, and the 'band' to which the Government has assigned it. Theses are all determined annually by the Government.

**Honorary degrees**

A degree honoris causa (translated from the Latin as 'for the purpose of honouring') is an honorary award, which is conferred on a person whom the University wishes to honour.

A degree ad eundem gradum (translated as 'at the same level') is awarded to a member of the academic staff who is not a graduate of the University in recognition of outstanding service to the University. The award of an honorary degree is noted on the person's academic record.

**Honours**

Some degrees may be completed 'with Honours'. This may involve either the completion of a separate Honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class 1, Class II, Class III) and sometimes there are two divisions within Class II.

**HSC**

The HSC is the NSW Higher School Certificate, which is normally completed at the end of year 12 of secondary school.

The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student's performance in the HSC.

**In absentia**

In absentia is Latin for 'in the absence of'. Awards are conferred in absentia when a graduand does not, or cannot, attend the graduation ceremony scheduled for them.

Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony. (See also Graduation.)

**Instrumental supervisor (teacher)**

All students at the Conservatorium of Music and BMus students on the Camperdown campus have an instrumental teacher appointed. (See also Advisor, Associate supervisor, Research supervisor, Supervision.)

**Internal**

See Attendance mode.
Internal transcript
An Internal transcript is a record of a student's academic record for the University's own internal use. It includes the student's name, SID, address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result. (See also Academic transcript, External transcript.)

International student
An International student is required to hold a visa to study in Australia and may be liable for international tuition fees. Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. New Zealand citizens are not classified as international students but have a special category under HECS that does not permit them to defer their HECS liability. (See also Local student, Student type.)

Joining fee
Students enrolling for the first time pay, in addition, a joining fee for the University of Sydney Union or equivalent student organisation. (See also Compulsory subscription.)

Leave
See Course leave.

Life membership
Under some circumstances (eg, after five full-time years of enrolments and contributions) students may be granted life membership of various organisations, which means they are exempt from paying yearly fees. (See also Compulsory subscription.)

Load
Load for an individual student is the sum of the weights of all the units of study in which the student is enrolled. (See also EFTSU, HECS.)

Local student
A local student is either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their HECS upfront. (See also Fee type, HECS, International student.)

Major
A major is a defined program of study, generally comprising specific units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be prescribed in order to satisfy course requirements. Majors may be included on testamurs. (See also Award course, Minor, Stream.)

Major timetable clash
Used by FlexSIS to denote occasions when a student attempts to enrol in units of study which have so much overlap in the teaching times that it has been decided that students must not enrol in the units together.

Mark
An integer (rounded if necessary) between 0 and 100 inclusive, indicating a student's performance in a unit of study. (See also Grade.)

Master's degree
A postgraduate degree. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an Honours year at an undergraduate level. (See also Award course.)

Method of candidature
A course may be either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'. (See also Course, Course (research), Coursework.)

Minor
A minor is a defined program of study, generally comprising units of study from later stages of the award course and requiring a smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be prescribed in order to satisfy course requirements. Minors may be included on testamurs. (See also Award course, Major, Stream.)

Minor timetable clash
Used by FlexSIS to denote occasions when a student attempts to enrol in units of study which have some identical times of teaching.

Mixed mode
See Attendance mode.

Mode
See Attendance mode and Delivery mode.

Mutually exclusive units of study
See Prohibited combinations of units of study.

MyUni
MyUni is a personalised space for staff and students on the University of Sydney's intranet, called USYDnet. MyUni is used to deliver information and services directly through a central location, while also allowing users to customise certain information. Students are able to access such services as exam seat numbers, results, timetables and FlexSIS pre-enrolment and enrolment variations on MyUni. (See also UsydNet.)

Non-award course
Non-award courses are courses undertaken by students who are seeking an award from the University. These may be students enrolled in an award course at another institution or students not seeking an award from any institution. Non-award courses are assigned a course code in the same way as award courses. A separate course code is assigned for each faculty, level (undergraduate or postgraduate) and method (research or coursework) which offers a non-award course. Various categories of non-award enrolment are recorded on FlexSIS for reporting and administrative purposes. (See also Cross-institutional enrolment, Enrolment non-award.)

Non-award enrolment
See Enrolment non-award.

Non-specific credit
Non-specific credit is awarded when previous studies are deemed to have satisfied defined components of a course other than named units of study. These components include, but are not limited to:

- entire years in courses that progress through the successful completion of a set of prescribed units of study per year
- a set number of credit points within a particular discipline or level (ie, first, second or third year)
- one or more semesters for research courses.

(See also Credit, Specific credit.)

Non-standard Teaching Period
A non-standard teaching period is when a unit of study is delivered in a teaching session of less than a standard semester (6 months). Summer School units of study, which are delivered and assessed in intensive mode during January of each year, are an example of non-standard teaching periods. (See also Semester, Session.)

OPRS
Overseas Postgraduate Research Scholarship.

Orientation Week
Orientation or 'O Week', takes place during the week prior to lectures in Semester 1. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

Part-time student
See Attendance status, EFTSU.

PELS
See Postgraduate Education Loans Scheme.

Permanent home address
The permanent home address is the address for all official University correspondence both inside and outside of semester time (eg, during semester breaks), unless overridden by semester address. (See also Addresses, Business address, Semester address, Temporary address.)

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University of Sydney. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. Entry to a PhD course often requires completion of a master's degree course. Note that the PhD course is available in most departments in the University of Sydney. (See also Award course, Doctorate.)

Postgraduate
A term used to describe a course leading to an award such as graduate diploma, a master's degree or PhD, which usually requires prior completion of a relevant undergraduate degree (or...
A 'postgraduate' is a student enrolled in such a course.

**Postgraduate Education Loans Scheme (PELS)**
The Postgraduate Education Loans Scheme (PELS) is an interest-free loans facility for eligible students who are enrolled in fee-paying, postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS).

**Potential graduand**
Potential graduands are students who have been identified as being eligible to graduate on the satisfactory completion of their current studies. See also Graduand, Graduation.

**Precedents**
Where a credit applicant has credit approved in terms of the granting of specific or non-specific credit on the basis of study previously taken, a precedent is established at system level. Any other credit applicant subsequently seeking credit on the basis of the same pattern of previous study will be eligible to have the item of credit to be immediately approved on the basis of the previously approved precedent. (See also Credit.)

**Pre-enrolment**
Pre-enrolment takes place in October for the following year. Students indicate their choice of unit of study enrolment for the following year. After results are approved, registered students are regarded as enrolled in those units of study they chose and for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing or comply with other requirements by the due date. Re-enrolling students who do not successfully register in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period. Pre-enrolment is also known as provisional re-enrolment. (See also Enrolment.)

**Prerequisite**
A prerequisite is a unit of study that is required to be completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory. (See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

**Prizes**
Prizes are awarded by the University, a faculty or a department for outstanding academic achievement. Full details can be found in the University Calendar.

**Probationary candidature**
A probationary candidate is a student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department is required to consider the candidate's progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

**Progression**
See Course progression.

**Prohibited combinations of units of study**
When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit. A unit related in this way to any other unit is linked in tables of units of study via the symbol N to identify related prohibited units.

**Provisional re-enrolment**
A student may re-enrol in a unit of study for which the result was PCON. This grade may be used for students with marks of 46-49 in those faculties which do not use PCON. Some kind of credit must have a grade of Pass or better. (See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

**Qualification**
A qualification is an academic attainment recognised by the University.

**Qualifier**
A mandatory (compulsory) pre-requisite unit of study which must have a grade of Pass or better. (See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

**Registrar**
The Registrar is responsible to the Vice-Chancellor for the keeping of official records and associated policy and procedures within the University. (See the University Calendar for details.)

**Result processing schedule**
The result processing schedule will be determined for each academic cycle. It is expected that all departments and faculties will comply with this schedule. (See also Assessment, Examination period, Result processing.)

**Results**
The official statement of the student's performance in each unit of study attempted, as recorded on the academic transcript, usually expressed as a grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIED</td>
<td>High distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>75-84</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>50-64</td>
</tr>
<tr>
<td>R</td>
<td>Satisfied requirements</td>
<td></td>
</tr>
</tbody>
</table>

**UCN**
Unit of study continuing
Used at the end of semester for units of study that have been approved to extend into a following semester. This will automatically flag that no final result is required until the end of the last semester of the unit of study.

**PCON**
Pass (concessional)
A mark of 46-49. Use of this grade is restricted to those courses that allow for a concessional pass of some kind to be awarded. A student may re-enrol in a unit of study for which the result was PCON. Each faculty will determine and state in its course regulations what proportion, if any, may count - eg, 'no more than one sixth of the total credit points for a course can be made up from PCON results'.

**F**
Fail
This grade may be used for students with marks of 46-49 in those faculties which do not use PCON.

**AF**
Absent fail
Includes non-submission of compulsory work (or non-attendance at compulsory labs, etc) as well as failure to attend an examination.
GLOSSARY

<table>
<thead>
<tr>
<th>W</th>
<th>Withdrawn</th>
<th>Not recorded on an external transcript. This is the result that obtains where a student applies to discontinue a unit of study by the HECS census date (ie, within the first four weeks of enrolment).</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNF</td>
<td>Discontinued - not to count as failure</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the HECS Census Date but before the end of the seventh week of the semester (or before half of the unit of study has run, in the case of units of study which are not semester-length). A faculty may determine that the result of DNF is warranted after this date if the student has made out a special case based on illness or misadventure.</td>
</tr>
<tr>
<td>DF</td>
<td>Discontinued - fail</td>
<td>Recorded on transcript. This applies from the time DNF ceases to be automatically available up to the cessation of classes for the unit of study.</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>This result 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 mark and grade. For students seeking a special award or scholarship, may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.</td>
</tr>
<tr>
<td>MINC</td>
<td>Incomplete with a mark of at least 50</td>
<td>This result may be 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 mark and grade. For students seeking a special award or scholarship, may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.</td>
</tr>
<tr>
<td>UCN</td>
<td>Incomplete</td>
<td>A MINC or INC grade is converted, on the advice of the dean, to UCN when all or many students in a unit of study have not completed the requirements of the unit. The students may be engaged in practical or clinical placements, or in programs extending beyond the end of semester (eg, Honours).</td>
</tr>
</tbody>
</table>

RTS
See Research Training Scheme.

Scholarships
Scholarships are financial or other forms of support made available by sponsors to assist Australian and international students to pursue their studies at the University. When a student's means are a criterion, scholarships are sometimes called bursaries. (See also Prizes.)

School
See Department.

SCR
System change request.

Semester
A semester is a half-yearly teaching session whose dates are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard teaching period) must be given special permission by the Academic Board. (See also Session, Non-Standard Teaching Period.)

Semester address
The semester address is the address to which all official University correspondence is sent during semester time, if it is different to the permanent address. Unless overridden by a temporary address all official University correspondence during semester (including Session 4 for students enrolled in Summer School) will be sent to this address. (See also Addresses, Business address, Permanent home address, Temporary address.)

Senate
The Senate of the University is the governing body of the University. (See the University Calendar.)

Senate appeals
Senate appeals are held for those students who, after being excluded by the faculty from a course, appeal to the Senate for readmission. While any student may appeal to the Senate against exclusion, such an appeal will normally be heard only after the student has exhausted all other avenues - ie, the department, faculty, board of study and, in the case of postgraduates, the Committee for Graduate Studies. (See also Exclusions.)

Session
A session is any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester 1 or 2 for DEST reporting purposes. Session offerings are approved by the relevant dean, taking into account all the necessary resources, including teaching space and staffing. The Academic Board must approve variation to the normal session pattern. (See also Semester, Non-Standard Teaching Period.)

Session address
See Semester address.

Special consideration
Candidates who have medical or other serious problems, which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

They can obtain an official form from the Student Centre. The Student Centre stamps the form and the medical or other documentation. The student gives a copy of the material to the Student Centre staff and takes copies to the relevant departments. The student retains the originals. The dates for which special consideration is sought are recorded on FlexSIS and printed on the examination register.

Special permission
See Waiver.

Specific credit
Specific credit is awarded when previous studies are entirely equivalent to one or more named units of study offered by the University of Sydney that contribute to the course in which the applicant has been admitted. (See also Credit, Non-specific credit.)

Sponsorship
Sponsorship is the financial support of a student by a company or government body. Sponsors are frequently invoiced directly.

SRS
SRS is the student record system responsible, prior to FlexSIS, for the processing of student records. The functions of SRS are gradually being incorporated into FlexSIS. (See also FlexSIS.)

Stage
For the purposes of administration, a course may be divided into stages to be studied consecutively. The stages may be related to sessions or they may relate to an academic cycle. Part-time students progress through a course more slowly and would often enrol in the same stage more than once.

Status
Status is a variable for students both with relation to course and unit of study. With relation to course, students can have the status of enrolled or not enrolled. ‘Not enrolled’ reasons can be: totally discontinued, withdrawn, suspended, cancelled, awarded, etc. With relation to unit of study, students can have the status of CURENR or WITHDN, discontinued, etc.
Stream
A stream is a defined program of study within an award course, which requires the completion of a program of study specified by the course rules for the particular stream, in addition to the core program specified by the course rules for the award course. Students enrolled in award courses that involve streams will have the stream recorded in their enrolment record. Students normally enter streams at the time of admission, although some award courses require students to enrol in streams after the completion of level 1000 units of study. Where permitted to do so by faculty resolution, students may transfer from one stream to another, within an award course, provided they meet criteria approved by the Academic Board on the advice of the faculty concerned. A stream will appear with the award course name on testamurs - eg, Bachelor of Engineering in Civil Engineering (Construction Management). (See also Award course, Major, Minor.)

Student ID card
All students who enrol are issued with an identification card. The card includes the student name, SID, the course code, and a library borrower's bar code. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

Student identifier (SID)
A 9-digit number which uniquely identifies a student at the University.

Student load
See Load.

Study Abroad Program
A scheme administered by the International Education Office which allows international students who are not part of an exchange program, to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at their home institution. (See also Exchange student.)

Subject area
A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules - eg, the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

Summer School
See Sydney Summer School.

Supervising faculty
The supervising faculty is the faculty which has the responsibility for managing the academic administration of a particular course - ie, the interpretation and administration of course rules, approving students' enrolments and variations to enrolments. Normally the supervising faculty is the faculty offering the course. However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty at any given time. Further, in the case where one course is jointly offered by two or more faculties (eg, the Liberal Studies course) a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

The International Office has a supporting role in the administration of the candidatures of international students and alerts the supervising faculty to any special conditions applying to these candidatures (eg, that enrolment must be full-time). (See also Board of studies.)

Supervision
Supervision refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the position. (See also Advisor, Associate supervisor, Instrumental supervisor (teacher), Research supervisor.)

Supplementary examinations
Supplementary exams may be offered by faculties to students who fail to achieve a passing grade or who were absent from assessment due to illness or misadventure.

Suspension of results
Results for a particular course can be suspended by the University for the following reasons:
• the student has an outstanding debt to the university
• the student is facing disciplinary action.

Suspension
See Course leave.

Sydney Summer School
Sydney Summer School is a program of accelerated, intensive study running for approximately 6 weeks during January and February each year. Both undergraduate and postgraduate units are offered. Summer School provides an opportunity for students at Sydney and other universities to catch up on needed units of study, to accelerate completion of a course or to undertake a unit that is outside their award course. All units are full fee-paying and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

Teaching department
See Department.

Temporary address
Students may advise the University of a temporary address. Correspondence will be sent to this address between the dates specified by the student. (See also Addresses, Business address, Permanent home address, Semester address.)

Testamur
A testamur is a certificate of award provided to a graduate usually at a graduation ceremony.

Thesis
A thesis is a major work that is the product of an extended period of supervised independent research. 'Earliest date' means the earliest date at which a research student can submit the thesis. 'Latest date' means the latest date at which a research student can submit the thesis.

Timetable
Timetable refers to the schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript
See Academic transcript.

Transfer
See Course transfer.

Tuition fees
Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS.

VAC
The Universities Admissions Centre (UAC) receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing undergraduate students at the University apply through UAC. UAC admissions Most local undergraduates (including local undergraduate fee payers) apply through the Universities Admission Centre (UAC). The University Admissions Office coordinates the processing of UAC applicants with faculties and departments and decisions are recorded on the UAC system. Applicants are notified by UAC and an electronic file of applicants who have been made offers of admission to courses at the University is loaded onto FlexSIS. (See also Admission, Direct admissions.)

UAI (Universities Admission Index)
The Universities Admission Index (UAI) is a number between 0.00 and 100.00 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. The UAI is based on the aggregate of scaled marks in ten units of the HSC.

Undergraduate
A term used to describe a course leading to a diploma or bachelor's degree. An 'undergraduate' is a student enrolled in such a course.

Unit of study
A unit of study is the smallest stand-alone component of a student's course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3-24. Each approved unit of study is identified by a unique sequence of eight characters, consisting of a four character alphabetical code which usually identifies the department or subject area, and a four character numeric code which identifies the particular unit of study. Units of study can be grouped by subject and level. (See also Core unit of study, Course, Major.)
Unit of study enrolment status
The enrolment status indicates whether the student is still actively attending the unit of study (i.e., currently enrolled) or is no longer enrolled (withdrawn or discontinued).

Unit of study group
A grouping of units of study within a course. The units of study which make up the groups are defined within FlexSIS.

Unit of study level
Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

University
Unless otherwise indicated, University in this document refers to the University of Sydney.

University Medal
A faculty may recommend the award of a University Medal to students qualified for the award of an undergraduate Honours degree or some master's degrees, whose academic performance is judged outstanding.

UPA
University "Postgraduate Award.

USYDnet
USYDnet is the University of Sydney's intranet system. In addition to the customised MyUni service, it provides access to other services such as directories (maps, staff and student, organisations), a calendar of events (to which staff and students can submit entries), and a software download area. (See also MyUni.)

Variation of enrolment
See Enrolment variation.

Vice-Chancellor
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor is head of both academic and administrative divisions.

Waiver
In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course. (See also credit.)

Weighted average mark (WAM)
The Weighted Average Mark (WAM) is the average mark in the unit of study completed, weighted according to credit point value and level. The formulae used to calculate the WAMs are course-specific: there are many different WAMs in the University.

Year of first enrolment (YFE)
The year in which a student first enrols at the University.

Youth Allowance
Youth Allowance is payable to a full-time student or trainee aged 16-24 years of age; and enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact. Youth Allowance replaces AUSTUDY.
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